

# 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.

We ensure 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.

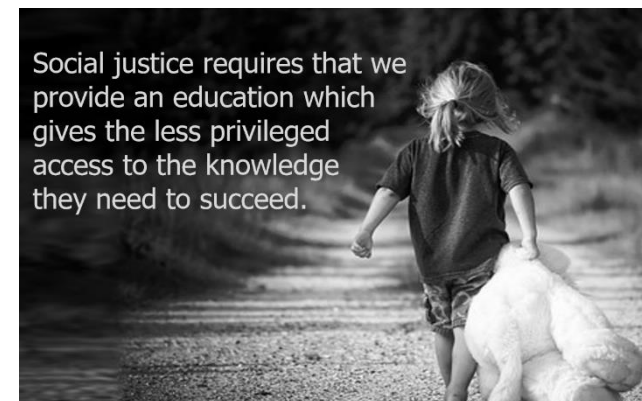
We expect learning to have context, with rich learning opportunities that link to and build upon previous learning to enable children to develop transferable knowledge and skills. We maximise learning by carefully weaving our curriculum together so that subjects within a theme connect wherever possible. 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.



Social justice requires that we provide an education which gives the less privileged access to the knowledge they need to succeed.

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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, therefore we 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.

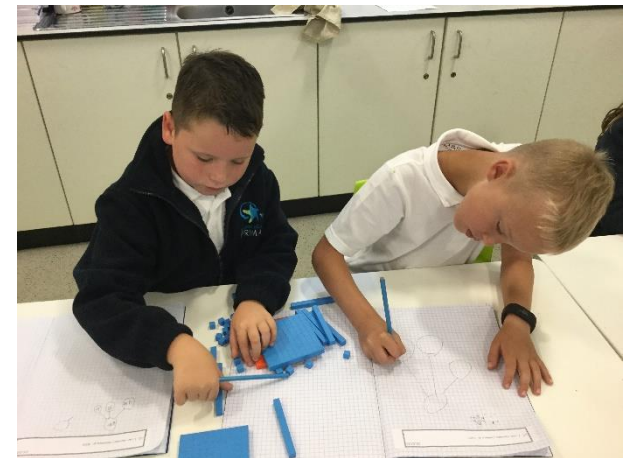
Once they have a firm grasp of each mathematical technique, we challenge our pupils to use what they have learnt and to make rich connections across the distinct areas in order to solve problems. We believe it is important for children to be able to not only find the answers to problems but also to be 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.

Throughout their time at Marine Academy Primary, our pupils learn the following essential characteristics of mathematics:

- ★ 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
Reception	<b><u>Cardinality and Counting</u></b> <i>Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents</i>	<b><u>Comparison</u></b> <i>Understanding that comparing numbers involves knowing which numbers are worth more or less than each other</i>	<b><u>Composition</u></b> <i>Understanding that one number can be composed from two or more smaller numbers</i>	<b><u>Shape and Space</u></b> <i>Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking</i>	<b><u>Pattern</u></b> <i>Looking for and finding patterns helps children notice and understand mathematical relationships</i>	<b><u>Measures</u></b> <i>Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later.</i>
	WK 1: Counting: saying number words in sequence	WK1: More than / less than	WK1: Part-whole: identifying smaller numbers within a number	WK1: Developing spatial vocabulary	WK1: Continuing and copying a simple pattern	WK1: Recognising attributes
	WK 2: Counting: tagging each object with one number word	WK2: Identifying groups with the same number of things	WK2: Inverse operations	WK2: Identifying similarities between shapes	WK2: Creating simple patterns	WK2: Comparing amounts of continuous quantities
		WK3: Comparing numbers and reasoning	WK3: A number can be partitioned into different pairs of numbers	WK3: Properties of shape	WK3: Spotting an error in a simple pattern	WK3: Estimating and predicting



	<p>WK 3: Counting: knowing the last number counted gives the total so far</p> <p>WK 4: Subitising: recognising small quantities without needing to count them all</p> <p>WK5: Numeral meanings</p> <p>WK6: Conservation: knowing that the number does not change if things are rearranged</p> <p>WK:7 Revisit, review and extend</p>	<p>WK4: Knowing the 'one more than/one less than' relationship between counting numbers</p> <p>WK5: Collecting and comparing data</p> <p>WK6: Problem Solving</p> <p>WK7: Revisit, review and extend</p>	<p>WK4: A number can be partitioned into more than two numbers</p> <p>WK5: Number bonds: knowing which pairs make a given number</p> <p>WK6: Revisit, review and extend</p>	<p>WK4: Relationships between shapes</p> <p>WK5: Revisit, review and extend</p>	<p>WK4: Identifying the unit of repeat in a pattern</p> <p>WK5: Continuing a pattern which ends mid-unit</p> <p>WK6: Revisit, review and extend</p>	<p>WK4: Comparing indirectly</p> <p>WK5: Recognising the relationship between the size and number of units</p> <p>WK6: Use units to compare things</p> <p>WK7: Use time to sequence events</p>
<b>Year 1</b>	<p><b>Place Value (Within 10)</b></p> <p>Identify one more and one less of a given number</p> <p>Recall at least four of the six number bonds for 10 and reason about associated facts (e.g. <math>6 + 4 = 10</math>, therefore <math>4 + 6 = 10</math> and <math>10 - 6 = 4</math>).</p> <p>Demonstrate an understanding of the commutative law (e.g. <math>3 + 2 = 5</math>, therefore <math>2 + 3 = 5</math>).</p> <p>Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p>	<p><b>Addition and Subtraction (Within 10)</b></p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Read and write numbers from 1 to 20 in numerals</p> <p>Read and write numbers from 1 to 20 in words.</p> <p>Represent and use number bonds within 20.</p> <p>Add one-digit and two-digit numbers to 20, including zero.</p> <p>Subtract one-digit and two-digit numbers to 20, including zero.</p> <p><b>Shape</b></p>	<p><b>Place Value (Within 20)</b> <b>Addition and Subtraction (Within 20)</b></p> <p>Demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if <math>3 + 2 = 5</math>, then <math>5 - 2 = 3</math>).</p> <p>Represent and use subtraction facts within 20.</p> <p>Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Represent and use number bonds within 20.</p>	<p><b>Place Value (Within 50)</b></p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p><b>Length and Height</b></p> <p>Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half.</p> <p>Measure and begin to record length/height.</p> <p><b>Mass and Volume</b></p> <p>Compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than.</p>	<p><b>Multiplication and Division</b></p> <p>Count in multiples of twos, fives, and tens from 0.</p> <p>Count and read numbers to 100 in numerals.</p> <p>Count and write numbers to 100 in numerals.</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations</p> <p>Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations</p>	<p><b>Place Value (Within 100)</b></p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Partition and combine numbers using apparatus if required e.g. partition 76 into tens and ones; combine 6 tens and 4 ones.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p><b>Money</b></p> <p>Recognise and know the value of different denominations of coins and notes.</p> <p><b>Time</b></p>



		<p>Recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles.</p> <p>Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres.</p>	<p>Add one-digit and two-digit numbers to 20, including zero.</p> <p>Subtract one-digit and two-digit numbers to 20, including zero.</p>	<p>Compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter.</p> <p>Measure and begin to record mass/weight. Measure and begin to record capacity and volume.</p>	<p>and arrays with the support of the teacher.</p> <p>Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p><b>Fractions</b></p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p><b>Position and Direction</b></p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>	<p>Sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <p>Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later.</p> <p>Measure and begin to record time (hours, minutes, seconds).</p> <p>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.</p>
<b>Year 2</b>	<p><b>Place Value (Within 10)</b></p> <p>Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If <math>7 + 3 = 10</math>, then <math>17 + 3 = 20</math>; if <math>7 - 3 = 4</math>, then <math>17 - 3 = 14</math>; leading to if <math>14 + 3 = 17</math>, then <math>3 + 14 = 17</math>, <math>17 - 14 = 3</math> and <math>17 - 3 = 14</math>).</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones).</p>	<p><b>Addition and Subtraction (Within 10)</b></p> <p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</p> <p>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.</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p>	<p><b>Place Value (Within 20)</b></p> <p><b>Addition and Subtraction (Within 20)</b></p> <p>Demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if <math>3 + 2 = 5</math>, then <math>5 - 2 = 3</math>).</p> <p>Represent and use subtraction facts within 20.</p> <p>Read and interpret mathematical statements involving addition (+),</p>	<p><b>Place Value (Within 50)</b></p> <p>Use place value and number facts to solve problems.</p> <p>Use reasoning about numbers and relationships to solve more complex problems and explain his/her thinking e.g. <math>29 + 17 = 15 + 4 + ?</math>; 'Together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.</p> <p><b>Length and Height</b></p>	<p><b>Multiplication and Division</b></p> <p>Recall doubles and halves to 20 e.g. knowing that double 2 is 4, double 5 is 10 and half of 18 is 9.</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using</p>	<p><b>Place Value</b></p> <p>Use place value and number facts to solve problems.</p> <p>Use reasoning about numbers and relationships to solve more complex problems and explain his/her thinking e.g. <math>29 + 17 = 15 + 4 + ?</math>; 'Together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.</p> <p>Recognise and use the inverse relationship</p>

	<p>Identify, represent and estimate numbers using different representations, including the number line.</p> <p>Compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs.</p> <p>Read and write numbers to at least 100 in numerals.</p> <p>Read and write numbers to at least 100 in words.</p> <p>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.</p> <p>Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</p>	<p>Add and subtract numbers where no regrouping is required, using concrete objects, pictorial representations, and mentally, including a two-digit number and ones.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>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 <math>18 \times 5</math> cannot be 92 as it is not a multiple of 5.</p> <p>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.</p>	<p>subtraction (<math>-</math>) and equals (<math>=</math>) signs.</p> <p>Write mathematical statements involving addition (<math>+</math>), subtraction (<math>-</math>) and equals (<math>=</math>) signs.</p> <p>Represent and use number bonds within 20.</p> <p>Add one-digit and two-digit numbers to 20, including zero.</p> <p>Subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Ask and answer questions about totalling and comparing categorical data.</p> <p>Solve problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods where regrouping may be required.</p>	<p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p><b>Mass and Volume</b></p> <p>Compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p>	<p>the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) signs.</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p>Solve problems involving multiplication and division, using concrete materials and mental methods.</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts, including problems in contexts e.g. knowing that <math>2 \times 7 = 14</math> and <math>2 \times 8 = 16</math>, explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left.</p> <p><b>Fractions</b></p> <p>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole.</p> <p>Write simple fractions for example, <math>\frac{1}{2}</math> of <math>6 = 3</math> and</p>	<p>between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Use estimation to check that his/her answers to a calculation are reasonable e.g. knowing that <math>48 + 35</math> will be less than 100.</p> <p>Read scales in divisions of ones, twos, fives and tens</p> <p>Read scales where not all numbers on the scale are given and estimate points in between.</p> <p>Solve missing number problems using addition and subtraction.</p> <p><b>Money</b></p> <p>Recognise and know the value of different denominations of coins and notes.</p> <p><b>Time</b></p> <p>Compare and sequence intervals of time</p> <p>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.</p> <p>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.</p> <p>Remember the number of minutes in an hour and the number of hours in a day</p>
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		<p>Recognise the relationships between addition and subtraction and rewrite addition statements as simplified multiplication statements e.g. <math>10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10</math>.</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p><b>Shape</b></p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>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, circles, cuboids, cubes, pyramids and spheres).</p> <p>Identify 2-D shapes on the surface of 3-D shapes e.g. a circle on a cylinder and a triangle on a pyramid.</p>			<p>recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p> <p><b>Position and Direction</b></p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p>	<p>Read the time on a clock to the nearest 15 minutes.</p>
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		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.				
<b>Year 3</b>	<p><b>Place Value</b></p> <p>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</p> <p>Compare and order numbers up to 1000.</p> <p>Identify, represent and estimate numbers using different representations</p> <p>Read and write numbers up to 1000 in numerals.</p> <p>Read and write numbers up to 1000 in words</p> <p>Solve number problems and practical problems involving these ideas.</p> <p><b>Addition and Subtraction</b></p> <p>Add and subtract numbers mentally, including a three-digit number and ones</p> <p>Add numbers with up to three digits using the formal method of columnar addition.</p>	<p><b>Addition and Subtraction (Continued)</b></p> <p>Add and subtract numbers mentally, including a three-digit number and hundreds.</p> <p>Estimate the answer to a calculation and use inverse operations to check answers</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p><b>Multiplication and Division A</b></p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p>	<p><b>Multiplication and Division B</b></p> <p>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.</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p><b>Length and Perimeter</b></p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Measure the perimeter of simple 2-D shapes.</p>	<p><b>Fractions A</b></p> <p>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.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p><b>Mass and Capacity</b></p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p>	<p><b>Fractions B</b></p> <p>Add fractions with the same denominator within one whole e.g. <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>.</p> <p>Subtract fractions with the same denominator within one whole e.g. <math>\frac{6}{7} - \frac{1}{7} = \frac{5}{7}</math>.</p> <p>Compare and order unit fractions, and fractions with the same denominators</p> <p>Solve fraction problems.</p> <p><b>Money</b></p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p><b>Time</b></p> <p>Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p> <p>Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p>	<p><b>Shape</b></p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.</p> <p>Recognise angles as a property of shape or a description of a turn.</p> <p>Identify right angles and identify whether other angles are greater or less than a right angle.</p> <p>Recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn.</p> <p><b>Statistics</b></p> <p>Solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.</p> <p>Interpret and present data using bar charts, pictograms and tables.</p>

	<p>Add and subtract numbers mentally, including a three-digit number and tens.</p> <p>Subtract numbers with up to three digits using the formal method of columnar subtraction.</p>				<p>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.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events e.g. to calculate the time taken by particular events or tasks.</p>	
<b>Year 4</b>	<p><b>Place Value</b></p> <p>Find 1000 more or less than a given number.</p> <p>Count backwards through zero to include negative numbers.</p> <p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).</p> <p>Count backwards through zero to include negative numbers.</p> <p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).</p> <p>Order and compare numbers beyond 1000.</p> <p>Identify, represent and estimate numbers using different representations including measures.</p>	<p><b>Multiplication and Division</b></p> <p>Count in multiples of 6, 7, 9, 25 and 1000.</p> <p>Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>Recognise and use factor pairs and commutativity in mental calculations.</p> <p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one</p>	<p><b>Multiplication and Division/Area</b></p> <p>Find the area of rectilinear shapes by counting squares.</p> <p>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.</p> <p><b>Multiplication and Division/Length and Perimeter</b></p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p>	<p><b>Fractions</b></p> <p>Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p>Add and subtract fractions with the same denominator. Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math>.</p>	<p><b>Decimals</b></p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>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.</p> <p>Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Round decimals with one decimal place to the nearest whole number.</p> <p>Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math>.</p>	<p><b>Money</b></p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p><b>Time</b></p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p><b>Shape</b></p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p>

	<p>Round any number to the nearest 10, 100 or 1000.</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p><b>Addition and Subtraction</b></p> <p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p> <p>Add numbers with up to four digits using the formal method of columnar addition.</p> <p>Estimate and use inverse operations to check answers to a calculation</p> <p>Subtract numbers with up to four digits using the formal method of columnar subtraction.</p> <p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p>Convert between different units of measure e.g. kilometre to metre; hour to minute.</p>				<p>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p><b>Statistics</b></p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p><b>Position and Direction</b></p> <p>Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down.</p> <p>Plot specified points and draw sides to complete a given polygon.</p>
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Year 5	<p><b>Place and Value</b></p> <p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit e.g. what is the value of the '7' in 276,541?</p> <p>Find the difference between the largest and smallest whole numbers that can be made from using three digits.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</p> <p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</p> <p>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.</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p><b>Addition and Subtraction</b></p> <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</p>	<p><b>Multiplication and Division A</b></p> <p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19.</p> <p>Recognise and use square numbers and the notation for squared (2).</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p> <p>Recognise and use cube numbers and the notation for cubed (3).</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Multiply and divide numbers mentally drawing upon known facts.</p> <p><b>Multiplication and Division B</b></p> <p>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.</p> <p>Divide numbers up to 4 digits by a one-digit number using the formal</p>	<p><b>Fractions A</b></p> <p>Identify and name equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>Write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>Compare and order fractions whose denominators are all multiples of the same number.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements &gt; 1 as a mixed number e.g. <math>2/5 + 4/5 = 6/5 = 1 \frac{1}{5}</math>.</p> <p><b>Fractions B</b></p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p>	<p><b>Decimals and Percentages</b></p> <p>Read and write decimal numbers as fractions e.g. <math>0.71 = 71/100</math>, <math>8.09 = 8 + 9/100</math>.</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Read, write, order and compare numbers with up to three decimal places.</p> <p>Solve problems involving number up to three decimal places.</p> <p>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.</p> <p>Solve problems which require knowing percentage and decimal equivalents of <math>1/2</math>, <math>1/4</math>, <math>1/5</math>, <math>2/5</math>, <math>4/5</math> and those fractions with a denominator of a multiple of 10 or 25.</p> <p><b>Perimeter and Area</b></p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres</p>	<p><b>Shape</b></p> <p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p> <p>Draw given angles, and measure them in degrees (°).</p> <p>Identify angles at a point and one whole turn (total 360°).</p> <p>Identify angles at a point on a straight line and <math>1/2</math> a turn (total 180°).</p> <p>Identify other multiples of 90°.</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p><b>Position and Direction</b></p> <p>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.</p>	<p><b>Converting Units</b></p> <p>Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>Solve problems involving converting between units of time.</p> <p><b>Volume</b></p> <p>Estimate volume e.g. using 1 cm<sup>3</sup> blocks to build cuboids (including cubes) and capacity e.g. using water.</p> <p>Use all four operations to solve problems involving measure e.g. length, mass, volume, money using decimal notation, including scaling.</p>
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	<p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	<p>written method of short division and interpret remainders appropriately for the context.</p> <p>Multiply and divide numbers mentally drawing upon known facts.</p>		<p>(m<sup>2</sup>) and estimate the area of irregular shapes.</p> <p>Estimate volume e.g. using 1 cm<sup>3</sup> blocks to build cuboids (including cubes) and capacity e.g. using water.</p> <p>Use all four operations to solve problems involving measure e.g. length, mass, volume, money using decimal notation, including scaling.</p> <p><b>Statistics</b></p> <p>Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Complete, read and interpret information in tables, including timetables</p>		
<b>Year 6</b>	<p><b>Place Value</b></p> <p>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</p> <p>Round any whole number to a required degree of accuracy.</p> <p>Use negative numbers in context, and calculate intervals across zero.</p> <p>Solve number and practical problems that involve ordering and comparing numbers to 10 000 000, rounding to a required degree of accuracy, using negative numbers and</p>	<p><b>Fractions A</b></p> <p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Compare and order fractions, including fractions <math>&gt; 1</math>.</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p><b>Fractions B</b></p> <p>Multiply simple pairs of proper fractions, writing the</p>	<p><b>Fractions, Decimals and Percentages</b></p> <p>Demonstrate an understanding of place value including decimals e.g. <math>28.13 = 28 + ? + 0.03</math>.</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts e.g. find <math>\frac{7}{9}</math> of 108.</p> <p>Solve problems involving the calculation of percentages e.g. of measures, and such as 15% of 360 and the use of</p>	<p><b>Algebra</b></p> <p>Express missing number problems algebraically.</p> <p>Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Enumerate possibilities of combinations of two variables.</p> <p><b>Area, perimeter and volume</b></p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time</p>	<p><b>Shape</b></p> <p>Draw 2-D shapes using given dimensions and angles.</p> <p>Recognise, describe and build simple 3-D shapes, including making nets.</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know</p>	<p><b>Problem Solving</b></p> <p>Use his/her knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Solve problems involving addition, subtraction, multiplication and division.</p> <p>Use estimation to check answers to calculations and determine, in the context of</p>

	<p>calculating intervals across zero.</p> <p><b>Addition, subtraction, multiplication and division</b></p> <p>Perform mental calculations with mixed operations to carry out calculations involving the four operations.</p> <p>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?.</p> <p>Solve problems involving addition and subtraction.</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>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.</p> <p>Divide numbers up to 4 digits by a two-digit number</p>	<p>answer in its simplest form e.g. <math>1/4 \times 1/2 = 1/8</math>.</p> <p>Divide proper fractions by whole numbers e.g. <math>1/3 \div 2 = 1/6</math></p> <p>Associate a fraction with division and calculate decimal fraction equivalents e.g. know that 7 divided by 21 is the same as <math>7/21</math> and that this is equal to <math>1/3</math> and e.g. <math>0.375</math> is equivalent to <math>3/8</math>.</p> <p>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.</p> <p>Multiply one-digit numbers with up to two decimal places by whole numbers.</p> <p>Use written division methods in cases where the answer has up to two decimal places.</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p>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 <math>1/5</math> or 0.2 or 20% of the whole cake.</p> <p>Describe positions on the full coordinate grid (all four quadrants).</p>	<p>percentages for comparison.</p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> <p><b>Ratio</b></p> <p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> <p>Use simple formulae e.g. perimeter of a rectangle or area of a triangle.</p> <p>Generate and describe linear number sequences.</p>	<p>from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>Convert between miles and kilometres.</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelograms and triangles.</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (<math>\text{cm}^3</math>) and cubic metres (<math>\text{m}^3</math>), and extending to other units e.g. <math>\text{mm}^3</math> and <math>\text{km}^3</math>.</p> <p><b>Statistics</b></p> <p>Interpret and construct pie charts and line graphs and use these to solve problems.</p> <p>Calculate and interpret the mean as an average.</p>	<p>that the diameter is twice the radius.</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>	<p>a problem, an appropriate degree of accuracy.</p> <p>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?.</p>
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	<p>using the formal written method of short division where appropriate, interpreting remainders according to the context.</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Identify common factors, common multiples and prime numbers.</p>					
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## **Marine Academy Primary Reading Long Term Curriculum Map**



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	<b>How do I feel?</b> 	<b>Who can help us?</b> 	<b>What is in the woods?</b> 	<b>What can I build?</b> 	<b>What can I cook?</b> 	<b>What can I grow?</b> 
Reading						
Main Stories	Week 1 – 2: The Ugly Duckling by DK  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  Week 3-4: The Gruffalo by Julia Donaldson	Week 1-2: The Three Little Pigs by Mara Alperin  Week 3-4: The Elves and the Shoemaker by Alison Edgson	Week 1-2: The Gingerbread Man by Mairi MacKinnon  Week 3-4: The Little Red Hen by Lesley Sims	Week 1-2: Jack and the Beanstalk by Mara Alperin  Week 3-4: The Enormous Turnip by Katie Daynes



	 <p>Week 5 -6: Elmer by David McKee</p> 	 <p>Week 5-6: Cinderella by Susan Davidson</p> 	 <p>Week 5-6: We're Going on a Bear Hunt by Michael Rosen</p> 	 <p>Week 5-6: Whatever Next! by Jill Murphy</p> 	 <p>Week 5-6: The Magic Porridge Pot by Rosie Dickins</p> 	 <p>Week 5-6: The Growing Story by Ruth Krauss</p> 
Links to Wider Curriculum	<p><b>The Ugly Duckling</b> 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)</p> <p>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)</p> <p><b>Three Billy Goats Gruff</b> 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)</p>	<p><b>Zog and the Flying Doctors</b> Our bodies: It is x-ray time! Drawing around our friends' bodies, labelling body parts and drawing the bones. (Understanding the World)</p> <p>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)</p> <p><b>Little Red Riding Hood</b> '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)</p> <p>Story structure: Children to retell the story of Little Red Riding Hood using props and Makaton. (Literacy)</p> <p><b>Cinderella</b></p>	<p><b>Goldilocks and the Three Bears</b> Just right: Children to match the objects to the correct sized bear. (Mathematics)</p> <p>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)</p> <p><b>The Gruffalo</b> 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 Design)</p> <p>Characters: Using the story spoons, children to name and identify the characters from the story. Can the</p>	<p><b>The Three Little Pigs</b> 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)</p> <p>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)</p> <p><b>The Elves and the Shoemaker</b> 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.</p>	<p><b>The Gingerbread Man</b> 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 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)</p> <p>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)</p> <p><b>The Little Red Hen</b> Where does food come from? Children discover where milk, cheese, fruit and vegetables come from. Compare this to the story of the Little Red Hen.</p>	<p><b>Jack and the Beanstalk</b> 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)</p> <p>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)</p> <p><b>The Enormous Turnip</b> Vegetables: Provide vegetables for children to investigate. Invite children to make observations and draw them, talking about similarities and differences. (Understanding the World)</p> <p>Shopping List: Suggest children make vegetable shopping lists or labels for a vegetable patch using their mark making skills. (Literacy)</p> <p><b>The Growing Story</b></p>

	<p><b>My senses:</b> 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. (Understanding the World)</p> <p><b>Elmer</b> <b>My Self-Portrait:</b> 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)</p> <p><b>My uniqueness:</b> 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)</p>	<p><b>Prince and Princess crowns:</b> Decorate and make crowns using different 2D shapes. (Mathematics)</p> <p><b>My dreams:</b> 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 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)</p>	<p>children use their fine motor skills to create headbands for each character? (Physical Development)</p> <p><b>We're Going on a Bear Hunt</b> <b>We can't go over it...:</b> Children explore positional language vocabulary by placing a bear in different parts and areas of the cave. (Mathematics)</p> <p><b>Kite making:</b> Children to then test their kites outside in the wind. Does your kite fly? (Understanding the World)</p>	<p>(Understanding the World)</p> <p><b>Making shoes:</b> 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)</p> <p><b>Whatever Next!</b> <b>I am a builder:</b> Children to build their own rocket using various construction materials. Where will their rocket take them? (Expressive Arts and Design)</p> <p><b>What next:</b> 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)</p>	<p>(Understanding the World)</p> <p><b>Textures:</b> 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)</p> <p><b>The Magic Porridge Pot</b> <b>Cook little pot, cook:</b> 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)</p> <p><b>Healthy eating:</b> 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)</p>	<p><b>Order by size:</b> 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)</p> <p><b>Baby pictures:</b> Children to talk about their baby pictures which have been sent in from home. How have they changed and grown? (Personal, Social, Emotional Development)</p>
<b>Reading at Home</b>	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.					
<b>Reading for Pleasure</b>	<p><b>Drop Everything and Read (DEAR)</b> 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.</p>					











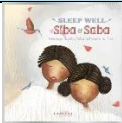
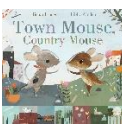

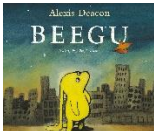
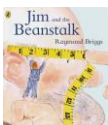





Reception						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	<b>Who am I?</b> <b>How special are you?</b> 	<b>Festivals of Light</b> <b>What shall we celebrate?</b> 	<b>Transport</b> <b>How will we get there?</b> 	<b>Changes</b> <b>Do you know how wonderful our world is?</b> 	<b>Marine Life</b> <b>What lives in our seas and oceans?</b> 	<b>Our Big Wide World</b> <b>Where are we going?</b> 
Reading						
Focus Texts	Week 1-2: The Colour Monster goes to school by Anna Llenas  Week 3-4: Perfectly Norman by Tom Percival  Week 5-6: The Smartest Giant in Town by Julia Donaldson 	Week 1-2: Little Glow by Katie Sahota and Harry Woodgate  Week 3-4: Shubh Diwali by Chitra Soundar  Week 5-6: The Christmas Pine by Julia Donaldson 	Week 1-2: My Gumpy's Motor Car by John Burningham  Week 3-4: The Runaway Train by Benedict Blathwayt  Week 5-6: I Wish I Were a Pilot by Stella Blackstone 	Week 1-2: Tad by Benji Davies  Week 3-4: The Very Hungry Caterpillar by Eric Carle  Week 5-6: Pip and Egg by Alex Latimer 	Week 1-2: Bright Stanley by Matt Buckingham  Week 3-4: The Whale Who Wanted More  Week 5-6: Little Turtle and the Sea by Becky Davies 	Week 1-2: Handa's Surprise by Eileen Browne  Week 3-4: We're Going on a Lion Hunt by David Axtell  Week 5-6: The Selfish Crocodile by Faustin Charles 

						
<p><b>Independent Learning Time Guided Challenges Linked to our Stories</b></p>	<p><b>The Colour Monster Starts School</b>  <b>Designing and constructing a home:</b> Children to think about what makes their home special, considering their favourite rooms in the home. How is school and home different?            (DT)</p> <p><b>Creating pebble families:</b>            Children to talk about who they live with and who are special to them. When you leave school, who do you look forward to seeing?            (PSHE and RE)</p> <p><b>Exploring emotions:</b> Children to identify different facial expressions, recognising how they may be feeling. Can they make a happy or sad face using playdough?            (PSHE)</p> <p><b>Perfectly Norman</b>  <b>Perform in a talent show:</b>            Children to express their strengths by performing in the Theatre.            (PSHE and Art)</p> <p><b>Using mirrors to identify our features:</b> Children to discuss their individual characteristics.            (PSHE and Science)</p>	<p><b>Little Glow</b>  <b>Pumpkin carving:</b> Can the children create a tasty pumpkin snack in our mud kitchen?            (DT)</p> <p><b>Light and Dark:</b> 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.            (Science)</p> <p><b>Bonfire Night:</b> Children to create their own firework pictures. Encourage colour mixing.            (Art)</p> <p><b>Shubh Diwali</b>  <b>Diwali:</b> Collect natural materials, such as leaves, conkers, pine cones and acorns. Can the children use them to make large Rangoli patterns outside?            (Art)</p> <p><b>Diwali lamps:</b> Using paper, children to create their own Diwali lamp.            (DT)</p> <p><b>Diwali traditions:</b> Children to share and discuss pictures of Diwali, discussing the where,</p>	<p><b>Mr Gumpy's Motor Car</b>  <b>Map making:</b> 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)</p> <p><b>Friction:</b> Explore friction using a toy car. Encourage children to explore different materials on a ramp.            (Science)</p> <p><b>Transport of the past:</b> Use display photos to encourage children to talk about similarities and differences between modern types of transport and those used in the past.            (History)</p> <p><b>The Runaway Train</b>  <b>Take a Beeb-Bot on a journey:</b>            Using the Beeb-Bots, children to programme it to go on a journey, visiting different landmarks along the way.            (Computing and Geography)</p> <p><b>Junk model trains:</b> Using a range of different materials and resources, children to</p>	<p><b>Tad</b>  <b>Junk model life cycle:</b>            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)</p> <p><b>Visit our pond:</b> Children to make observations of the pond, noticing the life in 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)</p> <p><b>Pond design:</b> 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)</p> <p><b>The Very Hungry Caterpillar</b>  <b>Fact finding:</b> 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)</p>	<p><b>Bright Stanley</b>  <b>Explore the ocean with Stanley:</b> Program the Bee-bots to travel around the ocean to see what we can find.            (Computing)</p> <p><b>Under the sea scene:</b>            Children to use a collage technique to create an under the sea scene, using the characters and objects from our story as inspiration.            (Art)</p> <p><b>Camouflage:</b> 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)</p> <p><b>The Whale Who Wanted More</b>  <b>Crabs:</b> 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)</p> <p><b>Beautiful colours:</b> A coral reef is full of colours! Using</p>	<p><b>Handa's Surprise</b>  <b>Fruit tasting:</b> 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)</p> <p><b>Where does our food come from?</b> 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)</p> <p><b>Home and buildings from around the world:</b> 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)</p> <p><b>We're Going on a Lion Hunt</b>  <b>Safari map:</b> 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</p>

	<p>Self-portraits using the style of Andy Warhol: Children to paint their face by using contrasting colours. (Art)</p> <p><b>The Smartest Giant in Town</b> <b>Playing a team game:</b> Children to practise their collaboration, friendship and teamwork skills to play a game. (PSHE)</p> <p><b>Making new friends:</b> Children to challenge themselves to make a new friend. Can they do something kind to help their friend, just like the giant did? (PSHE)</p> <p><b>Designing new clothes:</b> Children to design some new sets of clothes for the giant to wear on different occasions, e.g. to a dinner party. (Art)</p>	<p>when and why aspects of the festival. (History and RE)</p> <p><b>The Christmas Pine</b> <b>The Nativity:</b> Arrange their own Nativity scene and talk about what happens. (RE)</p> <p><b>A map for Father Christmas:</b> 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)</p> <p><b>Christmas Carols:</b> 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)</p>	<p>create their own train or mode of transport. (DT)</p> <p><b>What can you see on your journey?:</b> 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)</p> <p><b>I Wish I Were a Pilot</b> <b>Paper aeroplane:</b> 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)</p> <p><b>Hot air-balloons:</b> Use your papier-mâché hot-air balloon to encourage storytelling. Where might Teddy travel to? What might Teddy see? (DT)</p> <p><b>Floating and Sinking:</b> 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)</p>	<p><b>The Life Cycle of a Butterfly:</b> 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)</p> <p><b>Symmetrical butterflies:</b> 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)</p> <p><b>Pip and Egg</b> <b>Exploring our senses:</b> 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)</p> <p><b>Encouraging wildlife:</b> Children to improve the bug hotel and to make their own minibeast habitats. (Science and DT)</p> <p><b>Easter Eggs:</b> 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)</p>	<p>the story, can the children create their own coral reef using watercolour paints? (Art)</p> <p><b>Trapped treasure:</b> Freeze some small world fish and 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)</p> <p><b>Little Turtle and the Sea</b> <b>Recycling:</b> 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)</p> <p><b>Posters:</b> Children to create their own posters for the role play Aquarium to raise awareness about caring for our environment! (Science)</p> <p><b>Ocean facts:</b> Share non-fiction 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)</p>	<p>areas where safari animals may live. (Geography)</p> <p><b>Making Music:</b> Listening to African music and making our own instruments and dances. (Music)</p> <p><b>Similarities and differences:</b> Comparing school uniforms, the weather, buildings and lifecycles by sorting out pictures. Children to use non-fiction books. (Geography and PSHE)</p> <p><b>The Selfish Crocodile</b> <b>Who is who?:</b> Looking carefully at the colours/patterns on African animals- identifying and recreating them. Children to create their own African animal. (Art &amp; Geography)</p> <p><b>The Selfish Crocodile home:</b> 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)</p> <p><b>Learning, growing and becoming better people:</b> 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)</p>
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<b>Independent Reading and Reading at Home</b>	<p>Children are expected to read at least five times a week at home.</p> <p>Adults at home record each time their child reads on Boomreader (Digital reading diary)</p> <p>Digital Diaries are checked daily by adults.</p> <p>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.</p>
<b>Reading for Pleasure</b>	<p><b>Drop Everything and Read (DEAR)</b></p> <p>Daily DEAR slots for the adult to read to the class, which the children vote on each day.</p> <p>Daily storytelling sessions are timetabled.</p> <p>Adults read a range of genres covering poetry, fiction and non-fiction.</p> <p>Topic Box of fiction and non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner.</p>
<b>Reading Assessment</b>	<p>Reading Early Learning Goal:</p> <p>Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p>







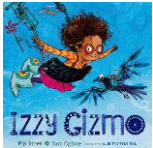
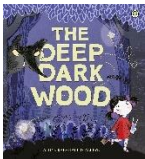
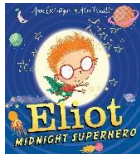
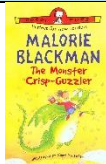
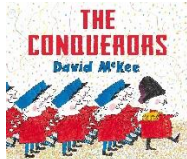


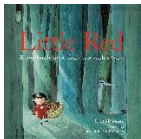

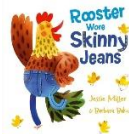


Year 1						
Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Dinosaurs	Location, Location, Location	Ancient Egypt	To Plymouth and Beyond!	Significant Sports Stars	Wonderful Weather
						
Whole Class Reading						
Literacy Shed Texts	 The Clockwork Dragon by Jonathan Emmett	 Mog's Christmas by Judith Kerr	 Sleep Well Siba and Saba by Nansubuga Nagadya Isdahl	 Town Mouse, Country Mouse by Libby Walden	 Dogs Don't Do Ballet by Anna Kemp	 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, breathtaking 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'.
<b>Independent Reading and Reading at Home</b>	Children are expected to read at least five times a week at home. Adults at home record each time their child reads on Boom Reader. Reading logging is checked daily by adults. Children read to an adult in school every week.					
<b>Reading for Pleasure</b>	<b>Drop Everything and Read (DEAR)</b> 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 fiction and non-fiction topic themed texts from the Schools' Library Service to be kept in each class's book corner. <b>Poetry Books:</b> A First Poetry Book Dinosaur Poems Here's a Little Poem The Puffin Book of Fantastic First Poems					
	<b>Topic Related Texts:</b>					
	<ul style="list-style-type: none"> <li>• Goodnight Stories for Rebel Girls – Mary Anning</li> <li>• Stone Girl, Bone Girl by Laurence Anholt and Sheila Moxley</li> <li>• Dinosaur Bones by Bob Barner</li> </ul>	<ul style="list-style-type: none"> <li>• Me on the Map by Joan Sweeney</li> <li>• Collins First Atlas</li> </ul>	<ul style="list-style-type: none"> <li>• Jeff Brown's Flat Stanley: The Great Egyptian Grave Robbery</li> <li>• Goodnight Stories for Rebel Girls – Cleopatra</li> <li>• Egypt Magnified by David Long</li> <li>• Meet the Ancient Egyptians by James Davies</li> </ul>	<ul style="list-style-type: none"> <li>• Usborne Illustrated Atlas of the Britain and Ireland</li> <li>• The Big Book of the UK: Facts, folklore and fascinations from around the United Kingdom by Imogen Russell Williams and Louise Lockhart</li> <li>• Plymouth Sticker Book</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Wilma Unlimited by Kathleen Krull</li> <li>• G Is for Gold Medal: An Olympics Alphabet by Brad Herzog and Doug Bowles</li> <li>• Ready Steady Mo! by Mo Farah, Kes Gray and Marta Kissi</li> <li>• Olympig! By Victoria Jamieson</li> <li>• The Frog Olympics by Brian Moses and Amy Husband</li> </ul>	<ul style="list-style-type: none"> <li>• The Story Orchestra: Four Seasons in One Day</li> <li>• Ivy and the Lonely Raincloud by Katie Harnett</li> <li>• The Little Raindrop by Joanna Gray and Dubravka Kolanovic</li> <li>• Stories of the Seasons: Nature Stories Collection by Igloo Books</li> <li>• All about Weather: A First Weather Book for Kids by Huda Harajli</li> <li>• Lift-the-Flap Questions and Answers Weather: 1 (Questions &amp; Answers) by Katie Daynes and Marie-Eve Tremblay</li> <li>• Wind by Carol Thompson</li> <li>• Rain by Carol Thompson</li> </ul>







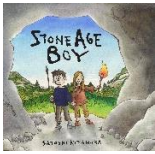

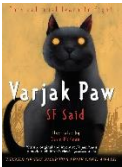
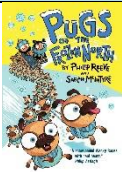
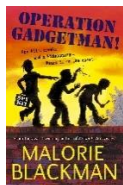

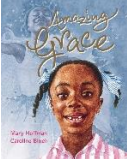
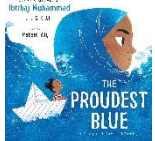
						<ul style="list-style-type: none"> <li>•Sun by Carol Thompson</li> <li>•Storm by Sam Usher</li> <li>•Sun by Sam Usher</li> <li>•Snow by Sam Usher</li> <li>•Rain by Sam Usher</li> </ul>
<b>Reading Assessment</b>	<ol style="list-style-type: none"> <li>1. Apply phonic knowledge and skills as the route to decode words. (Word Reading)</li> <li>2. Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes. (Word Reading)</li> <li>3. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (Word Reading)</li> <li>4. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (Word Reading)</li> <li>5. Read many common exception words from (English appendix 1). (Word Reading)</li> <li>6. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. (Word Reading)</li> <li>7. Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending. (Word Reading)</li> <li>8. Read other words of more than one syllable that contain taught GPCs. (Word Reading)</li> <li>9. Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). (Word Reading)</li> <li>10. Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words. (Word Reading)</li> <li>11. Re-read phonically decodable books to build up fluency and confidence in word reading. (Word Reading)</li> <li>12. 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. (Comprehension)</li> <li>13. Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences. (Comprehension)</li> <li>14. Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group). (Comprehension)</li> <li>15. Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases. (Comprehension)</li> <li>16. Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. (Comprehension)</li> <li>17. Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart. (Comprehension)</li> <li>18. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known. (Comprehension)</li> <li>19. 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. (Comprehension)</li> <li>20. Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading. (Comprehension)</li> <li>21. Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events. (Comprehension)</li> <li>22. Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done. (Comprehension)</li> <li>23. Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far. (Comprehension)</li> <li>24. Participate in discussion about what is read to him/her, taking turns and listening to what others say. (Comprehension)</li> <li>25. Explain clearly his/her understanding of what is read to him/her. (Comprehension)</li> </ol> <p>Answer questions in discussion with the teacher and make simple inferences. (Comprehension)</p>					



Year 2						
Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Vile Victorians 	What a Wonderful World 	The Great Fire of London 	Rainforests 	World War II VE Day 	Our Food, Our World 
	Whole Class Reading					
Literacy Shed Plus Texts	 Izzy Gizmo by Pip Jones	 The Deep Dark Wood by Algy Craig Hal	 Eliot, Midnight Superhero by Anne Cottringer	 The Monster Crisp- Guzzler by Malorie Blackman	 The Conquerors by David McKee	 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 and amusing and	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.	

		there's plenty of creepy, dark visual delights to pore over.	whilst learning lots of interesting facts about the Great Fire of London, which is their History topic this term.			
<b>Independent Reading and Reading at Home</b>	Children are expected to read at least five times a week at home. Adults at home record each time their child reads on Boom Reader. Reading logging is checked daily by adults. Children read to an adult in school every week.					
<b>Reading for Pleasure</b>	<b>Drop Everything and Read (DEAR)</b> 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. <b>Poetry Books:</b> 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					
	<b>Topic Related Texts:</b>					
	<ul style="list-style-type: none"> <li>• Vlad and the Florence Nightingale Adventure</li> <li>• 100 Facts Victorian Britain</li> <li>• You Wouldn't Want to Be a Victorian Schoolchild by John Malam and David Antram</li> </ul>	<ul style="list-style-type: none"> <li>• Old Man of the Sea</li> <li>• Little Kids First Big Book Of The World by National Geographic</li> </ul>	<ul style="list-style-type: none"> <li>• Vlad and the Great Fire of London</li> <li>• The National Archives: The Great Fire of London Unclassified: Secrets Revealed! by Nick Hunter</li> </ul>	<ul style="list-style-type: none"> <li>• The Magic Paintbrush</li> <li>• The Runaway Wok</li> </ul>	<ul style="list-style-type: none"> <li>• The Lion and the Unicorn</li> <li>• Tail-End Charlie</li> </ul>	<ul style="list-style-type: none"> <li>• The World Came to My Place Today</li> <li>• Usborne Look Inside a Farm by Katie Daynes</li> </ul>
<b>Reading Assessment</b>	1. 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) 2. Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes. (Word Reading) 3. Recognise alternative sounds for graphemes. (Word Reading) 4. Read accurately words of two or more syllables that contain graphemes taught so far. (Word Reading) 5. Read words containing common suffixes. (Word Reading) 6. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. (Word Reading) 7. 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) 8. 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)					








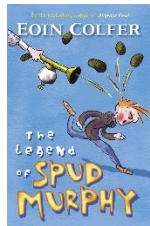
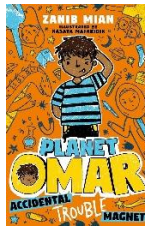
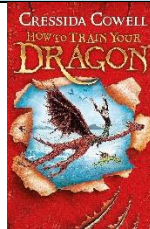
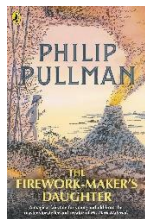
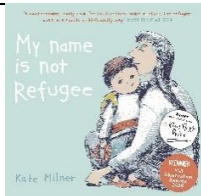
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|  | <ol style="list-style-type: none"><li>10. Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently. (Comprehension)</li><li>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)</li><li>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)</li><li>13. Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry. (Comprehension)</li><li>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)</li><li>15. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases. (Comprehension)</li><li>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)</li><li>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)</li></ol> |
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Year 3						
Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	<b>Prehistoric Britain</b> 	<b>Mountains, Volcanoes and Earthquakes</b> 	<b>The Shang Dynasty</b> 	<b>Villages, Towns and Cities</b> 	<b>Ancient Greece</b> 	<b>Weather and the Water Cycle</b> 
Whole Class Reading						
Literacy Shed Plus Texts	 <p>Stone Age Boy by Satoshi Kitamura</p>	 <p>One Christmas Wish by Katherine Rundell</p>	 <p>Varjak Paw by SF Said</p>	 <p>Pugs of the Frozen North by Philip Reeve and Sarah McIntyre</p>	 <p>Operation Gadgetman by Malorie Blackman</p>	 <p>The Iron Man by Ted Hughes</p>
Links to Wider Curriculum	<p>A story about a boy who travels back in time to the Stone Age, packed full of interesting facts.</p>	<p>A festive story about treasuring the people and values that really matter at Christmas.</p>	<p>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.</p>	<p>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.</p>	<p>Written by award-winning author and past Children's Laureate, Operation Gadgetman is a thrilling story with lots of humour and suspense.</p>	<p>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.</p>
Literacy Shed Plus KS2 Picture Books	 <p>Amazing Grace by Mary Hoffman</p>	 <p>The Proudest Blue by Ibtihaj Muhammad</p>				
Links to Wider Curriculum	<p>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 race, gender and self-esteem.</p>	<p>Olympic medalist Ibtihaj Muhammad explores the unbreakable bond between siblings and being proud of who you are. Follows on from the theme of the previous term's picture book and links in to the children's SMSC</p>				

		learning this term on Valuing Difference.				
<b>Independent Reading and Reading at Home</b>	Children are expected to read at least five times a week at home. Adults at home record each time their child reads on Boom Reader. Reading logging is checked daily by adults. Children read to an adult in school every week.					
<b>Reading for Pleasure</b>	<b>Drop Everything and Read (DEAR)</b> 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. <b>Poetry Books:</b> Pie Corbett Selection x 4 books Silly Poems Where Zebras Go The Dragon with a Big Nose					
	<b>Topic Related Texts:</b>					
	<ul style="list-style-type: none"> <li>• Ug: Boy Genius of the Stone Age</li> <li>• Stig of the Dump</li> <li>• A Pebble in My Pocket</li> </ul>	<ul style="list-style-type: none"> <li>• Belonging by Jeannie Baker</li> <li>• A World of Cities</li> <li>• Flood</li> </ul>	<ul style="list-style-type: none"> <li>• Willow Pattern Story</li> <li>• Tales from China</li> </ul>	<ul style="list-style-type: none"> <li>• Escape from Pompeii</li> <li>• Amazing Islands</li> <li>• Earth Shattering Events</li> </ul>	<ul style="list-style-type: none"> <li>• The Ancient Greek Mysteries</li> <li>• So You Think You've Got it Bad? A Kid's Life in Ancient Greece</li> <li>• Greek Myths by Marcia Williams</li> <li>• Meet the Ancient Greeks</li> </ul>	<ul style="list-style-type: none"> <li>• The Rhythm of the Rain</li> <li>• Storm by Sam Usher</li> <li>• The Drop in my Drink: The Story of Water on Our Planet</li> </ul>
<b>Reading Assessment</b>	<ol style="list-style-type: none"> <li>1. Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1)</li> <li>2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)</li> <li>3. 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 non-fiction.</li> <li>4. Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways</li> <li>5. Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> <li>6. Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books</li> <li>7. Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts</li> <li>8. Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination</li> <li>9. Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words</li> <li>10. Understand what he/she reads independently by asking questions to improve his/her understanding of a text</li> <li>11. 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</li> <li>12. Understand what he/she reads independently by predicting what might happen from details stated</li> <li>13. Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these</li> <li>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</li> <li>15. Retrieve and record information from non-fiction</li> </ol>					

	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
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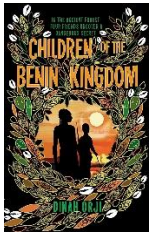
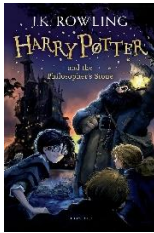
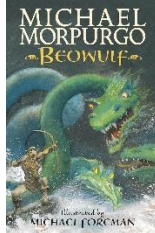
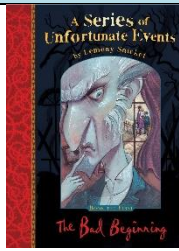


Year 4						
Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	<b>Roman Britain</b> 	<b>Human Migration</b> 	<b>Anglo-Saxons and Scots</b> 	<b>Rivers</b> 	<b>Vikings</b> 	<b>Natural Resources</b> 
Whole Class Reading						
Literacy Shed Plus Texts	 The Nothing to See Here Hotel by Steven Butler	 The Legend of Spud Murphy by Eoin Colfer	 Planet Omar: Accidental Trouble Magnet by Zanib Mian	 How to Train Your Dragon by Cressida Cowell	 The Firework-Maker's Daughter by Philip Pullman	
	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 moving exploration that draws the young reader into each stage of the journey, inviting the chance to imagine the decisions he or she would make. Links in well with their Geography topic, Migration.			








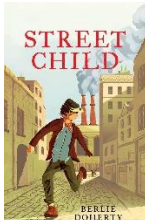
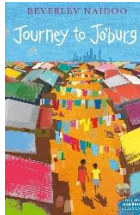
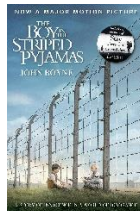



<b>Independent Reading and Reading at Home</b>	<p>Children are expected to read at least five times a week at home.          Adults at home record each time their child reads on Boom Reader.          Reading logging is checked daily by adults.          Children read to an adult in school every week.</p>					
<b>Reading for Pleasure</b>	<p><b>Drop Everything and Read (DEAR)</b>          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.  <b>Poetry Books:</b>          Quick Let's Get Out of Here          Pie Corbett Selection x 4 books          Where Zebras Go          Werewolf Club Rules          The Works 4          Paint a Poem</p>					
	<b>Topic Related Texts:</b>					
	<ul style="list-style-type: none"> <li>• Empire's End – A Roman Story</li> <li>• Meet the Ancient Romans</li> </ul>	<ul style="list-style-type: none"> <li>• Why Water's Worth It</li> <li>• The Rhythm of the Rain</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrated Tales of King Arthur</li> <li>• Anglo-Saxon Boy</li> </ul>	<ul style="list-style-type: none"> <li>• On the Move by Michael Rosen</li> <li>• Lubna and Pebble</li> <li>• Kind</li> <li>• All Are Welcome</li> </ul>	<ul style="list-style-type: none"> <li>• Viking Boy</li> <li>• There's a Viking in my Bed</li> <li>• The Dragon's Hoard</li> <li>• The 1000 Year-Old Boy</li> </ul>	<ul style="list-style-type: none"> <li>• Toby Alone</li> <li>• Window by Jeannie Baker</li> </ul>
<b>Reading Assessment</b>	<ol style="list-style-type: none"> <li>1. Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1)</li> <li>2. Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)</li> <li>3. Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>4. Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes</li> <li>5. Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read</li> <li>6. Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> <li>7. Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination</li> <li>8. Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry</li> <li>9. Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books</li> <li>10. 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</li> <li>11. Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity</li> <li>12. 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</li> <li>13. Understand what he/she reads independently by predicting what might happen from details stated and implied</li> <li>14. Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these</li> </ol>					

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|  | <p>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</p> <p>16. Retrieve and record information from non-fiction over a wide range of subjects</p> <p>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</p> |
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Year 5						
Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	<b>Benin Kingdom</b> 	<b>Informal Settlements</b> 	<b>Medieval Monarchs</b> 	<b>Earth's Biomes</b> 	<b>Plymouth – A City of Voyage and Discovery</b> 	<b>Energy and Sustainability</b> 
Whole Class Reading						
Literacy Shed Plus Texts	 Kensuke's Kingdom by Michael Morpurgo	 Children of the Benin Kingdom by Dinah Orji	 Harry Potter and the Philosopher's Stone by J.K. Rowling	 Beowulf by Michael Morpurgo	 A Series of Unfortunate Events by Lemony Snicket	
Links to Wider Curriculum	Year 5's Whole Class Reading books are all texts that the children will study in English in Year 6					
	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	Children are expected to read at least five times a week at home. Adults at home record each time their child reads on Boom Reader. Reading logging is checked daily by adults. Children read to an adult in school every week.					
Reading for Pleasure	<b>Drop Everything and Read (DEAR)</b> 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. <b>Poetry Books:</b> 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					
	<b>Topic Related Texts:</b>					
	<ul style="list-style-type: none"> <li>• Kingdom of Benin Short Stories: Ehi and Uki</li> <li>• Diary of An Edo Princess</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Divers Daughter</li> <li>• Tudor Tales</li> </ul>	<ul style="list-style-type: none"> <li>• The Incredible Ecosystems of Planet Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Life in Ancient Sumer</li> <li>• Gilgamesh the King</li> </ul>	<ul style="list-style-type: none"> <li>• Earth Heroes: Twenty Inspiring Stories of People Saving Our World</li> <li>• Stories for Boys Who Dare to Be Different – David Attenborough</li> </ul>
<b>Reading Assessment</b>	<ol style="list-style-type: none"> <li>1. Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling</li> <li>2. 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</li> <li>3. Maintain positive attitudes to reading and understanding of what he/she reads by 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</li> <li>4. Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices</li> <li>5. Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing</li> <li>6. Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book</li> <li>7. Maintain positive attitudes to reading and understanding of what he/she reads by 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</li> <li>8. 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</li> <li>9. Understand what he/she reads by asking questions to improve his/her understanding of complex texts</li> <li>10. Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>11. Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied</li> <li>12. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>13. Distinguish between statements of fact and opinion</li> <li>14. Retrieve, record and present information from non-fiction</li> <li>15. 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</li> </ol>					

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 
Whole Class Reading						
Literacy Shed Plus Texts	 There's a Boy in the Girls' Bathroom by Louis Sachar	 Street Child by Berlie Doherty	 Journey to Jo-Burg by Beverley Naidoo	 The Boy in the Striped Pyjamas by Jon Boyne	 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 story about friendship and the horrors of the Second World War, preparing the children for their next topic.	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	Children are expected to read at least five times a week at home. Adults at home record each time their child reads on Boom Reader. Reading logging is checked daily by adults. Children read to an adult in school every week.					
Reading for Pleasure	<b>Drop Everything and Read (DEAR)</b> 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. <b>Poetry Books:</b> I Don't Like Poetry Favourite Poems: 101 Children's Classics Be the Change 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					
	<b>Topic Related Texts:</b>					
	<ul style="list-style-type: none"> <li>• Abridged Oliver Twist</li> <li>• Son of the Circus, A Victorian Story</li> </ul>	<ul style="list-style-type: none"> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• The Island by Armin Greder</li> <li>• Stories for Boys Who Dare to Be Different – Nelson Mandela</li> <li>• Goodnight Stories for Rebel Girls – Malala Yousafzai</li> </ul>	<ul style="list-style-type: none"> <li>• If the World Were a Village: A Book About the World's People</li> </ul>	<ul style="list-style-type: none"> <li>• Peace Lily</li> <li>• Poems from the First World War</li> <li>• Stories of the First World War</li> </ul>	<ul style="list-style-type: none"> <li>• Planet Under Pressure</li> </ul>
<b>Reading Assessment</b>	<ol style="list-style-type: none"> <li>1. Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling</li> <li>2. 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</li> <li>3. Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions</li> <li>4. Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing</li> <li>5. Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books</li> <li>6. Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart</li> <li>7. Read age-appropriate books, including whole novels, with confidence and fluency</li> <li>8. 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</li> <li>9. Understand what he/she reads by identifying how language, structure and presentation contribute to meaning</li> <li>10. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>11. 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 and with clear reasoning</li> <li>12. 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</li> <li>13. Provide reasoned justifications for his/her views</li> </ol>					

### **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;
- ★ Has 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  
Fables/Traditional 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	<b>Dinosaurs</b> 	<b>Location, Location, Location</b> 	<b>Ancient Egypt</b> 	<b>To Plymouth and Beyond!</b> 	<b>Significant Sport Stars</b> 	<b>Wonderful Weather</b> 
Fiction Texts	<b>Fantasy</b> The Day Louis Got Eaten by John Fardell	<b>Fairy Stories and Traditional Tales</b> The Three Little Pigs by Mara Alperin	<b>Poetry and Funny Stories</b> Oi Frog by Kes Gray	<b>Poetry and Story Writing</b> Train Ride by June Crebbin	<b>Stories in Familiar Settings</b> Stuck by Oliver Jeffers	<b>Stories with Repeating Patterns</b> Fatou, Fetch the Water by Neil Griffiths
Links to Wider Curriculum	<p>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.</p>	<p>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 . . .</p>	<p>A humorous poetic picture book, which will give children the opportunity to explore rhyming words, as well as the opportunity for a giggle!</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
Reading	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>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.</li> <li>being encouraged to link what is read or heard read to his/her own experiences.</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>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.</li> <li>being encouraged to link what is read or heard read to his/her own experiences.</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>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.</li> <li>being encouraged to link what is read or heard read to his/her own experiences.</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>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.</li> <li>being encouraged to link what is read or heard read to his/her own experiences.</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>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.</li> <li>being encouraged to link what is read or heard read to his/her own experiences.</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>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.</li> <li>being encouraged to link what is read or heard read to his/her own experiences.</li> </ul>

	<ul style="list-style-type: none"> <li>• joining in with predictable phrases.</li> </ul> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by:</p> <ul style="list-style-type: none"> <li>• drawing on what is already known or on background information and vocabulary provided by the teacher.</li> <li>• discussing the significance of the title and events.</li> <li>• making inferences on the basis of what is being said and done.</li> <li>• predicting what might happen on the basis of what has been read so far.</li> </ul> <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>	<ul style="list-style-type: none"> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>• joining in with predictable phrases.</li> </ul> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by:</p> <ul style="list-style-type: none"> <li>• drawing on what is already known or on background information and vocabulary provided by the teacher.</li> <li>• discussing the significance of the title and events.</li> <li>• making inferences on the basis of what is being said and done.</li> </ul> <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>	<ul style="list-style-type: none"> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>• joining in with predictable phrases.</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart.</li> <li>• discussing word meanings, linking new meanings to those already known.</li> </ul> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by:</p> <ul style="list-style-type: none"> <li>• drawing on what is already known or on background information and vocabulary provided by the teacher.</li> <li>• discussing the significance of the title and events.</li> <li>• making inferences on the basis of what is being said and done.</li> </ul> <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>	<ul style="list-style-type: none"> <li>• joining in with predictable phrases.</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart.</li> <li>• discussing word meanings, linking new meanings to those already known.</li> </ul> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by:</p> <ul style="list-style-type: none"> <li>• drawing on what is already known or on background information and vocabulary provided by the teacher.</li> <li>• discussing the significance of the title and events.</li> <li>• making inferences on the basis of what is being said and done.</li> </ul> <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>	<p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by:</p> <ul style="list-style-type: none"> <li>• drawing on what is already known or on background information and vocabulary provided by the teacher.</li> <li>• discussing the significance of the title and events.</li> <li>• making inferences on the basis of what is being said and done.</li> <li>• predicting what might happen on the basis of what has been read so far.</li> </ul> <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>	<ul style="list-style-type: none"> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> </ul> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by:</p> <ul style="list-style-type: none"> <li>• drawing on what is already known or on background information and vocabulary provided by the teacher.</li> <li>• discussing the significance of the title and events.</li> <li>• making inferences on the basis of what is being said and done.</li> <li>• predicting what might happen on the basis of what has been read so far.</li> </ul> <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>• 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. <ul style="list-style-type: none"> <li>• Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.</li> </ul> </li> <li>• Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation (for example, unkind, or undoing): untie the boat. <ul style="list-style-type: none"> <li>• Understand how words can combine to make sentences. <ul style="list-style-type: none"> <li>• Join words and clauses using and.</li> <li>• Separate words with spaces.</li> </ul> </li> </ul> </li> <li>• Use capital letters and full stops to demarcate sentences in some of his/her writing.</li> </ul>					













	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.	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.	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.	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.	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.	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.
<b>Key Terminology</b>	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
<b>Independent Purposeful Writing Outcomes</b>	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.
<b>Spoken Language</b>	• 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.					
<b>Spelling</b>	• Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others. • Spell words containing each of the 40+ phonemes already taught. • Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes. • Spell a few common exception words (e.g. I, the, he, said, of). • Spell some common exception words. • Spell the days of the week. • 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.					

	<ul style="list-style-type: none"> <li>• Apply simple spelling rules and guidance, as listed in English Appendix 1.</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> <li>• 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).</li> </ul>					
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly. <ul style="list-style-type: none"> <li>• Form most lower-case letters correctly.</li> </ul> </li> <li>• Form lower-case letters in the correct direction, starting and finishing in the right place. <ul style="list-style-type: none"> <li>• Form capital letters.</li> <li>• Form digits 0-9.</li> </ul> </li> <li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</li> </ul>					
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher <ul style="list-style-type: none"> <li>• Write down one of the sentences that he/she has rehearsed</li> <li>• Compose and write sentences independently to convey ideas</li> </ul> </li> <li>• Write sentences, sequencing them to form short narratives (real or fictional)</li> <li>• Write sentences by re-reading what he/she has written to check that it makes sense. <ul style="list-style-type: none"> <li>• Discuss what he/she has written with the teacher or other pupils.</li> </ul> </li> <li>• Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.</li> </ul>					
<b>Understand how words can combine to make sentences.</b>	✓	✓	✓	✓	✓	✓
<b>Join words and clauses using 'and'.</b>	✓	✓	✓	✓	✓	✓
<b>Separate words with spaces.</b>	✓	✓	✓	✓	✓	✓
<b>Use capital letters and full stops to demarcate sentences in some of his/her writing.</b>	✓	✓	✓	✓	✓	✓
<b>Begin to punctuate work using question marks and exclamation marks.</b>		✓	✓	✓		✓
<b>Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.</b>	names personal pronoun 'I'	names places days of the week personal pronoun 'I'	names places days of the week personal pronoun 'I'	names places	names places	names places days of the week personal pronoun 'I'
<b>Understand the following terminology: letter,</b>	letter capital letter word	letter capital letter word	letter capital letter word	letter capital letter word	capital letter sentence full stop	sentence punctuation full stop

<b>capital letter; word; singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.</b>	sentence punctuation full stop	sentence punctuation full stop question mark exclamation mark	sentence punctuation full stop question mark exclamation mark	sentence punctuation full stop question mark		question mark exclamation mark
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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	<b>Vile Victorians</b> 	<b>What a Wonderful World</b> 	<b>The Great Fire of London</b> 	<b>Rainforests</b> 	<b>World War II VE Day</b> 	<b>Our Food, Our World</b> 
Fiction Texts	<b>Creative Story Writing</b> How to Hide a Lion at School by Helen Stephens	<b>Stories Involving Fantasy</b> Daisy Doodles by Michelle Robinson et al.	<b>Traditional Tales</b> Mixed Up Fairy Tales by Hilary Robinson	<b>Adventure Story Writing</b> Augustus and His Smile by Catherine Rayner	<b>Poetry</b> Zim Zam Zoom by James Carter	<b>Postcards and Letters</b> 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 imaginative 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 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: <ul style="list-style-type: none"> <li>• drawing on what he/she already knows or on background information and vocabulary provided by the teacher.</li> <li>• answering questions and making inferences on the basis of what is being said and done.</li> <li>• answering and asking questions and making links.</li> <li>• predicting what might happen on the basis of what has been read so</li> </ul>	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: <ul style="list-style-type: none"> <li>• drawing on what he/she already knows or on background information and vocabulary provided by the teacher.</li> <li>• answering questions and making inferences on the basis of what is being said and done.</li> <li>• answering and asking questions and making links.</li> <li>• predicting what might happen on the basis of what has been read so</li> </ul>	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: <ul style="list-style-type: none"> <li>• drawing on what he/she already knows or on background information and vocabulary provided by the teacher.</li> <li>• answering questions and making inferences on the basis of what is being said and done.</li> <li>• answering and asking questions and making links.</li> <li>• predicting what might happen on the basis of what has been read so</li> </ul>	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: <ul style="list-style-type: none"> <li>• drawing on what he/she already knows or on background information and vocabulary provided by the teacher.</li> <li>• answering questions and making inferences on the basis of what is being said and done.</li> <li>• answering and asking questions and making links.</li> <li>• predicting what might happen on the basis of what has been read so</li> </ul>	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: <ul style="list-style-type: none"> <li>• drawing on what he/she already knows or on background information</li> </ul>	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by: <ul style="list-style-type: none"> <li>• drawing on what he/she already knows or on background information and vocabulary provided by the teacher.</li> <li>• answering questions and making inferences on the basis of what is being said and done.</li> <li>• answering and asking questions and making links.</li> <li>• predicting what might happen on the basis of what has been read so</li> </ul>

	far.  Explain what has happened so far in what he/she has read.	far.  Explain what has happened so far in what he/she has read.	far.  Explain what has happened so far in what he/she has read.	far.  Explain what has happened so far in what he/she has read.	and vocabulary provided by the teacher. • answering and asking questions and making links.	far.  Explain what has happened so far in what he/she has read.
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> <li>• Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.</li> <li>• Form adjectives using suffixes such as -ful, -less.</li> <li>• Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.</li> </ul>					
	<ul style="list-style-type: none"> <li>• Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> <li>• Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.</li> <li>• Use question marks and exclamation marks appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.</li> <li>• Use question marks and exclamation marks appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.</li> <li>• Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> <li>• Use present and past tense mostly correctly and consistently.</li> <li>• Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.</li> <li>• Use question marks and exclamation marks appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.</li> <li>• Form adjectives using suffixes such as -ful, -less.</li> <li>• Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.</li> <li>• Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses.</li> <li>• Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.</li> <li>• Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> <li>• Use present and past tense mostly correctly and consistently.</li> <li>• 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.</li> <li>• Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.</li> <li>• Use question marks and</li> </ul>	<ul style="list-style-type: none"> <li>• Write poetry to develop positive attitudes toward and stamina for writing.</li> <li>• Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.</li> <li>• Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.</li> </ul>	<ul style="list-style-type: none"> <li>• Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.</li> <li>• Form adjectives using suffixes such as -ful, -less.</li> <li>• Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.</li> <li>• Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses.</li> <li>• Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.</li> <li>• Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> <li>• Use present and past tense mostly correctly and consistently.</li> <li>• 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.</li> <li>• Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.</li> </ul>



				<p>exclamation marks appropriately.</p> <ul style="list-style-type: none"> <li>Use commas to separate items in a list.</li> </ul> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.</p>		<ul style="list-style-type: none"> <li>Use question marks and exclamation marks appropriately.</li> <li>Use commas to separate items in a list.</li> <li>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.</li> </ul>
<b>Key Terminology</b>	<p>question exclamation</p>	<p>noun verb adverb adjective compound comma apostrophe question exclamation</p>	<p>noun noun phrase statement question exclamation command adjective verb suffix tense (past and present) comma</p>	<p>noun noun phrase statement question exclamation command adjective verb suffix tense (past and present) comma apostrophe</p>	<p>noun noun phrase adjective adverb verb question exclamation</p>	<p>noun noun phrase statement question exclamation command adjective verb suffix tense (past and present) comma apostrophe</p>
<b>Independent Purposeful Writing Outcomes</b>	<p>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'.</p>	<p>To write their own story using real and imaginary characters.</p>	<p>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.</p>	<p>To write a story following the structure of Augustus and his smile, using knowledge learnt throughout the topic of the term, 'Rainforests'.</p>	<p>This sequence culminates in a poetry recital for parents or other classes.</p> <ul style="list-style-type: none"> <li>To perform some poems as part of the class/group for an audience, using expression, intonation and rhythm appropriately.</li> <li>Write their own Kenning poem based on a model from the text. Some children may also write poems based on other models.</li> </ul>	<p>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.</p>
<b>Non-Fiction Texts</b>	<p><b>Recounts</b> My Day at the Zoo by Jay Dale</p>	<p><b>Information Texts</b> Could a Penguin Ride a Bike? by Camilla Bedoyere</p>	<p><b>Poetry</b> Tell Me a Dragon by Jackie Morris</p>	<p><b>Information Texts</b> I Don't Like Snakes by Nicola Davies</p>	<p><b>Explanation Text</b> Seed to Sunflower by Camilla de la Bédoyère</p>	<p><b>Information Text</b> This Is How We Do It by Matt Lamothe</p>
<b>Links to Wider Curriculum</b>	<p>A recount text written in chronological order, about children visiting a zoo. A great relatable text</p>	<p>A funny book which uses questions and answers to inform readers about the special features of the penguin. Children's</p>	<p>A beautifully illustrated book highlighting that everyone is different, and everyone has their own</p>	<p>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</p>	<p>A great text for children to build upon their knowledge of life cycles including plants and animals, such as</p>	<p>This is a fantastic information text which follows the lives of seven children from around the world. The book includes</p>

	<p>for the children, reflecting on their own trip to the zoo in Reception.</p> <p>Children will be able to use the topic inspired trip to Morwellham Quay to write their own chronological recount of their day.</p>	<p>independent writing can link to their Science learning this term about living things, habitats and food chains.</p>	<p>dragon that they love, whether it be big or small.</p> <p>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.</p>	<p>snakes. Through a story of facts and information the little girl begins to change her mind about the creatures.</p>	<p>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.</p>	<p>detail about their everyday lives, providing a genuine window into lives and traditions that may differ from our own.</p> <p>This will link in well with the children's Geography learning about food around the world.</p>
Reading	<p>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.</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by:</p> <ul style="list-style-type: none"> <li>• drawing on what he/she already knows or on background information and vocabulary provided by the teacher.</li> <li>• answering and asking questions and making links.</li> </ul> <p>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.</p> <p>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.</p>	<p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by:</p> <ul style="list-style-type: none"> <li>• drawing on what he/she already knows or on background information and vocabulary provided by the teacher.</li> <li>• answering and asking questions and making links.</li> </ul> <p>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.</p> <p>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.</p>			<p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by:</p> <ul style="list-style-type: none"> <li>• drawing on what he/she already knows or on background information and vocabulary provided by the teacher.</li> <li>• answering questions and making inferences on the basis of what is being said and done.</li> <li>• answering and asking questions and making links.</li> </ul> <p>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.</p> <p>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.</p> <p>Explain what has happened so far in what he/she has read.</p>	<p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by:</p> <ul style="list-style-type: none"> <li>• drawing on what he/she already knows or on background information and vocabulary provided by the teacher.</li> <li>• answering questions and making inferences on the basis of what is being said and done.</li> <li>• answering and asking questions and making links.</li> <li>• predicting what might happen on the basis of what has been read so far.</li> </ul> <p>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.</p> <p>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.</p> <p>Explain what has happened so far in what he/she has read.</p>

	Explain what has happened so far in what he/she has read.					
Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> <li>• Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.</li> <li>• Form adjectives using suffixes such as -ful, -less.</li> <li>• Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.</li> </ul>					
	<ul style="list-style-type: none"> <li>• Write about real events, recording these simply and clearly.</li> <li>• Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses.</li> <li>• Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.</li> <li>• Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> <li>• Use present and past tense mostly correctly and consistently.</li> <li>• 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.</li> <li>• Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.</li> <li>• Use question marks and exclamation marks appropriately.</li> <li>• Use commas to separate items in a list.</li> </ul>	<ul style="list-style-type: none"> <li>• Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses.</li> <li>• Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> <li>• Use present and past tense mostly correctly and consistently.</li> <li>• Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.</li> <li>• Use question marks and exclamation marks appropriately.</li> <li>• Use commas to separate items in a list.</li> </ul>			<ul style="list-style-type: none"> <li>• Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.</li> <li>• Form adjectives using suffixes such as -ful, -less.</li> <li>• Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.</li> <li>• Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses.</li> <li>• Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.</li> <li>• Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> <li>• Use present and past tense mostly correctly and consistently.</li> <li>• 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.</li> <li>• Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.</li> <li>• Use question marks and</li> </ul>	<ul style="list-style-type: none"> <li>• Write about real events, recording these simply and clearly.</li> <li>• Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.</li> <li>• Form adjectives using suffixes such as -ful, -less.</li> <li>• Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.</li> <li>• Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses.</li> <li>• Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.</li> <li>• Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> <li>• Use present and past tense mostly correctly and consistently.</li> <li>• 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.</li> <li>• Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when</li> </ul>







					<p>exclamation marks appropriately.</p> <ul style="list-style-type: none"> <li>• Use commas to separate items in a list.</li> <li>• Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.</li> </ul>	<p>required.</p> <ul style="list-style-type: none"> <li>• Use question marks and exclamation marks appropriately.</li> <li>• Use commas to separate items in a list.</li> <li>• Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.</li> </ul>
<b>Key Terminology</b>	<p>question exclamation adjective verb adverb tense (past, present)</p>	<p>statement question compound</p>			<p>statement question exclamation command verb</p>	<p>noun noun phrase compound adjective verb adverb tense (present) comma</p>
<b>Independent Purposeful Writing Outcomes</b>	<p>To write a recount of what they see on the bus journey to Morwellham Quay for their History trip.</p>	<p>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.</p>	<p>To write own dragon inspired poem with own uniqueness, which will then be used to create a whole class book of dragons.</p>	<p>To write own, 'I don't like...' book about another animal, which includes facts and information.</p>	<p>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 non-fiction voice of a scientist.</p>	<p>To add yourself to the seven children in the book and write how you live.</p>
<b>Spoken Language</b>	<ul style="list-style-type: none"> <li>• 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. <ul style="list-style-type: none"> <li>• Discuss the sequence of events in books and how items of information are related.</li> </ul> </li> <li>• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. <ul style="list-style-type: none"> <li>• Discuss his/her favourite words and phrases.</li> <li>• Answer and ask questions.</li> </ul> </li> <li>• 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.</li> <li>• 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.</li> </ul>					
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others.</li> <li>• 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. <ul style="list-style-type: none"> <li>• Spell many common exception words.</li> <li>• Spell most common exception words.</li> <li>• Spell some words with contracted forms.</li> <li>• Spell most words with contracted forms.</li> </ul> </li> </ul>					

	<ul style="list-style-type: none"> <li>• Spell by learning the possessive apostrophe (singular) e.g. the girl's book.</li> <li>• Spell by distinguishing between homophones and near-homophones.</li> <li>• Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly.</li> <li>• Add suffixes to spell most longer words correctly, including -ment, -ness, -ful, -less, -ly.</li> <li>• Apply spelling rules and guidance, as listed in English Appendix 1.</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>					
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another in some of his/her writing.</li> <li>• Form lower-case letters of the correct size relative to one another in most of his/her writing.</li> <li>• Use the diagonal and horizontal strokes needed to join letters in some of his/her writing. <ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes needed to join letters.</li> </ul> </li> <li>• Understand which letters, when adjacent to one another, are best left unjoined.</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul>					
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional).</li> <li>• Write poetry to develop positive attitudes toward and stamina for writing.</li> <li>• Write for different purposes to develop positive attitudes toward and stamina for writing.</li> <li>• Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing. <ul style="list-style-type: none"> <li>• Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.</li> <li>• Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.</li> <li>• Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.</li> </ul> </li> <li>• Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils.</li> <li>• 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.</li> <li>• 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.</li> <li>• Read aloud what he/she has written with appropriate intonation to make the meaning clear.</li> </ul>					
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 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	✓	✓				
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	<b>Prehistoric Britain</b> 	<b>Mountains, Volcanoes and Earthquakes</b> 	<b>The Shang Dynasty</b> 	<b>Villages, Towns and Cities</b> 	<b>Ancient Greece</b> 	<b>Water, Weather and Climate</b> 
Fiction Texts	<b>Traditional Tales</b> Ratpunzel by Charlotte Guillain	<b>Stories by the Same Author</b> Mimi and the Mountain Dragon by Michael Morpurgo	<b>Adventure Stories</b> Blue John by Berlie Doherty	<b>Plays and Dialogues</b> Paddington Goes to Town/Goes for Gold by Michael Bond	<b>Quest Story</b> Oliver and the Seawigs by Philip Reeve and Sarah McIntyre	<b>Wordless Picture Book</b> 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: <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays and non-fiction.</li> <li>increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</li> </ul>	Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays and non-fiction.</li> <li>increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</li> <li>identifying themes in books.</li> </ul>	Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays and non-fiction.</li> <li>increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</li> <li>reading books that are structured in different</li> </ul>	Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays and non-fiction.</li> <li>reading books that are structured in different ways.</li> <li>increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some</li> </ul>	Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays and non-fiction.</li> <li>reading books that are structured in different ways.</li> <li>Understand what he/she reads independently by:</li> <li>identifying main ideas drawn from within one</li> </ul>	Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays and non-fiction.</li> <li>reading books that are structured in different ways.</li> <li>Understand what he/she reads independently by:</li> <li>checking that the text makes sense to him/her,</li> </ul>

	<ul style="list-style-type: none"> <li>• discussing words that capture the reader's interest and imagination.</li> </ul> <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> <li>• drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• predicting what might happen from details stated.</li> </ul>	<p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> <li>• drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>	<p>ways.</p> <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> <li>• identifying main ideas drawn from within one paragraph and summarise these.</li> <li>• identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech.</li> </ul>	<p>of these orally.</p> <ul style="list-style-type: none"> <li>• identifying themes in books.</li> <li>• reading aloud poems and perform play scripts.</li> <li>• discussing words that capture the reader's interest and imagination.</li> </ul> <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to him/her, discussing his/her understanding of words.</li> <li>• asking questions to improve his/her understanding of a text.</li> <li>• drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• predicting what might happen from details stated.</li> <li>• identifying main ideas drawn from within one paragraph and summarise these.</li> <li>• identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech.</li> </ul> <p>Retrieve and record information from non-fiction.</p>	<p>paragraph and summarise these.</p> <ul style="list-style-type: none"> <li>• identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech.</li> </ul>	<p>discussing his/her understanding of words.</p> <ul style="list-style-type: none"> <li>• drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>
<b>Vocabulary, Grammar &amp; Punctuation</b>	<ul style="list-style-type: none"> <li>• Form nouns using a range of prefixes e.g. super-, anti-, auto-.</li> <li>• 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.</li> <li>• Identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.</li> </ul>					
	<ul style="list-style-type: none"> <li>• Begin to use paragraphs as a way to group related material.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use paragraphs as a way to group related material.</li> </ul>	<ul style="list-style-type: none"> <li>• Express time, place and cause using co-ordinating and subordinating</li> </ul>	<ul style="list-style-type: none"> <li>• Express time, place and cause using co-ordinating and</li> </ul>	<ul style="list-style-type: none"> <li>• Express time, place and cause using co-ordinating and subordinating</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use paragraphs as a way to group related material.</li> </ul>

	<ul style="list-style-type: none"> <li>• Begin to use inverted commas to punctuate direct speech.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Begin to use inverted commas to punctuate direct speech.</li> </ul>	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.	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. <ul style="list-style-type: none"> <li>• Begin to use paragraphs as a way to group related material.</li> <li>• Use headings and sub-headings to aid presentation.</li> <li>• 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.</li> <li>• Begin to use inverted commas to punctuate direct speech.</li> </ul>	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. <ul style="list-style-type: none"> <li>• Begin to use paragraphs as a way to group related material.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>1. Begin to use inverted commas to punctuate direct speech.</p>
<b>Key Terminology</b>	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
<b>Independent Purposeful Writing Outcomes</b>	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.
<b>Non-Fiction Texts</b>	<b>Letters</b> Ask Dr K Fisher About Animals/Minibeasts/ Dinosaurs/Reptiles by Claire Llewellyn	<b>Chronological Reports</b> The Great Fire of London by Emma Adams	<b>Poetry</b> Poetry Pie by Roger McGough	<b>Poetry</b> Poetry Pie by Roger McGough	<b>Instructions</b> Grow Your Own Lettuce by Helen Lanz	<b>Biography</b> I Am Not a Label by Cherrie Burnell
<b>Links to Wider Curriculum</b>	A non-chronological text based on letters between Dr K Fisher and animals with problems. Very funny! This can be	Information on the historic events of 1666 told through different sections: an introduction to set the scene; dated reports; charted changes to firefighting; significant	Wonderful word play from Roger McGough with puns and observations on life in this book of poetry. The sequence is focused on the poem Poetry Pie and the range of poems that children have access to.		A set of instructions about growing lettuce surrounded by other information such as types of lettuce, harvesting and a calendar. There is a set of instructions about	In this stylishly illustrated biography anthology, the children will explore a mixture of 34 artists, thinkers, athletes and activists with disabilities, from past and present.







	substituted with other books in the same series.	people and places. Set off by dramatic illustrations in a palette of oranges and blues. Children will have opportunity to recall their Year 2 knowledge.		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.	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.
<b>Reading</b>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays and non-fiction.</li> <li>• reading books that are structured in different ways.</li> <li>• increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</li> </ul> <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> <li>• drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays and non-fiction.</li> <li>• reading books that are structured in different ways.</li> <li>• discussing words that capture the reader's interest and imagination.</li> </ul> <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> <li>• drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• identifying main ideas drawn from within one paragraph and summarise these.</li> </ul>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays and non-fiction.</li> <li>• reading books that are structured in different ways.</li> <li>• reading aloud poems and perform play scripts.</li> <li>• discussing words that capture the reader's interest and imagination.</li> </ul> <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to him/her, discussing his/her understanding of words.</li> <li>• asking questions to improve his/her understanding of a text.</li> <li>• drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• predicting what might happen from details stated.</li> </ul>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays and non-fiction.</li> <li>• reading books that are structured in different ways.</li> </ul> <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> <li>• identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech.</li> </ul>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays and non-fiction.</li> <li>• reading books that are structured in different ways.</li> </ul> <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to him/her, discussing his/her understanding of words.</li> <li>• language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech.</li> </ul> <p>Retrieve and record information from non-fiction.</p>
<b>Vocabulary, Grammar &amp; Punctuation</b>	<ul style="list-style-type: none"> <li>• Form nouns using a range of prefixes e.g. super-, anti-, auto-.</li> <li>• 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.</li> <li>• Identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.</li> </ul>				

	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use paragraphs as a way to group related material.</li> <li>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.</li> <li>Begin to use inverted commas to punctuate direct speech.</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> <li>Begin to use paragraphs as a way to group related material.</li> <li>Use headings and sub-headings to aid presentation.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Begin to use paragraphs as a way to group related material.</li> <li>Use headings and sub-headings to aid presentation.</li> <li>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.</li> </ul>
<b>Key Terminology</b>	conjunction clause subordinate clause	clause subordinate clause direct speech inverted commas (or 'speech marks')		conjunction preposition clause	preposition conjunction clause subordinate clause
<b>Independent Purposeful Writing Outcomes</b>	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.
<b>Spoken Language</b>	<ul style="list-style-type: none"> <li>Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action. <ul style="list-style-type: none"> <li>Discuss words and phrases that capture the reader's interest and imagination.</li> <li>Ask questions to improve his/her understanding and knowledge of a text.</li> </ul> </li> <li>Participate in reasoned discussion about books, poems and other materials that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</li> <li>Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures (english appendix 2). <ul style="list-style-type: none"> <li>Read aloud his/her own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear. <ul style="list-style-type: none"> <li>Articulate and justify answers, arguments and opinions</li> </ul> </li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings</li> </ul> </li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <ul style="list-style-type: none"> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> </ul> </li> </ul>				



	<ul style="list-style-type: none"> <li>• Speak audibly and fluently with an increasing command of standard English.</li> </ul>					
Spelling	<ul style="list-style-type: none"> <li>• Use the prefixes un-, dis-, mis-, re-, pre-.</li> <li>• Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.               <ul style="list-style-type: none"> <li>• Use the suffix -ly.</li> </ul> </li> <li>• Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.               <ul style="list-style-type: none"> <li>• Spell words with endings which sound like 'zhun' e.g. division, decision.</li> </ul> </li> <li>• Spell the homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.               <ul style="list-style-type: none"> <li>• Spell words that are often misspelt with reference to English Appendix 1.</li> </ul> </li> <li>• Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of word e.g. myth, gym.               <ul style="list-style-type: none"> <li>• Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.</li> <li>• Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.                   <ul style="list-style-type: none"> <li>• Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.</li> </ul> </li> <li>• Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.</li> </ul> </li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>					
Handwriting	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>					
Composition	<ul style="list-style-type: none"> <li>• 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.               <ul style="list-style-type: none"> <li>• Plan his/her writing by discussing and recording ideas within a given structure.</li> </ul> </li> <li>• Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and using sentences structure from English Appendix 2.               <ul style="list-style-type: none"> <li>• Draft and write by organising writing into paragraphs as a way of grouping related material.                   <ul style="list-style-type: none"> <li>• Draft and write narratives, creating settings, characters and plot.</li> </ul> </li> <li>• Draft and write non-narrative material, using headings and sub-headings to organise texts.                   <ul style="list-style-type: none"> <li>• Evaluate and edit by assessing the effectiveness of his/her own writing.</li> </ul> </li> </ul> </li> <li>• Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.</li> <li>• 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.</li> <li>• 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.</li> </ul>					
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.				✓	✓	✓
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	<b>Roman Britain</b> 	<b>Human Migration</b> 	<b>Anglo-Saxons and Scots</b> 	<b>Rivers</b> 	<b>Vikings</b> 	<b>Natural Resources</b> 
Fiction Texts	<b>Traditional Tales</b> Cinderella of the Nile by Beverley Naidoo	<b>Poetry</b> Beachcomber by George Mackay Brown		<b>Stories in Familiar Settings / Poetry</b> A River by Marc Martin	<b>Myths and Legends</b> Arthur and the Golden Rope by Joe Todd Stanton	<b>Stories from Other Cultures</b> 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 he/she reads by:	Maintain positive attitudes to reading and understanding of what he/she reads by:	Maintain positive attitudes to reading and understanding of what he/she reads by:		Maintain positive attitudes to reading and understanding of what he/she reads by:	Maintain positive attitudes to reading and understanding of what he/she reads by:

	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• using dictionaries to check the meaning of words that he/she has read.</li> </ul> <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> <li>• drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.</li> <li>• predicting what might happen from details stated and implied.</li> <li>• discussing words and phrases that capture the reader's interest and imagination.</li> <li>• recognising some different forms of poetry e.g. free verse, narrative poetry.</li> <li>• identifying themes and conventions in a wide range of books.</li> </ul> <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> <li>• drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• reading for a range of purposes.</li> <li>• reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</li> <li>• using dictionaries to check the meaning of words that he/she has read.</li> </ul>	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• reading for a range of purposes.</li> <li>• reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</li> <li>• discussing words and phrases that capture the reader's interest and imagination.</li> <li>• using dictionaries to check the meaning of words that he/she has read</li> </ul> <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.</li> <li>• drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.</li> <li>• 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.</li> </ul>		<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• reading for a range of purposes.</li> <li>• using dictionaries to check the meaning of words that he/she has read.</li> <li>• reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</li> <li>• discussing words and phrases that capture the reader's interest and imagination.</li> <li>• identifying themes and conventions in a wide range of books.</li> </ul> <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.</li> <li>• drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• reading for a range of purposes.</li> <li>• using dictionaries to check the meaning of words that he/she has read.</li> <li>• reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</li> <li>• identifying themes and conventions in a wide range of books.</li> </ul> <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> <li>• identifying main ideas drawn from more than one paragraph and summarise these.</li> </ul>
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<b>Vocabulary, Grammar &amp; Punctuation</b>	<ul style="list-style-type: none"> <li>• Understand the grammatical difference between the plural and the possessive -s.</li> <li>• 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.</li> <li>• Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.</li> </ul>					
	<ul style="list-style-type: none"> <li>• 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'.</li> <li>• Use fronted adverbials e.g. Later that day, I heard the bad news.</li> <li>• Use paragraphs to organise ideas around a theme.</li> <li>• Use commas after fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>• Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.</li> <li>• Use fronted adverbials e.g. Later that day, I heard the bad news.</li> <li>• Use commas after fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>• Use fronted adverbials e.g. Later that day, I heard the bad news.</li> <li>• Use commas after fronted adverbials.</li> <li>• 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.</li> </ul>		<ul style="list-style-type: none"> <li>• Use fronted adverbials e.g. Later that day, I heard the bad news.</li> <li>• Use commas after fronted adverbials.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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'.</li> </ul>
<b>Key Terminology</b>	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)
<b>Independent Purposeful Writing Outcomes</b>	To write a new version of Cinderella, including a different setting and 'back story' to the original.	To write a poem about found objects, real or imagined, and express some feelings about them from the perspective of an autobiographical or fictional narrator.		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.
<b>Non-Fiction Texts</b>	<b>Information Text</b> What a Waste by Jess French	<b>Chronological Reports</b> A Walk in London by Salvatore Rubbino	<b>Biographies</b> Fantastically Great Women Who Changed The World by Kate Pankhurst	<b>Non-Chronological Report</b> Rainforest Rough Guide by Paul Mason	<b>Explanations</b> Book of Bones 10 Record-breaking Animals by Gabrielle Balkan and Sam Brewster	<b>Persuasive Writing</b> Charity letter RSPB
<b>Links to Wider Curriculum</b>	This is an informative book on recycling and the environment for children. The good, the bad and	This is a dual-voiced text about a trip around London. The main voice is the excited child, the second voice being	This very accessible and fascinating book contains 13 biographies of women from different periods of	A text organised around a diary but also including letters, fact files and emails. A good text to use if you want to see how	This book holds truly amazing information about the bones of animals. It is written as a 'Who am I?' guessing	A persuasive letter written by the RSPB to inspire children to write their own persuasive text.

	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.	information about the various places. Great for securing dialogue and comparing different types of writing.	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.	children handle a hybrid text.	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!	
<b>Reading</b>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• reading for a range of purposes.</li> <li>• identifying themes and conventions in a wide range of books.</li> <li>• using dictionaries to check the meaning of words that he/she has read.</li> </ul> <p>Retrieve and record information from non-fiction over a wide range of subjects.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• reading for a range of purposes.</li> <li>• using dictionaries to check the meaning of words that he/she has read.</li> </ul> <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.</li> <li>• identifying main ideas drawn from more than one paragraph and summarise these.</li> <li>• 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</li> </ul>		<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• reading for a range of purposes.</li> <li>• using dictionaries to check the meaning of words that he/she has read.</li> </ul> <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> <li>• drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.</li> <li>• 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.</li> </ul>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• reading for a range of purposes.</li> <li>• using dictionaries to check the meaning of words that he/she has read.</li> <li>• discussing words and phrases that capture the reader's interest and imagination.</li> </ul> <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.</li> <li>• asking questions to improve his/her understanding of texts of increasing complexity.</li> <li>• identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of</li> </ul>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• reading for a range of purposes.</li> <li>• using dictionaries to check the meaning of words that he/she has read.</li> <li>• reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</li> <li>• discussing words and phrases that capture the reader's interest and imagination.</li> </ul> <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> <li>• identifying main ideas drawn from more than one paragraph and summarise these.</li> </ul>









		adverbials.			pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.  Retrieve and record information from non-fiction over a wide range of subjects.	
Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> <li>• Understand the grammatical difference between the plural and the possessive -s.</li> <li>• 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.</li> <li>• Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.</li> </ul>					
	<ul style="list-style-type: none"> <li>• 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'.</li> <li>• Use fronted adverbials e.g. Later that day, I heard the bad news.</li> <li>• Use paragraphs to organise ideas around a theme.</li> <li>• Use commas after fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>• Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.</li> </ul>		<ul style="list-style-type: none"> <li>• Use fronted adverbials e.g. Later that day, I heard the bad news.</li> <li>• 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.</li> <li>• Use commas after fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>• Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>• Use paragraphs to organise ideas around a theme.</li> <li>• 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'.</li> <li>• Use fronted adverbials e.g. Later that day, I heard the bad news.</li> <li>• Use commas after fronted adverbials.</li> </ul>
Key Terminology	determiner adverbial pronoun possessive pronoun Revision of Y2: simple sentence compound sentence verb past tense present tense progressive form	determiner pronoun		adverbial	pronoun possessive pronoun	adverbial

<b>Independent Purposeful Writing Outcomes</b>	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.
<b>Spoken Language</b>	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. <ul style="list-style-type: none"> <li>• Discuss words and increasingly complex phrases that capture the reader's interest and imagination.</li> <li>• Ask reasoned questions to improve his/her understanding of a text.</li> </ul> </li> <li>• 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.</li> <li>• Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</li> <li>• 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.</li> </ul>					
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.</li> <li>• Understand and add the suffixes -ation, -ous.</li> <li>• Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.</li> <li>• Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.</li> <li>• Spell homophones such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.</li> <li>• Spell more complex words that are often misspelt with reference to (English Appendix 1).</li> <li>• Spell words with the 's' sound spelt 'sc' e.g. science, scene.</li> <li>• Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.</li> <li>• Use the first three or four letters of a word to check its spelling in a dictionary.</li> <li>• Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>					
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>					
<b>Composition</b>	<ul style="list-style-type: none"> <li>• 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. <ul style="list-style-type: none"> <li>• Plan his/her writing by discussing and recording ideas.</li> </ul> </li> <li>• 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. <ul style="list-style-type: none"> <li>• Draft and write by organising paragraphs around a theme.</li> </ul> </li> <li>• Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. <ul style="list-style-type: none"> <li>• Draft and write non-narrative material, using simple organisational devices.</li> </ul> </li> <li>• Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>					

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.	a	✓	✓	✓	✓	✓
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: determiner, pronoun, possessive	pronoun possessive pronoun determiner adverbial Revision of Y2: simple sentence	determiner adverbial pronoun	adverbial	adverbial	adverbial pronoun possessive pronoun	adverbial Revision of Y3 terminology: direct speech inverted commas (or speech marks)

<b>pronoun, adverbial.</b>	compound sentence verb past tense present tense progressive form					
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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	<b>Benin Kingdom</b> 	<b>Informal Settlements</b> 	<b>Medieval Monarchs</b> 	<b>Earth's Biomes</b> 	<b>Plymouth – A City of Voyage and Discovery</b> 	<b>Energy and Sustainability</b> 
Fiction Texts	<b>Fantasy and Magic</b> Weslandia by Paul Fleischman	<b>Traditional Tales</b> Straw into Gold: Fairy Tales Re-Spun by Hilary McKay	<b>Story Writing (Wordless Picture Book)</b> Flood by Alvaro F. Villa	<b>Story Writing</b> The Ice Bear by Jackie Morris	<b>Poetry</b> The Sea by James Reeves	<b>Modern Classic Fiction</b> 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 tiny 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: <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional</li> </ul>	Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional</li> </ul>	Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional</li> </ul>		Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional</li> </ul>	Maintain positive attitudes to reading and understanding of what he/she reads by: <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional</li> </ul>

	<p>stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.</li> <li>• asking questions to improve his/her understanding of complex texts.</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.</li> <li>• asking questions to improve his/her understanding of complex texts.</li> </ul>	<p>stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <ul style="list-style-type: none"> <li>• identifying and discussing themes and conventions in writing.</li> <li>• making comparisons within a book.</li> <li>• 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.</li> </ul> <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.</li> <li>• asking questions to improve his/her understanding of complex texts.</li> <li>• drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• predicting what might happen from details stated and implied.</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>		<p>stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> <li>• asking questions to improve his/her understanding of complex texts.</li> <li>• drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• predicting what might happen from details stated and implied.</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Retrieve, record and present information from non-fiction.</p>
<b>Vocabulary, Grammar &amp; Punctuation</b>	<ul style="list-style-type: none"> <li>• Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify. <ul style="list-style-type: none"> <li>• Understand verb prefixes e.g. dis-, de-, mis-, over- and re-.</li> </ul> </li> </ul>					



	<ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>• Use commas to clarify meaning or avoid ambiguity.</li> <li>• Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>• Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.</li> <li>• Use brackets, dashes or commas to indicate parenthesis.</li> <li>• Use commas to clarify meaning or avoid ambiguity.</li> </ul>	<ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>• Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</li> <li>• Use commas to clarify meaning or avoid ambiguity.</li> </ul>		<ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>• Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</li> <li>• 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.</li> <li>• Use commas to clarify meaning or avoid ambiguity.</li> </ul>	<ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>• Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.</li> <li>• Use brackets, dashes or commas to indicate parenthesis.</li> </ul>
<b>Key Terminology</b>	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
<b>Independent Purposeful Writing Outcomes</b>	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.
<b>Non-Fiction Texts</b>	<b>Information</b> The Genius of the Ancients: The Genius of the Benin Kingdom by Sonya Newland	<b>Blogs and Reports</b> My Secret War Diary by Flossie Albright by Marcia Williams	<b>Recounts</b> Everest by Alexandra Stewart	<b>Biographies</b> Women in Science by Rachel Ignotofsky	<b>Chronological Reports</b> Survival at 40C Above/Below by Debbie Miller	<b>Explanation:</b> The Everyday Journey of Ordinary Things by Libby Deutsch and Valpuri Kerttula

<p><b>Links to Wider Curriculum</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>A gloriously illustrated celebration of trailblazing women. <i>Women in Science</i> 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.</p>	<p>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.</p>	<p>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 <i>The Everyday Journey of Ordinary Things</i>. 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?"</p>
<p><b>Reading</b></p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• making comparisons within a book.</li> </ul>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> </ul> <p>Discuss and evaluate how</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> </ul> <p>Discuss and evaluate how</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• identifying and discussing themes and conventions</li> </ul>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• identifying and discussing themes and conventions</li> </ul>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> </ul> <p>Understand what he/she</p>







	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Retrieve, record and present information from non-fiction.</p>	<p>authors use language, including figurative language, considering the impact on the reader.</p>	<p>authors use language, including figurative language, considering the impact on the reader.</p>	<p>in writing.</p> <ul style="list-style-type: none"> <li>• making comparisons within a book.</li> </ul> <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.</li> <li>• asking questions to improve his/her understanding of complex texts.</li> <li>• drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p>	<p>in writing.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>reads by:</p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
<b>Vocabulary, Grammar &amp;</b>	<ul style="list-style-type: none"> <li>• Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify.</li> <li>• Understand verb prefixes e.g. dis-, de-, mis-, over- and re-.</li> </ul>					

<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.</li> <li>• Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>• Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.</li> <li>• Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>• Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.</li> <li>• Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Use commas to clarify meaning or avoid ambiguity.</li> <li>• Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.</li> <li>• Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use brackets, dashes or commas to indicate parenthesis.</li> </ul>	<ul style="list-style-type: none"> <li>• Use brackets, dashes or commas to indicate parenthesis.</li> </ul>
<b>Key Terminology</b>	modal verb cohesion	modal verb cohesion	relative clause modal verb cohesion	modal verb cohesion ambiguity	dash parenthesis	dash bracket parenthesis
<b>Independent Purposeful Writing Outcomes</b>	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.
<b>Spoken Language</b>	<ul style="list-style-type: none"> <li>• Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <ul style="list-style-type: none"> <li>• Ask questions to improve his/her understanding.</li> </ul> </li> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear.</li> </ul>					
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.</li> <li>• Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.</li> <li>• Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency., tolerant/tolerance.</li> <li>• Spell words ending in -able and -ible, and also -ably and -ibly e.g. adorable, possible, adorably, possibly.</li> <li>• Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough. <ul style="list-style-type: none"> <li>• Spell some words with 'silent' letters e.g. knight, psalm, solemn.</li> </ul> </li> <li>• Spell some of the year 5 and 6 words correctly (English Appendix 1).</li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).</li> </ul>					

	<ul style="list-style-type: none"> <li>• Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.</li> <li>• Use a thesaurus.</li> </ul>					
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Write increasingly legibly.</li> </ul>					
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Plan his/her writing by identifying the audience for, and purpose of the writing, using other similar writing as models for his/her own.</li> <li>• Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.</li> <li>• 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.</li> <li>• Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2).</li> <li>• Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character.</li> <li>• Draft and write by précising longer passages.</li> <li>• Draft and write by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</li> <li>• Draft and write by linking 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.</li> <li>• Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.</li> <li>• Use different verb forms mostly accurately with consideration for audience and purpose.</li> <li>• Evaluate and edit by assessing the effectiveness of his/her own and others' writing.</li> <li>• Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).</li> <li>• Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.</li> <li>• Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.</li> <li>• Proof-read for spelling errors linked to spelling statements for year 5.</li> <li>• Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.</li> <li>• Perform his/her own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>					
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 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



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	<b>Industrial Revolution</b> 	<b>Local Field Work</b> 	<b>Civil Rights</b> 	<b>Population</b> 	<b>Twentieth Century Conflict</b> 	<b>Globalisation</b> 
Fiction Texts	<b>Tales and Legends</b> How the Whale Became by Ted Hughes	<b>Classic Novels</b> <b>Significant Authors</b> Beowulf by Michael Morpurgo	<b>Story Writing</b> <b>(Wordless Picture Book)</b> The Arrival by Shaun Tan	<b>Modern Classic Fiction</b> <b>Fantasy Stories</b> <b>Significant Authors</b> Harry Potter and the Philosopher's Stone and other Harry Potter Books by J.K. Rowling		<b>Biographies and Autobiographies</b> Charles Dickens: Scenes from an Extraordinary Life by Mick Manning and Brita Granström
Links to Wider Curriculum	<p>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 animal came to be how it is or live where it does today.</p>	<p>This classic story sequence focuses around a fight and the highly patterned language and constructions.</p>	<p>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.</p>	<p>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.</p>		<p>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.</p>

<p><b>Reading</b></p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>• reading books that are structured in different ways and reading for a range of purposes.</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing.</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>• reading books that are structured in different ways and reading for a range of purposes.</li> <li>• increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions.</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing.</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>• reading books that are structured in different ways and reading for a range of purposes.</li> <li>• increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions.</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing.</li> </ul> <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> <li>• identifying how language, structure and presentation contribute to meaning.</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>• reading books that are structured in different ways and reading for a range of purposes.</li> <li>• increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions.</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>• making comparisons within and across books.</li> </ul> <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.</li> <li>• identifying how language, structure and presentation contribute to meaning.</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>• reading books that are structured in different ways and reading for a range of purposes.</li> <li>• increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions.</li> </ul> <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> <li>• identifying how language, structure and presentation contribute to meaning.</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
<p><b>Vocabulary, Grammar &amp; Punctuation</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand the difference between structures typical of informal speech and</li> </ul>	<ul style="list-style-type: none"> <li>• Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses.</li> <li>• Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.</li> <li>• Use expanded noun phrases to convey complicated information</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Understand the difference between structures typical of informal speech and structures appropriate for</li> </ul>

	<p>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.</p> <ul style="list-style-type: none"> <li>• Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.</li> </ul>	<p>concisely.</p>	<p>independent clauses.</p> <ul style="list-style-type: none"> <li>• Use the colon to introduce a list and use semi-colons within lists.</li> <li>• Use bullet points to list information.</li> </ul>	<p>such as 'If I were' or 'Were they to come' in some very formal writing and speech.</p> <ul style="list-style-type: none"> <li>• Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</li> <li>• 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.</li> <li>• Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.</li> <li>• Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses.</li> <li>• Use the colon to introduce a list and use semi-colons within lists.</li> <li>• Use bullet points to list information.</li> <li>• Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.</li> <li>• Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points.</li> <li>• Use the perfect form of verbs to mark relationships of time and cause.</li> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• 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.</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses.</li> <li>• Use the colon to introduce a list and use semi-colons within lists.</li> </ul>
<b>Key Terminology</b>	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
<b>Independent Purposeful Writing Outcomes</b>	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	<b>Instructions and Explanations</b> Wallace and Gromit: Cracking Contraptions (Haynes Manual)	<b>Argument and Debate Non-Chronological Reports</b> Are Humans Damaging the Atmosphere? by Catherine Chambers	<b>Biographies/ Speeches:</b> Talking History: 150 Years of Speakers and Speeches by Joan Lennon and Joan Haig	<b>Modern Classic Fiction Fantasy Stories Significant Authors</b> Harry Potter and the Philosopher's Stone and other Harry Potter Books by J.K. Rowling	<b>Poetry and Recount</b> 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 women and climate change, linking into the current topic where the children read and understand the famous, 'I have a dream' speech.	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.	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	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>reading books that are structured in different ways and reading for a range of purposes.</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>reading books that are structured in different ways and reading for a range of purposes.</li> </ul> <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.</li> <li>identifying how language, structure and presentation contribute to meaning.</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>reading books that are structured in different ways and reading for a range of purposes.</li> <li>increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions.</li> </ul> <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.</li> <li>identifying how language, structure and presentation</li> </ul>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>reading books that are structured in different ways and reading for a range of purposes.</li> <li>increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions.</li> <li>identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>making comparisons within and across books.</li> </ul> <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.</li> <li>identifying how language, structure and presentation contribute to meaning.</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> <li>reading books that are structured in different ways and reading for a range of purposes.</li> <li>increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions.</li> <li>identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>making comparisons within and across books.</li> </ul> <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph,</li> </ul>

		the impact on the reader.	contribute to meaning.		<p>identifying key details that support the main ideas and using quotations for illustration.</p> <ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning.</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
<b>Vocabulary, Grammar &amp; Punctuation</b>	•				
	<ul style="list-style-type: none"> <li>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).</li> <li>Use expanded noun phrases to convey complicated information concisely.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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).</li> <li>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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).</li> <li>Use expanded noun phrases to convey complicated information concisely.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.</li> <li>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).</li> <li>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.</li> <li>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</li> <li>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.</li> <li>Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.</li> <li>Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses.</li> <li>Use the colon to introduce a list and use semi-colons within lists.</li> <li>Use bullet points to list information.</li> <li>Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.</li> <li>Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen,</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.</li> </ul>

		<p>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.</p> <ul style="list-style-type: none"> <li>Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.</li> </ul>		<p>colon, semi-colon, bullet points.</p> <ul style="list-style-type: none"> <li>Use the perfect form of verbs to mark relationships of time and cause.</li> <li>Use expanded noun phrases to convey complicated information concisely.</li> <li>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.</li> </ul>	
<b>Key Terminology</b>	<p>active passive</p>	<p>subject object active passive</p>	<p>Revision of Y5 terminology: relative pronoun relative clause parenthesis bracket dash cohesion ambiguity</p>	<p>Subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points</p>	<p>synonym antonym</p>
<b>Independent Purposeful Writing Outcomes</b>	<p>Devise and write about a cracking contraption to create a class Haynes Manual.</p>	<p>To write an information text based on a topic of interest.</p>	<p>To write a chapter for the book in which Chitty visits another place in time.</p>	<p>Children will write an extended piece of writing each week, covering a range of genres.</p>	<p>Write a newspaper article about the incident.</p>
<b>Spoken Language</b>	<ul style="list-style-type: none"> <li>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Prepare 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. <ul style="list-style-type: none"> <li>Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader. <ul style="list-style-type: none"> <li>Ask specific reasoned questions to improve his/her understanding.</li> <li>Identify and discuss themes and conventions in and across a wide range of writing with reasoning.</li> </ul> </li> </ul> </li> <li>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 and with clear reasoning.</li> <li>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary. <ul style="list-style-type: none"> <li>Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear. <ul style="list-style-type: none"> <li>Pronounce mathematical vocabulary correctly and confidently.</li> <li>Use the whole number system, including saying, reading and writing numbers accurately.</li> </ul> </li> <li>Describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements. <ul style="list-style-type: none"> <li>Describe positions on the full coordinate grid (all four quadrants).</li> </ul> </li> </ul> </li> <li>Report and present findings and evidence from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas, separating opinion from fact, and talk about how</li> </ul>				



	scientific ideas have developed over time.				
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.</li> <li>• Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.</li> <li>• Distinguish between homophones and other words which are often confused with reference to (English Appendix 1).</li> <li>• Use dictionaries to check the spelling and meaning of words.</li> <li>• Spell most of the year 5 and 6 words correctly (English Appendix 1).</li> <li>• Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).</li> <li>• Use a thesaurus with confidence.</li> </ul>				
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined.</li> <li>• Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</li> </ul>				
<b>Composition</b>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>• 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.</li> <li>• 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 writing (e.g. literary language, characterisation, structure).</li> <li>• Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2).</li> <li>• Draft and write narratives, describing settings, characters and atmosphere.</li> <li>• Integrate dialogue to convey character and advance the action.</li> <li>• Draft and write by accurately précis longer passages.</li> <li>• 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.</li> <li>• 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.</li> <li>• Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.</li> <li>• Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).</li> <li>• Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>• Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural.</li> <li>• Distinguish between the language of speech and writing and choosing the appropriate register.</li> <li>• Proof-read for spelling errors linked to spelling statements for year 6.</li> <li>• Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.</li> <li>• Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>				
<b>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.</b>	✓	✓	✓	✓	✓
<b>Understand how words are related by meaning as</b>				✓	✓

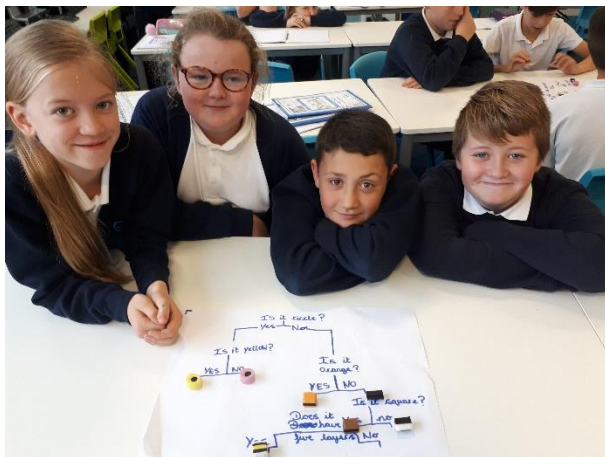
synonyms and antonyms e.g. big, large, little.					
Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).	✓	✓	✓	✓	
Understand the difference between structures typical of informal speech 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 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 living 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
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<b>Reception</b>	<p>Throughout their Reception year, children are exposed to core scientific principles, they are encouraged to <b>question</b> the world around them and talk about the <b>observations</b> 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 <b>simple tests</b>. 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 <b>ask questions</b> about floating and sinking, while <b>gathering data</b> 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 <b>observation skills</b> 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 <b>gather data</b> when learning about different types of sea creatures in their 'Marine Life' topic, finding out about different ocean facts. The children will ask <b>questions</b> 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.</p>					
<b>Year</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 1</b>	<p><b>Polar Adventures</b></p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p>	<p><b>Who Am I?</b></p> <p>Observe things using simple equipment.</p> <p>Identify and sort different things.</p> <p>Collect and record data to help answer questions.</p>	<p><b>Rising Star - Switched On 'Holiday'</b></p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Observe things using simple equipment.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help in answering questions.</p>	<p><b>Rising Star - Switched On 'On Safari'</b></p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Observe closely.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Gather and record data to help in answering questions.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p>	<p><b>Rising Star - Switched On 'Celebrations'</b></p> <p>Observe things using simple equipment.</p> <p>Identify and classify.</p> <p>Perform simple tests.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help in answering questions.</p>	<p><b>Rising Star - Switched On 'Treasure Island'</b></p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data to help in answering questions.</p>

	<p align="center"><b><u>Year 1 National Curriculum Science Statements</u></b></p> <p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>- Ask simple questions and recognise that they can be answered in different ways (Polar Regions) (On Safari) (Holiday)</li> <li>- Use simple equipment to observe closely (Who am I?) (On Safari) (Holiday) (Celebrations)</li> <li>- Perform simple tests (Polar Regions) (On Safari) (Holiday)</li> <li>- Identify and classify (Polar Regions) (On Safari) (Holiday) (Celebrations)</li> <li>- Use his/her observations and ideas to suggest answers to questions (Polar Regions) (On Safari) (Holiday) (Celebrations)</li> <li>- Gather and record data to help in answering questions (Who am I?) (Holiday) (Celebrations)</li> </ul> <p><b><u>Animals, Including Humans</u></b></p> <ul style="list-style-type: none"> <li>- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Polar Regions) (Holiday) (On Safari) (Treasure Island)</li> <li>- Group animals according to what they eat (Treasure Island)</li> <li>- Identify and name a variety of common animals that are carnivores, herbivores and omnivores (Holiday) (On Safari)</li> <li>- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, mammals, including pets (Polar Regions) (Holiday) (On Safari)</li> <li>- 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)</li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>- Distinguish between an object and the material from which it is made (Celebrations)</li> <li>- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock (Polar Regions) (Holiday) (On Safari) (Celebrations)</li> <li>- Describe the simple physical properties of a variety of everyday materials (Polar Regions) (Holiday) (Celebrations) (Treasure Island)</li> <li>- Compare and group together a variety of everyday materials on the basis of their simple physical properties (Treasure Island)</li> </ul> <p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>- Identify and name a variety of common wild and garden plants, including, deciduous and evergreen trees (Treasure Island)</li> <li>- Identify and describe the basic structure of a variety of common flowering plants, including trees (Celebrations)</li> </ul> <p><b><u>Seasonal Changes- taught throughout the year, not as a standalone unit</u></b></p> <ul style="list-style-type: none"> <li>- Observe changes across the four seasons</li> <li>- Observe and describe weather associated with the seasons and how day length varies</li> </ul>					
<b>Year</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 2</b>	<p><b>Rising Star - Switched On 'Healthy Me'</b></p> <p>Observe closely.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data in answering questions.</p>	<p><b>Rising Star - Switched On 'Mini Worlds'</b></p> <p>Observe closely.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data in answering questions.</p>	<p><b>Rising Star - Switched On 'Materials Monster'</b></p> <p>Observe closely.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data in answering questions.</p>	<p><b>Rising Star - Switched On 'Move It'</b></p> <p>Observe closely.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data in answering questions.</p>	<p><b>Rising Star - Switched On 'Young Gardeners'</b></p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p>	<p><b>Rising Star - Switched On 'Little Masterchefs'</b></p> <p>Observe closely.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>Gather and record data in answering questions.</p>

					Gather and record data in answering questions.	
	<p align="center"><b><u>Year 2 National Curriculum Science Statements</u></b></p> <p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- Use simple equipment to observe closely including changes over time (Healthy Me) (Mini Worlds) (Materials Monster) (Move It) (Young Gardeners)</li> <li>- Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways (Little Masterchefs)</li> <li>- Perform simple comparative tests (Healthy Me) (Materials Monster) (Young Gardeners)</li> <li>- Identify groups and classify (Healthy Me) (Mini Worlds) (Materials Monster) (Move It) (Young Gardeners)</li> <li>- 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)</li> <li>- 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)</li> </ul> <p><b><u>Animals, Including Humans</u></b></p> <ul style="list-style-type: none"> <li>- Understand that animals, including humans, have offspring which grow into adults (Little Masterchefs)</li> <li>- Describe the basic needs of animals, including humans, for survival (food, water, air) (Mini Worlds) (Little Masterchefs)</li> <li>- Describe the importance for humans of exercise eating the right amounts of different types of food and hygiene (Healthy Me) (Little Masterchefs)</li> </ul> <p><b><u>Living Things and their Habitat</u></b></p> <ul style="list-style-type: none"> <li>- Explore and compare the differences between things that are living, things that are dead and things that have never been alive (Mini Worlds)</li> <li>- 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)</li> <li>- Identify and name a variety of plants and animals in their habitats, including micro-habitats (Mini Worlds)</li> <li>- 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)</li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- 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)</li> </ul> <p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>- Observe and describe how seeds and bulbs grow into mature plants (Young Gardeners) (Little Masterchefs)</li> <li>- Describe how plants need water, light and a suitable temperature to grow, stay healthy and describe the impact of changing these (Young Gardeners)</li> </ul>					
<b>Year</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 3</b>	<p align="center"><b>Chemistry 'Practical Skills'</b></p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Make systematic and careful observations.</p>	<p align="center"><b>Chemistry 'Rock Cycle'</b></p> <p>Recognise that soils are made from rocks and organic matter.</p> <p>Describe simply how fossils are formed when things that have lived are trapped within rock.</p>	<p align="center"><b>Physics 'Light'</b></p> <p>Show that light is reflected from surfaces.</p> <p>Explain that light is needed, in order to see things and that dark is the absence of light.</p>	<p align="center"><b>Biology 'Plants'</b></p> <p>Explain what different parts of flowering plants do.</p> <p>Explore the requirements of plants for life and growth and how they vary from plant to plant.</p>	<p align="center"><b>Physics 'Forces'</b></p> <p>Compare how things move on different surfaces.</p> <p>See that some forces need contact between two objects but</p>	<p align="center"><b>Chemistry 'Raw and Synthetic Materials'</b></p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical</p>

	<p>Gather, record, classify and present data.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Report on findings from enquiries.</p> <p>Use results to draw simple conclusions.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Use straightforward scientific evidence to answer questions or to support my findings.</p>	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>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.</p>	<p>Explain that light from the sun can be dangerous and that there are ways to protect eyes.</p> <p>Show how shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Show that there are patterns in the way that the size of shadows change.</p>	<p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>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.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>and thermal), and response to magnets.</p> <p>Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing, and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Set up simple practical enquiries.</p> <p>Ask relevant questions and use different types</p>
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					<p>of scientific enquiry to answer them.</p> <p>Record the findings using drawings and labelled diagrams.</p>
<p><b><u>Year 3 National Curriculum Science Statements</u></b></p> <p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- Set up simple practical enquiries, comparative and fair tests (Practical Skills) (Rock Cycle) (Light) (Plants) (Forces and Magnets) (Raw and Synthetic Materials)</li> <li>- 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)</li> <li>- 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)</li> <li>- 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)</li> <li>- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Practical Skills) (Rock Cycle) (Light) (Plants) (Forces and Magnets) (Raw and Synthetic Materials)</li> <li>- 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)</li> <li>- 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)</li> <li>- 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)</li> </ul> <p><b><u>Animals, Including Humans</u></b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul> <p><b><u>Forces and Magnets</u></b></p> <ul style="list-style-type: none"> <li>- Compare how things move on different surfaces (Forces and Magnets)</li> <li>- Notice that some forces need contact between two objects, but magnetic forces can act as a distance (Forces and Magnets)</li> <li>- Observe how magnets attract or repel each other and attract some materials and not others (Forces and Magnets)</li> <li>- 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)</li> <li>- Describe magnets as having two poles (Forces and Magnets)</li> <li>- Predict whether two magnets will attract or repel each other depending on which poles are facing (Forces and Magnets)</li> </ul> <p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>- Recognise that he/she needs light in order to see things and that dark is the absence of light (Light)</li> <li>- Notice that light is reflected from surfaces (Light)</li> <li>- Recognise that light from the sun can be dangerous and there are ways to protect your eyes (Light)</li> <li>- Recognise that shadows are formed when the light from a light source is blocked by a solid object (Light)</li> <li>- Find patterns in the way that a shadow changes in size (Light)</li> </ul> <p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (Plants)</li> <li>- Explore and describe the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant (Plants)</li> <li>- Investigate the way in which water is transported in plants (Plants)</li> </ul>					

	<ul style="list-style-type: none"> <li>- Explore the part that flowers play in the life cycle of flowering plants, including pollination, see formation and seed dispersal (Plants)</li> <li><b>Rocks</b></li> <li>- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Rock Cycle)</li> <li>- Describe in simple terms how fossils are formed when things that have lived are trapped within rock (Rock Cycle)</li> <li>- Recognise that soils are made from rocks and organic matter (Rock Cycle)</li> </ul>					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	<p><b>Physics</b> <b>'Sound'</b></p> <p>Identify how sounds are made.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p><b>Biology</b> <b>'Ecosystems'</b></p> <p>Show that living things can be grouped together in various ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things.</p> <p>Explain that environments can change and that this sometimes means that living things are put in danger.</p>	<p><b>Chemistry</b> <b>'States of Matter'</b></p> <p>Group materials together, according to whether they are solids, liquids or gases, including tricky ones like gels, foams, mists and pastes.</p> <p>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).</p> <p>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.</p>	<p><b>Physics</b> <b>'Electrical Circuits'</b></p> <p>Talk about common appliances that run on electricity.</p> <p>Construct and draw with labels a simple series electrical circuit which includes cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>Explain that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Show that some materials are conductors and some are insulators, and explain that metals are good conductors.</p>	<p><b>Biology</b> <b>'Adaptations'</b></p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose danger and have an impact on living things.</p>	<p><b>Biology</b> <b>'Anatomy'</b></p> <p>Explain some parts of the digestive system in humans.</p> <p>Explain the different types of teeth in humans and what they do.</p>
	<p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>- Ask relevant questions and use different types of scientific enquiries to answer them (Sound) (Ecosystems) (States of Matter) (Electrical Circuits) (Adaptations) (Anatomy)</li> <li>- Set up simple practical enquiries and fair tests (Sound) (States of Matter) (Electrical Circuits)</li> <li>- 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)</li> <li>- Gather, record, classify and present data in a variety of easy to help in answering questions (Sound) (Ecosystems) (States of Matter)</li> </ul>					

- 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	<b>Chemistry</b> <b>'Separating Mixtures'</b>  Compare and group together everyday materials.  Use knowledge of solids, liquids and gases to decide how mixtures might be separated.	<b>Chemistry</b> <b>'Physical and Chemical Changes'</b>  Compare and group materials together, according to whether they are solids, liquids or gases.	<b>Physics</b> <b>'Magnetism'</b>  Compare how things move on different surfaces.  See that some forces need contact between two objects but	<b>Physics</b> <b>'Space'</b>  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.	<b>Biology</b> <b>'Humans and Animals Over Time'</b>  Describe the changes as humans develop, up to old age.  Describe the differences in the life cycles of a	<b>Biology</b> <b>'Reproductive Cycles'</b>  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.



	<p>Recognise that some materials will dissolve in liquid to form a solution.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials.</p> <p>Plan different types of scientific enquiries.</p> <p>Take measurements, using a range of scientific equipment.</p> <p>Use test results to make predictions.</p> <p>Report and present findings from enquiries.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>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.</p> <p>Plan comparative or fair tests and then take accurate measurements and make accurate observations.</p> <p>Use relevant scientific language to explain ideas.</p> <p>Report and present findings from enquiries.</p>	<p>magnetic forces can act at a distance.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Demonstrate the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Show that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Explain day and night, and the apparent movement of the sun across the sky, using the idea of the Earth's rotation.</p>	<p>mammal, an amphibian, an insect and a bird.</p> <p>Describe the life processes of reproduction in some plants and animals</p>	<p>Describe the life processes of reproduction in some plants and animals.</p>
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#### **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)

	<ul style="list-style-type: none"> <li>- 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)</li> </ul> <p><b><u>Animals, Including Humans</u></b></p> <ul style="list-style-type: none"> <li>- Describe the changes as humans develop to old age (Humans and Animals Over Time) (Reproductive Cycles)</li> </ul> <p><b><u>Earth and Space</u></b></p> <ul style="list-style-type: none"> <li>- Describe the movement of the Earth, and other planets, relative to the Sun in the Solar system (Space)</li> <li>- Describe the movement of the moon relative to the Earth (Space)</li> <li>- Describe the sun, Earth and Moon as approximately spherical bodies (Space)</li> <li>- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky (Space)</li> </ul> <p><b><u>Forces and Magnets</u></b></p> <ul style="list-style-type: none"> <li>- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (Magnetism)</li> <li>- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces (Magnetism)</li> <li>- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect (Magnetism)</li> </ul> <p><b><u>Living things and their Habitat</u></b></p> <ul style="list-style-type: none"> <li>- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Humans and Animals Over Time) (Reproductive Cycles)</li> <li>- Describe the life processes of reproduction in some plants and animals (Humans and Animals Over Time) (Reproductive Cycles)</li> </ul> <p><b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>- 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 Chemical Changes)</li> <li>- 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)</li> <li>- 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)</li> <li>- 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)</li> <li>- Demonstrate that dissolving, mixing, and changes of state are reversible changes (Separating Mixtures) (Physical and Chemical Changes)</li> <li>- 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)</li> </ul>					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	<p><b>Biology</b> <b>'Diet and Lifestyle'</b></p> <p>Identify and name the main parts of the human circulatory system.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p><b>Physics</b> <b>'Energy'</b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p>	<p><b>Chemistry</b> <b>'Particles in Physical and Chemical Changes'</b></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.</p>	<p><b>Chemistry</b> <b>'Sustainability'</b></p> <p>Compare and group together everyday materials on the basis of their properties.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p>	<p><b>Physics</b> <b>'Heat'</b></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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.</p>	<p><b>Biology</b> <b>'Cells'</b></p> <p>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet and exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported</p>

		<p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Plan comparative or fair tests and then take accurate measurements and make accurate observations.</p> <p>Use relevant scientific language to explain my ideas.</p> <p>Report and present findings from enquiries.</p>		<p>Plan comparative or fair tests and then take accurate measurements and make accurate observations.</p> <p>Use relevant scientific language to explain ideas.</p> <p>Report and present findings from enquiries.</p>	within animals, including humans.
<p align="center"><b><u>Year 6 National Curriculum Science Statements</u></b></p> <p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- 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)</li> <li>- 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)</li> <li>- Use test results to make predictions to set up further comparative and fair tests (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)</li> <li>- 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)</li> <li>- 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)</li> <li>- 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)</li> <li>- Group and classify things and recognise patterns (Diet and Lifestyle) (Energy) (Particles in Physical and Chemical Changes) (Sustainability) (Heat) (Cells)</li> <li>- 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)</li> <li>- 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)</li> </ul> <p><b><u>Animals, Including Humans</u></b></p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- Recognise the impact of diet and exercise, drugs and lifestyle on the way their bodies function (Diet and Lifestyle) (Cells)</li> <li>- Describe the ways in which nutrients and water are transported within animals, including humans (Diet and Lifestyle) (Cells)</li> </ul> <p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit (Energy)</li> <li>- 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)</li> <li>- Use recognised symbols when representing a simple circuit in a diagram (Energy)</li> </ul> <p><b><u>Evolution and Inheritance</u></b></p> <ul style="list-style-type: none"> <li>- Recognise that living things have changed over time that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>- Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents</li> <li>- Identify how animals and planets are adapted to suit their environment in different ways and that adaptations may lead to evolution</li> </ul>					

### Light

- 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 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**.

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:

- ★ Children 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
Reception	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 <b>questions</b> , articulate their ideas and listen to others' opinions and <b>beliefs</b> in a <b>respectful</b> 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 <b>differences</b> 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 <b>reflect</b> and <b>consider</b> other children's points of view. Through carefully planned DEAR sessions and SMSC Assemblies children learn that different communities have different <b>ideas, values and identities</b> .					
	<b>Christianity</b> When God Made the World by Matthew Paul Turner What a Beautiful Name by Scott Ligertwood		<b>Islam</b> The Proudest Blue by Ibtihal Muhammed Two Pigeons on a Pilgrimage by Rabia Bashir		<b>Judaism</b> Near: Psalm 139 by Sally Lloyd-Jones Found: Psalm 23 by Sally Lloyd-Jones	
	<b>Hinduism</b> Festival of Colours by Kabir Sehgal Ganesha's Sweet Tooth by Sanjay Patel		<b>Sikhism</b> Fauja Singh Keeps Going by Simran Singh Jeet		<b>Buddhism</b> A Handful of Quiet by Thich Nhat Hanh	
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<b>What do Christians believe God is like?</b>  Identify a parable.  Explore the Story of the Lost Son.	<b>Why does Christmas matter to Christians?</b>  Recognise that Jesus is believed to be God on Earth.	<b>Who do Christians say made the world?</b>  Listen to the story of creation from Genesis.  Retell the story of creation from Genesis.	<b>What is the 'good news' Christians believe Jesus brings?</b>  Discuss the 12 disciples. Identify how Jesus teaches us about forgiveness.	<b>Why does Easter matter to Christians?</b>  Listen to and discuss the story of Holy Week.  Participate in an Easter Labyrinth.	<b>Who is a Muslim and how do they live?</b>  State what a Muslim is.  Explore the name of the pillars of Islam.



	<p>Discuss the Story of the Lost Son means to Christians.</p> <p>Explain how Christians show their belief in God.</p> <p>Explain how Christians put their beliefs into practise.</p> <p>Write about the Story of the Lost Son.</p>	<p>Recognise the importance of baby Jesus.</p> <p>Retell the Nativity story.</p> <p>Explain why Christmas is important for Christians.</p> <p>Define what 'advent' means.</p> <p>Compare religious and non-religious views about Christmas.</p>	<p>Identify how to show gratitude.</p> <p>Identify ways that Christians show gratitude.</p> <p>Ask questions about Creation.</p> <p>Explain they key teachings from Genesis.</p>	<p>Identify how Jesus teaches us about peace.</p> <p>Identify ways that Christians bring Jesus' good news to others.</p> <p>Identify ways that Christians say sorry to God.</p> <p>Explain they key teachings from the Gospel of Jesus.</p>	<p>Discuss the emotions of Jesus' followers.</p> <p>Define the term resurrection.</p> <p>Talk about how Holy Week is celebrated.</p> <p>Reflect on the way the story changes from sadness to happiness.</p>	<p>Explain the Salah Pillar and what it means.</p> <p>Explain the Zakat Pillar and what it means.</p> <p>Explain the Sawm Pillar and what it means.</p> <p>Explain the Hajj Pillar and what it means.</p>
<b>Year 2</b>	<p><b>Who is Muslim and how do they live?</b></p> <p>Identify the 99 names of Allah.</p> <p>Recognise the words of the Shahadah and that it is very important for Muslims.</p> <p>Begin to consider how their beliefs impact how a Muslim lives.</p> <p>Give an example of a story about the Prophet.</p> <p>Reflect on Muslim beliefs and ways of living.</p>	<p><b>Who is Jewish and how do they live?</b></p> <p>Consider what is meaningful to me.</p> <p>Learn the special objects to Jewish people.</p> <p>Learn what the mezuzah is.</p> <p>Learn what the Shema is.</p> <p>Learn what a mezuzot is.</p> <p>Decide on my own important messages.</p>	<p><b>Who is Jewish and how do they live?</b></p> <p>Learn what Shabbat is.</p> <p>Learn the traditional Shabbat greeting.</p> <p>Reflect on what Jewish people do on Shabbat.</p> <p>Learn the story of David and Goliath.</p> <p>Learn the story of Chanukah.</p> <p>Reflect on the importance of Chanukah.</p>	<p><b>What makes some places sacred to believers?</b></p> <p>Understand the terms 'holy' and 'sacred'.</p> <p>Identify a place of worship sacred to Christians.</p> <p>Identify a place of worship sacred to Jewish people.</p> <p>Identify a place of worship sacred to Muslims.</p> <p>Compare and contrast places of worship.</p> <p>Compare religious places of worship to non-religious special places.</p>	<p><b>How should we care for others and the world and why does it matter?</b></p> <p>Understand the Christian belief that each person is valuable.</p> <p>Recognise caring actions.</p> <p>Understand Jesus' teachings about being a good neighbour.</p> <p>Understand the meaning of the story 'The Good Samaritan'.</p> <p>Recount the story of Genesis.</p> <p>Understand the meaning in the story of Genesis.</p>	<p><b>What does it mean to belong to a faith community?</b></p> <p>Explore the concept of belonging.</p> <p>Understand symbols of Christian belonging.</p> <p>Understand symbols of Muslim belonging.</p> <p>Understand symbols of Jewish belonging.</p> <p>Learn about Christian baptism.</p> <p>Learn how a baby is welcomed in Islam.</p>
<b>Year 3</b>	<p><b>What do Christians learn from the Creation story?</b></p> <p>Appreciate the natural world.</p> <p>Define God.</p>	<p><b>What is it like for someone to follow God?</b></p> <p>Understand the purpose of the Bible.</p> <p>Learn the story of Noah.</p>	<p><b>What is the trinity and why is it important for Christians?</b></p> <p>Define the Trinity.</p>	<p><b>What kind of world did Jesus want?</b></p> <p>Identify a text from the Gospel.</p>	<p><b>Why do Christians call the day Jesus died 'Good Friday'?</b></p> <p>Revisit the story of Holy Week.</p>	<p><b>For Christians, what was the impact of the Pentecost?</b></p> <p>Revisit learning on Holy Week.</p>



	<p>Understand God as Creator.</p> <p>Identify how Christians look after the world.</p> <p>Compare Christian views to non-Christian views.</p> <p>Explain why Christians say sorry to God.</p>	<p>Understand God's covenant.</p> <p>Recognise covenants that people make.</p> <p>Identify the promises made at a Christian wedding.</p> <p>Describe what it is like to follow God.</p>	<p>Explore the Gospel of Matthew.</p> <p>Explain the symbolism of water.</p> <p>Compare and contrast art about baptism.</p> <p>Write a baptism prayer.</p> <p>Use art to express the Trinity.</p>	<p>Identify the Beatitudes and their purpose.</p> <p>Learn the story of when Jesus healed the blind man.</p> <p>Learn the story of when Jesus healed the paralysed man.</p> <p>Learn the story of when Jesus fed the 5000.</p> <p>Explore Jesus' teachings about love.</p>	<p>Imagine how Mary felt during Holy Week.</p> <p>Learn how Christians mark Holy Week.</p> <p>Explore the emotions Christians experience during Holy Week.</p> <p>Create a performance of Palm Sunday with a group.</p>	<p>Explore artwork about the Pentecost.</p> <p>Learn about the Christian belief that the world is God's kingdom.</p> <p>Explore beliefs about the Holy Spirit.</p> <p>Identify how Pentecost is celebrated by Christians.</p> <p>Identify and explain beliefs.</p>
<b>Year 4</b>	<p><b>What do Hindus believe God is like?</b></p> <p>Define what 'Aum' is.</p> <p>Retell the story of Svetaketu.</p> <p>Recognise that deities are ways of understanding God.</p> <p>Recognise some Hindu deities.</p> <p>Define the Hindu belief of reincarnation.</p> <p>Learn what Puja is.</p>	<p><b>What does it mean to be Hindu in Britain today?</b></p> <p>Learn how Hindus show their faith.</p> <p>Learn about Hindu worship in the community.</p> <p>Learn how Hindus show their faith at home.</p> <p>Understand the story of Diwali.</p> <p>Understand what it means to be a Hindu.</p>	<p><b>How do festivals and worship show what matters to Muslims?</b></p> <p>Recap prior learning about Islam.</p> <p>Learn what the opening chapter of the Qur'an teaches Muslims about God.</p> <p>Explore how Muslims pray.</p> <p>Explore the significance of prayer to Muslims.</p> <p>Recognise why the mosque is a special place for Muslims.</p> <p>Explain what matters to Muslims.</p>	<p><b>How do festivals and family life show what matters to Jewish people?</b></p> <p>Explain how Jewish families celebrate every week.</p> <p>Explain how Jewish families celebrate every week.</p> <p>Explain why people celebrate Rosh Hashanah and Yom Kippur.</p> <p>Explore the story 'Jonah and the Big Fish'.</p> <p>Learn the Story of Exodus.</p> <p>Explain why Pesach is important to Jewish people.</p>	<p><b>How and why do people mark the significant events of life?</b></p> <p>Appreciate that life is a journey.</p> <p>Learn about Bar and Bat Mitzvahs.</p> <p>Explain Bar and Bat Mitzvahs.</p> <p>Learn how Hindus mark the journey of life.</p> <p>Learn about upanayana ceremonies.</p> <p>Consider why people get married.</p>	<p><b>How and why do people try to make the world a better place?</b></p> <p>Explore views on what is wrong with the world.</p> <p>Explore the 'Golden Rule'.</p> <p>Explore Jewish teachings about repairing the world.</p> <p>Research an inspiring Christian person.</p> <p>Describe examples of how Muslims practice charity.</p> <p>Consider how to make the world a better place.</p>
<b>Year 5</b>	<p><b>What does it mean if Christians believe God is holy and loving?</b></p>	<p><b>Creation and science: conflicting or complementary?</b></p>	<p><b>Why do Christians believe Jesus was the Messiah?</b></p>	<p><b>How do Christians decide how to live? 'What would Jesus do?'</b></p>	<p><b>What do Christians believe Jesus did to 'save' people?</b></p>	<p><b>For Christians, what kind of king is Jesus?</b></p>

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

				Explore the agreements and disagreements about values between Humanists and Christians.		Consider Humanist's views on death.
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## **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 these 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. The PE Leader holds inclusive events throughout the year for our family of schools across the Ted Wragg Trust and local schools to attend. Marine Academy believe that nothing should be a barrier to physical education with everything having the capacity to be adapted. For example, we operate a Community Bike Hub that allows families to loan bicycles and accessories free of charge. 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 through coaching and officiating.

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
Reception	Children are naturally physically active and in our Reception classes, the children continually develop their <b>fundamental movement skills</b> 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 <b>agility, balance</b> and <b>coordination</b> , 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.					
	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
Year 1	<b>Taekwondo</b>  Practise basic movements.  Develop balance and agility.	<b>Multi Skills: Agility and Coordination</b>  Hold a balance whilst walking along a straight line.  Hop on the spot using the same foot.	<b>Gymnastics</b>  Hold a balance whilst walking along a straight line.  Jump for height.  Link skills and actions in different ways to suit different activities.	<b>Dance</b>  Establish sequences of actions and skills, which have a clear beginning, middle and ending.  Perform simple dances.  Describe and comment on performance.	<b>Dodgeball: team games, simple attacking and defending</b>  Participate in team games.  Begin to develop simple tactics for attacking/defending.  Practise basic movements, including running, jumping, throwing and catching.  To develop balance and agility.	<b>Tennis</b>  Discuss how to improve in different physical activities.  Develop balance and agility.  Practise basic movements.  Develop hand-eye coordination when striking a ball.

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

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



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

	<p>Master flexibility, strength, technique, control and balance.</p>	<p>order to inspire myself and others to succeed and excel.</p> <p>Demonstrate my improvement to achieve my personal best.</p> <p>Evaluate and compare performances with previous ones.</p>	<p>Evaluate and compare performances with previous ones.</p> <p>Evaluate and recognise my own and others success and identify strategies for improvement.</p> <p>Use a broad range of skills in isolation and in combination to become physically confident.</p> <p>Use 8-point compass, 4 and 6-digit grid references and Ordnance Survey maps.</p>	<p>Evaluate and recognise my own and others success and identify strategies for improvement.</p> <p>Evaluate and compare performances with previous ones.</p> <p>Communicate, collaborate and compete with others in order to inspire myself and others to succeed and excel.</p>	<p>order to inspire myself and others to succeed and excel.</p>	<p>Master flexibility, strength, technique, control and balance.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively.</p> <p>Perform safe self-rescue in different water-based situations.</p>
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World Sporting Event Links						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<ul style="list-style-type: none"> <li>★ Invictus Games</li> <li>★ Tennis US Open</li> <li>★ America's Cup</li> <li>★ Women's T20 Cricket World Cup</li> <li>★ British Touring Car Championships</li> </ul>	<ul style="list-style-type: none"> <li>★ Women's Handball World Cup</li> <li>★ Swimming World Championships</li> </ul>	<ul style="list-style-type: none"> <li>★ Super Bowl</li> <li>★ Women's ODI Cricket World Cup</li> <li>★ Six Nations Rugby</li> <li>★ World Skiing Championships</li> <li>★ Australian Open Tennis</li> </ul>	<ul style="list-style-type: none"> <li>★ World Snooker Championships</li> <li>★ Masters Golf</li> <li>★ World Indoor Athletics Championships</li> <li>★ Men's Six Nations Rugby</li> </ul>	<ul style="list-style-type: none"> <li>★ French Open Tennis</li> <li>★ UEFA Champions League final</li> <li>★ Monaco Grand Prix</li> <li>★ London Marathon</li> <li>★ FA Cup Final</li> </ul>	<ul style="list-style-type: none"> <li>★ Wimbledon</li> <li>★ Tour De France</li> <li>★ NBA Basketball Finals</li> <li>★ World Aquatics Championships</li> <li>★ British Open Golf</li> </ul>

### 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 woman 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, as well as perspective and power. The units exploring world history have been carefully selected to provide global coverage and introduce a number of themes.

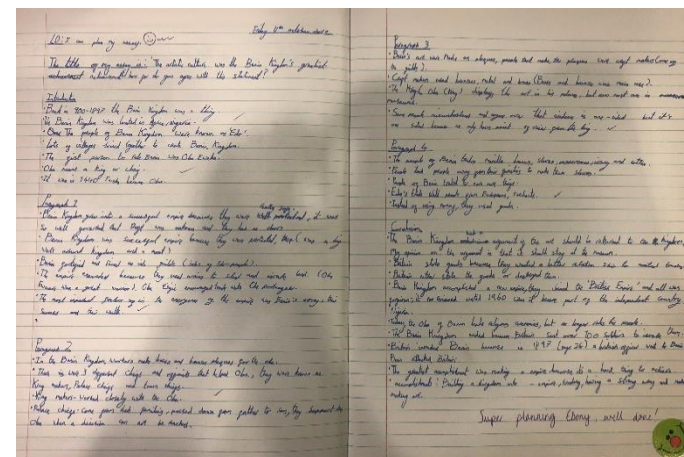
In Year 3, the unit on Ancient Greece introduces key ideas around power and its legitimacy. The Shang Dynasty gives insight into the progress and achievements in China at a time when there was much less occurring in Europe. Whilst in Year 4, children develop their knowledge of Roman Britain before studying 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 challenges 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 explores 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 or an alternate written/oracy piece summarising their knowledge 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 construct a persuasive argument; and in Year 6, children create 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 lifelong 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;
- ★ A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;
- ★ A developing sense of curiosity about the past and how and why people interpret the past in different ways.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>Children in our Reception classes begin to learn the concept of history as they develop an awareness of <b>past events</b> 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 <b>traditions</b>. In Term 3, the children will learn about <b>significant figures</b> 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 <b>timeline</b> 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 <b>chronology</b> 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 <b>changed over time</b>.</p>					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p><b>Dinosaurs</b></p> <p>Place known events and objects in chronological order. (Chronological understanding)</p> <p>Use common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Find answers to some simple questions about the past from simple sources of information. (Historical enquiry)</p> <p>Describe some simple similarities and differences between</p>		<p><b>Ancient Egypt</b></p> <p>Place known events and objects in chronological order. (Chronological understanding)</p> <p>Use common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Find answers to some simple questions about the past from simple sources of information. (Historical enquiry)</p> <p>Describe some simple similarities and differences between</p>		<p><b>Significant Sports Stars</b></p> <p>Place known events and objects in chronological order. (Chronological understanding)</p> <p>Sequence events and recount changes within living memory. (Chronological understanding)</p> <p>Use common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Find answers to some simple questions about the past from simple</p>	

	<p>artefacts. (Historical Enquiry)</p> <p>Ask and answer relevant basic questions about the past. (Historical enquiry)</p> <p>Talk, draw or write about aspects of the past. (Organisation and communication)</p> <p>Understand key features of events. (Understanding of events, people and changes)</p>		<p>artefacts. (Historical Enquiry)</p> <p>Sort artefacts from 'then' and 'now'. (Historical enquiry)</p> <p>Ask and answer relevant basic questions about the past. (Historical enquiry)</p> <p>Talk, draw or write about aspects of the past. (Organisation and communication)</p> <p>Understand key features of events. (Understanding of events, people and changes)</p> <p>Identify some similarities and differences between ways of life in different periods. (Understanding of events, people and changes)</p>		<p>sources of information. (Historical enquiry)</p> <p>Describe some simple similarities and differences between artefacts. (Historical Enquiry)</p> <p>Sort artefacts from 'then' and 'now'. (Historical enquiry)</p> <p>Ask and answer relevant basic questions about the past. (Historical enquiry)</p> <p>Relate his/her own account of an event and understand that others may give a different version. (Historical interpretations)</p> <p>Talk, draw or write about aspects of the past. (Organisation and communication)</p> <p>Understand key features of events. (Understanding of events, people and changes)</p> <p>Identify some similarities and differences between ways of life in different periods. (Understanding of events, people and changes)</p>	
<b>Year 2</b>	<b>Vile Victorians</b>		<p><b>The Great Fire of London</b></p> <p>Show an awareness of the past, using common</p>		<p><b>World War II</b></p> <p><b>VE Day</b></p>	

	<p>Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>Describe changes within living memory and aspects of change in national life. (Historical interpretations)</p> <p>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</p>		<p>words and phrases relating to the passing of time. (Chronological understanding)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>Use a wide vocabulary of everyday historical terms. (Organisation and communication)</p>		<p>Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>Describe changes within living memory and aspects of change in national life. (Historical interpretations)</p> <p>Describe significant historical events, people and places in his/her own locality. (Historical interpretations)</p> <p>Use a wide vocabulary of everyday historical</p>	
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	<p>anniversaries. (Historical interpretations)</p> <p>Use a wide vocabulary of everyday historical terms. (Organisation and communication)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication)</p> <p>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)</p>		<p>Speak about how he/she has found out about the past. (Organisation and communication)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication)</p>		<p>terms. (Organisation and communication)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication)</p> <p>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)</p>	
<b>Year 3</b>	<p><b>Prehistoric Britain</b></p> <p>Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>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)</p>		<p><b>The Shang Dynasty</b></p> <p>Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>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)</p>		<p><b>Ancient Greece</b></p> <p>Use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Describe memories of key events in his/her life using historical vocabulary. (Chronological understanding)</p> <p>Describe where the people and events studied fit within a</p>	

	<p>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)</p> <p>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)</p> <p>Describe significant historical events, people and places in his/her own locality. (Historical interpretations - Year 2)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication - Year 2)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication - Year 2)</p> <p>Describe changes in Britain from the Stone Age to the Iron Age. (Understanding of events, people and changes – Year 6)</p> <p>Describe a study of an aspect or theme in British history that extends</p>		<p>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)</p> <p>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)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication - Year 2)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication - Year 2)</p> <p>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; Ancient Egypt; The Shang Dynasty of Ancient China. (Understanding of events, people and changes – Year 6)</p>		<p>chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding - Year 2)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication - Year 2)</p> <p>Record what he/she has learned by drawing and writing. (Organisation</p>	
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	his/her chronological knowledge beyond 1066. (Understanding of events, people and changes – Year 6)				and communication - Year 2)  Describe a study of Ancient Greek life and achievements and their influence on the western world. (Understanding of events, people and changes – Year 6)	
<b>Year 4</b>	<p><b>Roman Britain</b> Place some historical periods in a chronological framework. (Chronological understanding)</p> <p>Use historic terms related to the period of study. (Chronological understanding)</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)</p> <p>Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)</p> <p>Describe the Roman Empire and its impact on</p>		<p><b>Anglo-Saxons and Scots</b> Place some historical periods in a chronological framework. (Chronological understanding)</p> <p>Use historic terms related to the period of study. (Chronological understanding)</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)</p> <p>Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)</p> <p>Understand that sources can contradict each other. (Historical interpretations)</p> <p>Communicate his/her learning in an organised and structured way, using appropriate</p>		<p><b>Vikings</b> Place some historical periods in a chronological framework. (Chronological understanding)</p> <p>Use historic terms related to the period of study. (Chronological understanding)</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)</p> <p>Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)</p> <p>Understand that sources can contradict each other. (Historical interpretations)</p> <p>Communicate his/her learning in an organised and structured way, using appropriate</p>	

	<p>Britain. (Understanding of events, people and changes – Year 6)</p> <p>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)</p>		<p>terminology. (Organisation and communication)</p> <p>Describe Britain's settlement by Anglo-Saxons and Scots. (Understanding of events, people and changes – Year 6)</p> <p>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)</p>		<p>terminology. (Organisation and communication)</p> <p>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)</p> <p>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)</p>	
<b>Year 5</b>	<p><b>Benin Kingdom</b> Use dates to order and place events on a timeline. (Chronological understanding)</p> <p>Compare sources of information available for the study of different times in the past. (Historical enquiry)</p> <p>Make comparisons between aspects of periods of history and the present day. (Historical interpretations)</p> <p>Understand that the type of information available depends on the period of time studied. (Historical interpretations)</p>		<p><b>Medieval Monarchs</b> Use dates to order and place events on a timeline. (Chronological understanding)</p> <p>Compare sources of information available for the study of different times in the past. (Historical enquiry)</p> <p>Make comparisons between aspects of periods of history and the present day. (Historical interpretations)</p> <p>Understand that the type of information available depends on the period of time studied. (Historical interpretations)</p>		<p><b>Plymouth – A City of Voyage and Discovery</b> Use dates to order and place events on a timeline. (Chronological understanding)</p> <p>Compare sources of information available for the study of different times in the past. (Historical enquiry)</p> <p>Make comparisons between aspects of periods of history and the present day. (Historical interpretations)</p> <p>Understand that the type of information available depends on the period of time studied. (Historical interpretations)</p>	

	<p>Evaluate the usefulness of a variety of sources. (Historical interpretations)</p> <p>Present findings and communicate knowledge and understanding in different ways. (Organisation and communication)</p> <p>Provide an account of a historical event based on more than one source. (Organisation and communication)</p> <p>Give some reasons for some important historical events. (Understanding of events, people and changes)</p> <p>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 changes – Year 6)</p>		<p>Evaluate the usefulness of a variety of sources. (Historical interpretations)</p> <p>Present findings and communicate knowledge and understanding in different ways. (Organisation and communication)</p> <p>Provide an account of a historical event based on more than one source. (Organisation and communication)</p> <p>Give some reasons for some important historical events. (Understanding of events, people and changes)</p>		<p>Evaluate the usefulness of a variety of sources. (Historical interpretations)</p> <p>Present findings and communicate knowledge and understanding in different ways. (Organisation and communication)</p> <p>Provide an account of a historical event based on more than one source. (Organisation and communication)</p> <p>Give some reasons for some important historical events. (Understanding of events, people and changes)</p> <p>Describe a local history study. (Understanding of events, people and changes)</p>	
<b>Year 6</b>	<p><b>Industrial Revolution</b></p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)</p>		<p><b>Civil Rights</b></p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)</p>		<p><b>Twentieth Century Conflict</b></p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and</p>	

	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)</p> <p>Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)</p> <p>Make confident use of a variety of sources for independent research. (Historical enquiry)</p> <p>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)</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes)</p> <p>Describe a local history study. (Understanding of events, people and changes)</p> <p>Use evidence to support arguments.</p>		<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)</p> <p>Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)</p> <p>Make confident use of a variety of sources for independent research. (Historical enquiry)</p> <p>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)</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes)</p> <p>Use evidence to support arguments. (Understanding of events, people and changes)</p>		<p>significance. (Historical enquiry)</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)</p> <p>Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)</p> <p>Make confident use of a variety of sources for independent research. (Historical enquiry)</p> <p>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)</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes)</p> <p>Describe a local history study. (Understanding of events, people and changes)</p>	
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	(Understanding of events, people and changes)				Use evidence to support arguments. (Understanding of events, people and changes)	
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## 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 or alternate end of unit piece.

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. They 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 informal settlements 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 complete surveys to assess local/national/global businesses and evaluate reasons for strategic 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
Reception	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. They 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.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1		<p><b>Location, Location, Location</b></p> <p>Ask simple geographical questions e.g. What is it like to live in this place?(Geographical skills and fieldwork)</p> <p>Use simple observational skills to study the geography of the school and its grounds. (Geographical skills and fieldwork)</p> <p>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)</p> <p>Make simple maps and plans e.g. pictorial place</p>		<p><b>To Plymouth and Beyond!</b></p> <p>Ask simple geographical questions e.g. What is it like to live in this place?(Geographical skills and fieldwork)</p> <p>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)</p> <p>Name, Describe and compare familiar places. (Place knowledge)</p> <p>Link their homes with other places in their local community. (Place knowledge)</p>		<p><b>Wonderful Weather</b></p> <p>Ask simple geographical questions e.g. What is it like to live in this place?(Geographical skills and fieldwork)</p> <p>Describe seasonal weather changes.(Human and physical geography)</p> <p>Know about some present changes that are happening in the local environment e.g. at school. (Place knowledge)</p> <p>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</p>

		<p>in a story. (Geographical skills and fieldwork)</p> <p>Understand how some places are linked to other places e.g. roads, trains. (Locational knowledge)</p> <p>Name, describe and compare familiar places. (Place knowledge)</p> <p>Link their homes with other places in their local community. (Place knowledge)</p>		<p>Know about some present changes that are happening in the local environment e.g. at school. (Place knowledge)</p> <p>Understand how some places are linked to other places e.g. roads, trains. (Locational knowledge)</p>		<p>weather. (Human and physical geography)</p>
<b>Year 2</b>		<p><b>What a Wonderful World</b></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. (Geographical skills and fieldwork)</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. (Locational knowledge)</p> <p>Name and locate the world's seven continents and five oceans. (Locational knowledge)</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left</p>		<p><b>Rainforests</b></p> <p>Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork)</p> <p>Understand how some places are linked to other places e.g. roads, trains. (Locational knowledge)</p> <p>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)</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world</p>		<p><b>Our Food, Our World</b></p> <p>Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork)</p> <p>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)</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. (Geographical skills and fieldwork)</p>

		<p>and right, to describe the location of features and routes on a map. (Geographical skills and fieldwork)</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (Human and physical geography)</p>		<p>in relation to the Equator and the North and South poles. (Human and Physical Geography)</p> <p>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)</p> <p>Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features (Geographical skills and fieldwork)</p>		
<b>Year 3</b>		<p><b>Mountains, Volcanoes and Earthquakes</b></p> <p>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 if...continues? (Geographical skills and fieldwork)</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. (Geographical skills and fieldwork)</p>		<p><b>Villages, Towns and Cities</b></p> <p>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 if...continues? (Geographical skills and fieldwork)</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures</p>		<p><b>Weather and the Water Cycle</b></p> <p>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 if...continues? (Geographical skills and fieldwork)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. (Geographical skills and fieldwork)</p>

		<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. (Geographical skills and fieldwork)</p> <p>Communicate findings in ways appropriate to the task or for the audience. (Geographical skills and fieldwork)</p> <p>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)</p>		<p>etc.(Geographical skills and fieldwork)</p> <p>Identify physical and human features of the locality. (Human and physical geography)</p> <p>Recognise there are similarities and differences between places. (Place knowledge)</p> <p>Communicate findings in ways appropriate to the task or for the audience. (Geographical skills and fieldwork)</p> <p>Know how the locality is set within a wider geographical context. (Locational knowledge)</p> <p>Describe human features of UK regions, cities and /or counties. (Human and physical geography)</p> <p>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)</p> <p>Develop an awareness of how places relate to each other.</p>		<p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. (Geographical skills and fieldwork)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p>
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				(Place knowledge)		
<b>Year 4</b>		<p><b>Human Migration</b></p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK. (Locational knowledge)</p> <p>Recognise that different people hold different views about an issue and begin to understand some of the reasons why. (Geographical skills and fieldwork)</p> <p>Recognise that people have differing quality of life living in different locations and environments. (Locational knowledge)</p> <p>Know how the locality is set within a wider geographical context. (Locational knowledge)</p> <p>Describe how people have been affected by changes in the environment. (Human and physical geography)</p> <p>Know about the wider context of places region, country. (Place knowledge)</p> <p>Understand why there are similarities and differences between</p>		<p><b>Rivers</b></p> <p>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)</p> <p>Explain about key natural resources e.g. water in the locality. (Human and physical geography)</p> <p>Know how rivers erode, transport and deposit materials. (Human and physical geography)</p> <p>Know how rivers erode, transport and deposit materials. (Human and physical geography)</p> <p>Know about the physical features of coasts and begin to understand erosion and deposition. (Human and physical geography)</p> <p>Identify the physical characteristics and key topographical features</p>		<p><b>Natural Resources</b></p> <p>Understand why there are similarities and differences between places. (Place knowledge)</p> <p>Know about the wider context of places region, country. (Place knowledge)</p> <p>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)</p> <p>Recognise the different shapes of continents. (Locational knowledge)</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK. (Locational knowledge)</p>



		<p>places. (Place knowledge)</p> <p>Identify the physical characteristics and key topographical features of the countries within North America. (Locational knowledge)</p>		<p>of the countries within North America. (Locational knowledge)</p>		
<b>Year 5</b>		<p><b>Informal Settlements</b></p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. (Geographical skills and fieldwork)</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK. (Locational knowledge)</p> <p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. (Geographical skills and fieldwork)</p> <p>Recognise that people have differing quality of life living in different locations and environments. (Locational knowledge)</p> <p>Describe how people have been affected by changes in the</p>		<p><b>Earth's Biomes</b></p> <p>Explore weather patterns around parts of the world. (Human and physical geography)</p> <p>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)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p> <p>Know and describe where a variety of places are in relation to physical and human features. (Locational knowledge)</p> <p>Understand about weather patterns around the world and relate these to climate</p>		<p><b>Energy and Sustainability</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Geographical skills and fieldwork)</p> <p>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)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p> <p>Know and describe where a variety of places are in relation to physical and human features. (Locational knowledge)</p>

		<p>environment. (Human and physical geography)</p> <p>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)</p> <p>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)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p> <p>Recognise the different shapes of countries. (Locational knowledge)</p>		<p>zones. (Human and physical geography)</p> <p>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)</p> <p>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)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Geographical skills and fieldwork)</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the</p>		<p>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)</p> <p>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)</p> <p>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)</p>
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				<p>water cycle. (Human and physical geography)</p> <p>Explain about weather conditions / patterns around the UK and parts of Europe. (Human and physical geography)</p> <p>Identify where countries are within Europe; including Russia. (Locational knowledge)</p>		
<b>Year 6</b>		<p><b>Local Fieldwork</b></p> <p>Make more detailed fieldwork sketches/diagrams. (Geographical skills and fieldwork)</p> <p>Draw accurate maps with more complex keys. (Geographical skills and fieldwork)</p> <p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. (Geographical skills and fieldwork)</p> <p>Use four figure grid references. (Geographical skills and fieldwork)</p> <p>Make plans and maps using symbols and keys. (Geographical skills and fieldwork)</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the</p>		<p><b>Population</b></p> <p>Know and describe where a variety of places are in relation to physical and human features. (Locational knowledge)</p> <p>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)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and</p>		<p><b>Globalisation</b></p> <p>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)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Geographical skills and fieldwork)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. (Geographical skills and fieldwork)</p>

		<p>local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (Geographical skills and fieldwork)</p> <p>Use maps, charts etc. to support decision making about the location of places e.g. new bypass. (Geographical skills and fieldwork)</p> <p>Plan the steps and strategies for an enquiry. (Geographical skills and fieldwork)</p> <p>Explore features on OS maps using 6 figure grid references. (Geographical skills and fieldwork)</p> <p>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)</p> <p>Measure straight line distances using the appropriate scale. (Geographical skills and fieldwork)</p> <p>Use fieldwork instruments e.g. camera, rain gauge. (Geographical skills and fieldwork)</p>		<p>the distribution of natural resources including energy, food, minerals and water. (Human and physical geography)</p> <p>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)</p>		<p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night. (Locational knowledge)</p>
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### **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.

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 of 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
- ★ Providing 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
Reception	Children develop their understanding of P.S.H.E from the onset, not only through their everyday learning, but through carefully planned <a href="#">PSHE and SMSC DEAR themed stories</a> , independent and guided learning opportunities and their very own SMSC Assemblies. Children are encouraged and supported to follow our Academy <b>Rules</b> and live by British <b>Values</b> which underpin the curriculum. Throughout their time in the early years, children have the opportunity to consider their own <b>views and opinions</b> as they are encouraged to consider those of <b>others</b> , for example in Term One when they look closely at their own and each other's' families. They learn about <b>resilience</b> , <b>perseverance</b> and <b>collaboration</b> 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 <b>build relationships</b> to recognising our individual strengths, understanding what makes us <b>unique</b> . 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.					
	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	<b>Me and My Relationships</b>  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.	<b>Valuing Difference</b>  To identify and respect the differences and similarities between people. To recognise different types of teasing and bullying; to understand	<b>Keeping Myself Safe</b>  What constitutes, and how to maintain a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.	<b>Rights and Responsibilities</b>  The importance of and how to maintain personal hygiene. What improves and harms their local, natural and built environments and develop strategies	<b>Being My Best</b>  What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.	<b>Growing and Changing</b>  The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls.

	<p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>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.</p> <p>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>That they belong to various groups and communities, such as family and school.</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p>	<p>that these are wrong and unacceptable.</p> <p>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.</p> <p>To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p>	<p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>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.</p> <p>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>About the ways that pupils can help the people who look after them to more easily protect them.</p> <p>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.</p> <p>About change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>That household products, including</p>	<p>and skills needed to care for these (including conserving energy).</p> <p>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).</p> <p>That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p> <p>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.</p>	<p>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.</p> <p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>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.</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To offer constructive support and feedback to others.</p> <p>To recognise how their behaviour affects other people</p>	<p>About the process of growing from young to old and how people's needs change.</p> <p>About the process of growing from young to old and how people's needs change.</p> <p>About growing and changing, and new opportunities and responsibilities that increasing independence may bring.</p> <p>Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>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 uncomfortable, anxious or afraid.</p> <p>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.</p> <p>The names for the main parts of the body (including external genitalia); the similarities</p>
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	To listen to other people, and play and work cooperatively (including strategies to resolve simple arguments through negotiation).		<p>medicines, can be harmful if not used properly.</p> <p>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).</p>			<p>and differences between boys and girls.</p> <p>What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</p>
<b>Year 2</b>	<p><b>Me and My Relationships</b></p> <p>How they can contribute to the life of the classroom and school.</p> <p>To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable.</p> <p>Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>To identify their special people (family, friends, carers), what makes them special and how</p>	<p><b>Valuing Difference</b></p> <p>To identify and respect the differences and similarities between people.</p> <p>To recognise that their behaviour affects other people.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>That they belong to various groups and communities such as family and school.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To listen to other people, and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p>	<p><b>Keeping Myself Safe</b></p> <p>That household products, including medicines, can be harmful if not used properly.</p> <p>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.</p> <p>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>About the ways that pupils can help the people who look after them to more easily protect them.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say,</p>	<p><b>Rights and Responsibilities</b></p> <p>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).</p> <p>About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p> <p>What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).</p>	<p><b>Being My Best</b></p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>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.</p> <p>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.</p> <p>The importance of and how to maintain personal hygiene.</p>	<p><b>Growing and Changing</b></p> <p>To offer constructive support and feedback to others.</p> <p>About change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>About the process of growing from young to old and how people's needs change.</p> <p>About growing and changing, and new opportunities and responsibilities that increasing independence may bring.</p> <p>The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls.</p> <p>Ways in which they are all unique; understand</p>

	<p>special people should care for one another.</p> <p>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p>		<p>'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.</p>	<p>That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p> <p>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.</p>	<p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls.</p>	<p>that there has never been, and will never be, another 'them'.</p> <p>What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</p>
<b>Year 3</b>	<p><b>Me and My Relationships</b></p> <p>Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>To work collaboratively towards shared goals.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To develop strategies to resolve disputes and</p>	<p><b>Valuing Difference</b></p> <p>To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</p> <p>What being part of a community means and about the varied institutions that support communities locally and nationally.</p> <p>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.</p> <p>To appreciate the range of national, regional, religious and ethnic</p>	<p><b>Keeping Myself Safe</b></p> <p>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.</p> <p>That their actions affect themselves and others.</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard'.</p> <p>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</p>	<p><b>Rights and Responsibilities</b></p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>To explore and critique how the media present information.</p> <p>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.</p> <p>About the role money plays in their own and</p>	<p><b>Being My Best</b></p> <p>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'.</p> <p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p>That bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>To research, discuss and debate topical issues, problems and events</p>	<p><b>Growing and Changing</b></p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>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'.</p>

	<p>conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To recognise and manage 'dares'.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p>	<p>identities in the United Kingdom.</p> <p>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).</p> <p>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.</p> <p>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.</p>	<p>some are illegal to own, use and give to others.</p> <p>To explore and critique how the media present information.</p> <p>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>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'.</p>	<p>others' lives, including how to manage their money and about being a critical consumer.</p> <p>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).</p>	<p>concerning health and wellbeing, and offer their recommendations to appropriate people.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>To work collaboratively towards shared goals. What positively and negatively affects their physical, mental and emotional health.</p>	<p>How their body will, and emotions may, change as they approach and move through puberty. About human reproduction.</p>
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			<p>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.</p> <p>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.</p>			
<b>Year 4</b>	<p><b>Me and My Relationships</b></p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>That their actions affect themselves and others.</p>	<p><b>Valuing Difference</b></p> <p>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.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>To recognise different types of relationships, including those between</p>	<p><b>Keeping Myself Safe</b></p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard'.</p> <p>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety</p>	<p><b>Rights and Responsibilities</b></p> <p>About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child; that these universal rights are there to protect everyone and have primacy both over national law and family</p>	<p><b>Being My Best</b></p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>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'.</p> <p>What positively and negatively affects their</p>	<p><b>Growing and Changing</b></p> <p>About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>How their body will, and emotions may, change as they approach and move through puberty. How their body will, and emotions may, change as they approach and move through puberty.</p> <p>About human reproduction.</p> <p>The concept of 'keeping something confidential</p>



	<p>To work collaboratively towards shared goals.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p>	<p>acquaintances, friends, relatives and families.</p> <p>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).</p> <p>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.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>To explore and critique how the media present information.</p> <p>To recognise and challenge stereotypes.</p>	<p>in the environment (including rail, water and fire safety).</p> <p>To recognise and manage 'dares'.</p> <p>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.</p> <p>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.</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p>	<p>and community practices.</p> <p>Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people.</p> <p>To explore and critique how the media present information.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p>	<p>physical, mental and emotional health.</p> <p>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'.</p> <p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p>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.</p> <p>What being part of a community means and about the varied institutions that support communities locally and nationally.</p>	<p>or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>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.</p>
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				<p>About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>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).</p>		
<b>Year 5</b>	<p><b>Me and My Relationships</b></p> <p>To work collaboratively towards shared goals.</p> <p>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.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic</p>	<p><b>Valuing Difference</b></p> <p>To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</p> <p>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.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and</p>	<p><b>Keeping Myself Safe</b></p> <p>What is meant by the term 'habit' and why habits can be hard to change.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>To realise the nature and consequences of discrimination, teasing,</p>	<p><b>Rights and Responsibilities</b></p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>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'.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>What being part of a community means and about the varied institutions that support communities locally and nationally.</p>	<p><b>Being My Best</b></p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>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'.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>What being part of a community means and about the varied institutions that support communities locally and nationally.</p>	<p><b>Growing and Changing</b></p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>How their body will, and emotions may, change as they approach and move through puberty.</p> <p>About taking care of their body, understanding that they have the right to protect</p>

	<p>techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>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.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p>	<p>religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>To recognise and challenge stereotypes.</p> <p>About the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p> <p>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.</p> <p>That their actions affect themselves and others.</p>	<p>bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p> <p>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).</p> <p>To recognise and manage 'dares'.</p> <p>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.</p> <p>The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>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</p>	<p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p>	<p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p>	<p>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.</p> <p>That their actions affect themselves and others.</p> <p>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'.</p> <p>To recognise and challenge stereotypes.</p> <p>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.</p> <p>That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity,</p>
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			<p>some are illegal to own, use and give to others.</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard'.</p>			<p>sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>About the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p>
<b>Year 6</b>	<p><b>Me and My Relationships</b></p> <p>To work collaboratively towards shared goals.</p> <p>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.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic</p>	<p><b>Valuing Difference</b></p> <p>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).</p> <p>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.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>About the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p>	<p><b>Keeping Myself Safe</b></p> <p>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>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).</p> <p>What is meant by the term 'habit' and why habits can be hard to change.</p> <p>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</p>	<p><b>Rights and Responsibilities</b></p> <p>To explore and critique how the media present information.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>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.</p> <p>About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>To develop an initial understanding of the</p>	<p><b>Being My Best</b></p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>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 sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic</p>	<p><b>Growing and Changing</b></p> <p>About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>To explore and critique how the media present information.</p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</p>

	<p>techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>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.</p> <p>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.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>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)</p>	<p>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.</p> <p>To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</p> <p>To recognise and challenge stereotypes.</p>	<p>some are illegal to own, use and give to others.</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p>	<p>concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>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.</p> <p>Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>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</p>	<p>techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p>	<p>How their body will, and emotions may, change as they approach and move through puberty.</p> <p>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.</p> <p>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'.</p> <p>About human reproduction.</p> <p>That bacteria and viruses can affect health and that following simple routines can reduce their spread.</p>
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	<p>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.</p> <p>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>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).</p>			take part in making and changing rules.		
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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 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 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.



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 Headteacher prizes, dojo points or having successes shared through social media. They could perform 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 scaffolding built into the lessons ensures all can take part.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>Children 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 <b>different sounds (timbre)</b> that musical instruments make and how they can be played differently to create a new sound or <b>dynamic</b>. 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 <b>listen</b> to and recreate African music. In addition to this, children in Reception have weekly singing assemblies where they learn to <b>perform</b> a mixture of <b>modern and traditional songs</b>. Children are also introduced to the concept of <b>rhythm and beats</b> 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.</p>					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1		Understanding the Basics of Pulse and Rhythm		Understanding that music can create a		To foster an understanding of

		<p><b>Songs:</b></p> <ul style="list-style-type: none"> <li>★ You've Got a Friend in Me, by Randy Newman</li> <li>★ Can't Stop the Feeling, sung by Justin Timberlake from Dreamworks Trolls</li> <li>★ Happy by Pharrell Williams</li> <li>★ I'll Be There For You by the Rembrandts</li> <li>★ Duo from An American Tail</li> <li>★ Count on Me by Bruno Mars</li> </ul> <p>Listen to music with sustained concentration.</p> <p>Discuss feelings and emotions linked to different pieces of music.</p> <p>Find the pulse whilst listening to music and using movement.</p> <p>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.</p> <p>Listen to, copy and repeat a simple rhythm or melody.</p> <p>Understand that tempo describes how fast or slow the music is.</p>		<p><b>mood and make people feel things. Exploring pitch.</b></p> <p>Listen to music with sustained concentration.</p> <p>Recognise different instruments.</p> <p>Discuss feelings and emotions linked to different pieces of music.</p> <p>Use the correct musical language to describe a piece of music.</p> <p>Understand that pitch describes how high or low sounds are.</p>		<p><b>emotion and pitch within music.</b></p> <p>Listen to music with sustained concentration.</p> <p>Understand that dynamics describe how loud or quiet the music is.</p> <p>Discuss feelings and emotions linked to different pieces of music.</p> <p>Use the correct musical language to describe a piece of music.</p> <p>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.</p> <p>Understand that pitch describes how high or low sounds are.</p> <p>Understand that tempo describes how fast or slow the music is.</p>
Year 2		<p><b>Creating Rhythmic Patterns to Represent Different Human Environments</b></p>		<p><b>To create a rhythmical piece of music that repeats on Glockenspiel</b></p>		<p><b>To understand that rhythm has value and melody is important in music</b></p>

		<p><b>Songs:</b></p> <ul style="list-style-type: none"> <li>★ Relax Paradise: Relaxing music with African drums</li> <li>★ Che Che Kule</li> </ul> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Develop an understanding of melody, the words and their importance in the music being listened to.</p> <p>Sing a song in two parts.</p> <p>Understand that structure describes how different sections of music are ordered.</p> <p>Understand that texture describes the layers within the music.</p> <p>Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.</p>		<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Develop an understanding of melody, the words and their importance in the music being listened to.</p> <p>Build an understanding of the pulse and internalise it when listening to a piece of music.</p> <p>Sing a song in two parts.</p> <p>Improvise a simple rhythm using different instruments including the voice.</p> <p>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.</p>		<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Develop an understanding of melody, the words and their importance in the music being listened to.</p> <p>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.</p> <p>Understand that texture describes the layers within the music.</p> <p>Understand that structure describes how different sections of music are ordered.</p> <p>Improvise a simple rhythm using different instruments including the voice.</p>
Year 3		<p><b>To Create a World Music Book on a Country. To Create the Backing Track for Facebook Videos with a Focus on Pulse and Rhythm.</b></p> <p><b>Songs:</b></p>		<p><b>To create and write rhythms using standard musical notation on percussion instruments</b></p> <p>Develop an understanding of formal, written notation which</p>		<p><b>To use glockenspiels to write and create their own piece of music.</b></p> <p>Develop an understanding of formal, written notation which includes crotchets and rests.</p>

		<ul style="list-style-type: none"> <li>★ A Million Dreams from The Greatest Showman</li> <li>★ Space Oddity by David Bowie</li> <li>★ Soar by Alyce Tzue</li> <li>★ Blue (Da Ba Dee) by Eiffel 65</li> </ul> <p>Develop an understanding of formal, written notation which includes crotchets and rests.</p> <p>Listen with direction to a range of high quality music.</p> <p>Confidently recognise a range of musical instruments.</p> <p>Begin to listen to and recall sounds with increasing aural memory.</p> <p>Sing songs with multiple parts with increasing confidence.</p> <p>Play and perform in solo or ensemble contexts with confidence.</p>		<p>includes crotchets and rests.</p> <p>Listen with direction to a range of high quality music.</p> <p>Confidently recognise a range of musical instruments.</p> <p>Understand that improvisation is when a composer makes up a tune within boundaries.</p> <p>Find the pulse within the context of different songs/music with ease.</p> <p>Understand that composition is when a composer writes down and records a musical idea.</p>		<p>Listen with direction to a range of high quality music.</p> <p>Confidently recognise a range of musical instruments.</p> <p>Begin to listen to and recall sounds with increasing aural memory.</p> <p>Understand that improvisation is when a composer makes up a tune within boundaries.</p> <p>Play and perform in solo or ensemble contexts with confidence.</p>
Year 4		<p><b>To Create a World Music Book on a Country.</b></p> <p><b>To Create the Backing Track for Facebook Videos with a Focus on Pulse and Rhythm.</b></p> <p><b>Songs:</b></p> <ul style="list-style-type: none"> <li>★ Clapping Music for 5 Performers (by Santi Carcasona)</li> <li>★ Body Percussion by The Percussion Show</li> </ul>		<p><b>To explore the style of 'The Rite of Spring' and have an idea of Treble clef notation and percussion instruments.</b></p> <p>Develop an understanding of formal, written notation which includes minims and quavers.</p>		<p><b>To create a piece of music on Xylophone that can also be notated.</b></p> <p>Develop an understanding of formal, written notation which includes minims and quavers.</p> <p>Sing as part of an ensemble with</p>

		<p>★ KT Tunstall - Black Horse &amp; The Cherry Tree</p> <p>Develop an understanding of formal, written notation which includes minims and quavers.</p> <p>Sing as part of an ensemble with confidence and precision.</p> <p>Play and perform in solo or ensemble contexts with increasing confidence.</p> <p>Use musical language to appraise a piece or style of music.</p> <p>Confidently recognise a range of musical instruments and the different sounds they make.</p>		<p>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.</p> <p>Use musical language to appraise a piece or style of music.</p> <p>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</p> <p>Listen to and recall sounds with increasing aural memory.</p>		<p>confidence and precision.</p> <p>Use musical language to appraise a piece or style of music.</p> <p>Confidently recognise a range of musical instruments and the different sounds they make.</p> <p>Listen to and recall sounds with increasing aural memory.</p>
Year 5		<p><b>To Create a World Music Book on a Country. To Create the Backing Track for Facebook Videos with a Focus on Glockenspiel Harmony.</b></p> <p><b>Songs:</b></p> <p>★ BB King – The thrill is Gone</p> <p>★ SRV – Texas Flood (instrumental, guitar 'sings')</p> <p>★ Joe Bonamassa – Ballad of John Henry</p> <p>★ Samantha Fish – Faster</p> <p>★ Robert Johnson – Crossroads blues</p>		<p><b>To use electronic music formats and create their own work on an iPad.</b></p> <p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Listen with attention to detail and recall sounds</p>		<p><b>To compose and write complex rhythms on Glockenspiel / Xylophones</b></p> <p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Develop an increasing understanding of the history and context of music.</p>

		<p>★ Etta James – I would rather go blind</p> <p>★ Moanin' Lisa Blues from The Simpsons</p> <p>★ Boom Boom by John Lee Hooker</p> <p>★ Jerry Donahue: The Claw</p> <p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Develop an increasing understanding of the history and context of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Sing as part of an ensemble with increasing confidence and precision.</p> <p>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.</p>		<p>with increasing aural memory.</p> <p>Compose complex rhythms from an increasing aural memory.</p> <p>Understand how pulse, rhythm and pitch work together.</p> <p>Improvise with increasing confidence using own voice, rhythms and varied pitch.</p>		<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Sing as part of an ensemble with increasing confidence and precision.</p> <p>Compose complex rhythms from an increasing aural memory.</p>
Year 6		<p><b>To Create a World Music Book on a Country.</b></p> <p><b>To Create the Backing Track for Facebook Videos with a Focus on Glockenspiel Melody.</b></p> <p><b>Songs:</b></p>		<p><b>To use electronic music formats and create their own work using Bandlab</b></p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different</p>		<p><b>To improvise music around a given set of notes on different instruments.</b></p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different</p>

		<ul style="list-style-type: none"> <li>★ Jaws theme by John Williams</li> <li>★ The City, Bernard Herrman</li> <li>★ Alice's Theme, Danny Elfman</li> <li>★ Imperial March, John Williams</li> <li>★ Hans Zimmer, Wonder Woman theme (Tina Guo 'cello)</li> <li>★ Sackboy, A big adventure, Joe Thwaites</li> <li>★ James Bond Theme performed by Qatar Philharmonic</li> <li>★ Wallace &amp; Gromit: A Close Shave</li> <li>★ Bach, Toccata and Fugue in D minor</li> <li>★ Saint-Saëns, Danse Macabre</li> <li>★ Pirates of the Caribbean Theme</li> </ul> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Sing as part of an ensemble with full confidence and precision.</p>		<p>traditions and from great composers and musicians.</p> <p>Appropriately discuss the dimensions of music and recognise them in music heard.</p> <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Develop a deeper understanding of the history and context of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</p>		<p>traditions and from great composers and musicians.</p> <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Sing as part of an ensemble with full confidence and precision.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</p>
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		<p>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</p>				
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### Marine Academy Primary Art Long Term Curriculum Map

Art lessons at Marine Academy Primary have undergone a radical change and are now exploring even more amazing new areas. Art lessons take different forms, depending on the medium being used, 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 supports class teachers with leading the lessons across Key Stages One and Two, and the CPD provided has empowered them to forge a culture of experimenting and risk taking. This enables children to feel their confidence increase 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 Headteacher 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 an exhibition within their year group or for

parents to attend. 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 Platinum award, and is keen to improve on this even further. We have held graffiti club at school, paper fun club, creative club and a drawing club.

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!

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>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 <b>exploring</b> and <b>creating</b> with variety of materials, tools and <b>techniques</b>. They <b>experiment</b> with colour, design, texture, form and function in order to create <b>purposeful marks</b> 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 <b>effect</b>.</p>					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p><b>Drawing: Make your mark</b></p> <p>Use artwork to record ideas, observations and experiences. (Learning)</p> <p>Explain what he/she likes about the work of others. (Learning)</p> <p>Know the names of tools, techniques and elements that he/she uses. (Learning)</p> <p>Explore mark-making using a variety of tools. (Techniques)</p> <p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips,</p>		<p><b>Painting and mixed media: Colour splash</b></p> <p>Use artwork to record ideas, observations and experiences. (Learning)</p> <p>Explain what he/she likes about the work of others. (Learning)</p> <p>Experiment with different materials to design and make products. (Learning)</p>		<p><b>Sculpture and 3D: Paper play</b></p> <p>Use artwork to record ideas, observations and experiences. (Learning)</p> <p>Explain what he/she likes about the work of others. (Learning)</p> <p>Make structures by joining simple objects together. (Techniques)</p>	

	<p>charcoal, ballpoints, chalk and other dry media to represent objects in lines. (Techniques)</p> <p>Make marks in print using found objects and basic tools and use these to create repeating patterns. (Techniques)</p>					
<b>Year 2</b>	<p><b>Sculpture and 3D: Clay Houses</b></p> <p>Use artwork to record ideas, observations and experiences. Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Give reasons for his/her preferences when looking at art/craft or design work. (Learning)</p> <p>Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Know that different artistic works are made by craftspeople from different cultures and times. (Learning)</p> <p>Experiment with tones using pencils, chalk or charcoal. (Techniques)</p> <p>Represent things observed, remembered or imagined using colour/tools. (Techniques)</p>		<p><b>Craft and Design: Map it out</b></p> <p>Use artwork to record ideas, observations and experiences. Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Give reasons for his/her preferences when looking at art/craft or design work. (Learning)</p> <p>Try out different activities and make sensible choices about what to do next. (Learning)</p>		<p><b>Drawing: Tell a story</b></p> <p>Use artwork to record ideas, observations and experiences. Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Give reasons for his/her preferences when looking at art/craft or design work. (Learning)</p> <p>Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Select particular techniques to create a chosen product and develop some care and control over materials and their use. (Learning)</p> <p>Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings. (Techniques)</p>	

	Experiment with basic tools on rigid and flexible materials. (Techniques)					
<b>Year 3</b>	<p><b>Painting and mixed media: Prehistoric painting</b></p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning)</p> <p>Explain what he/she likes or dislikes about their work. (Learning)</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning)</p> <p>Know about some of the great artists, architects and designers in history and describe their work. (Learning)</p> <p>Explore shading, using different media. (Techniques)</p> <p>Compare and recreate form of natural and manmade objects. (Techniques)</p>		<p><b>Craft and Design: Ancient Egyptians Scrolls</b></p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning)</p> <p>Explain what he/she likes or dislikes about their work. (Learning)</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning)</p> <p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. (Techniques)</p> <p>He/she is able to create a collage using overlapping and layering. (Techniques)</p> <p>Create printing blocks using relief or impressed techniques. (Techniques)</p>		<p><b>Drawing: Growing Artists</b></p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning)</p> <p>Explain what he/she likes or dislikes about their work. (Learning)</p> <p>Know about some of the great artists, architects and designers in history and describe their work. (Learning)</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning)</p> <p>Add detail to work using different types of stitch, including cross-stitch. (Techniques)</p>	
<b>Year 4</b>	<p><b>Sculpture and 3D: Mega Materials</b></p> <p>Use a sketchbook for collecting ideas and developing a plan for a</p>		<p><b>Drawing: Power Prints</b></p> <p>Use a sketchbook for collecting ideas and developing a plan for a</p>		<p><b>Painting and mixed media: Light and dark</b></p> <p>Use a sketchbook for collecting ideas and</p>	

	<p>completed piece of artwork. (Learning)</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning)</p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. (Learning)</p> <p>Plan a sculpture through drawing and other preparatory work. (Techniques)</p>		<p>completed piece of artwork. (Learning)</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning)</p> <p>Draws familiar objects with correct proportions. (Techniques)</p>		<p>developing a plan for a completed piece of artwork. (Learning)</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning)</p> <p>Use taught technical skills to adapt and improve his/her work. (Learning)</p> <p>Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. (Techniques)</p> <p>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. (Techniques)</p>	
<b>Year 5</b>	<p><b>Drawing: I need Space</b></p> <p>Develop different ideas which can be used and explain his/her choices for the materials and techniques used. (Learning)</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. (Learning)</p>		<p><b>Painting and mixed media: Portraits</b></p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. (Learning)</p> <p>Evaluate his/her work against their intended outcome. (Learning)</p> <p>Return to work over longer periods of time and use a wider range</p>		<p><b>Craft and Design: Architecture</b></p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. (Learning)</p> <p>Evaluate his/her work against their intended outcome. (Learning)</p> <p>Add collage to a painted, drawn or printed background</p>	

	<p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. (Techniques)</p> <p>Develop skills in using clay including slabs, coils and slips. (Techniques)</p>		<p>of materials. (Techniques)</p> <p>Experiment with using layers and overlays to create new colours/textures. (Techniques)</p>		<p>using a range of media, different techniques, colours and textures. (Techniques)</p> <p>Mix colours to express mood, divide foreground from background or demonstrate tones. (Techniques)</p>	
<b>Year 6</b>	<p><b>Painting and mixed media: Artist Study</b></p> <p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (Learning)</p> <p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research. (Learning)</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds. (Techniques)</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical</p>		<p><b>Drawing: Make my voice heard</b></p> <p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (Learning)</p> <p>Refine his/her use of learnt techniques. (Learning)</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices. (Techniques)</p>		<p><b>Sculpture and 3D: Making memories</b></p> <p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (Learning)</p> <p>Explain and justify preferences towards different styles and artists. (Learning)</p> <p>Begin to develop an awareness of composition, scale and proportion in their work. (Techniques)</p> <p>Use simple perspective in their work using a single focal point and horizon. (Techniques)</p> <p>Produce intricate patterns and textures in a malleable media. (Techniques)</p>	



	and cultural contexts. (Learning)					
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### **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 and preliminary sketches are all 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, modelling techniques and discussing safety procedures to ensure every child in the class can feel their confidence grow and develop and no one feels isolated 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. They might even have their work shared through our social media! The school is the proud bearer of the Artsmark Platinum 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!

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>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 <b>design and make</b> 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 <b>articulate a rationale</b> 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 <b>evaluating</b> 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, <b>selecting the tools</b> 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.</p>					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1		<p><b>Mechanisms: Wheels and axles</b></p> <p>Ask simple questions about existing products and those that he/she has made. (Processes)</p> <p>Create simple designs for a product. (Processes)</p>		<p><b>Textiles: Puppets</b></p> <p>Ask simple questions about existing products and those that he/she has made. (Processes)</p> <p>Create simple designs for a product. (Processes)</p>		<p><b>Cooking and nutrition: Smoothies</b></p> <p>Talk about what he/she eats at home and begin to discuss what healthy foods are. (Cooking and Nutrition)</p> <p>Say where some food comes from and give examples of food that is grown. (Cooking and Nutrition)</p>

		<p>Use pictures and words to describe what he/she wants to do. (Processes)</p> <p>Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. (Processes)</p> <p>Use a range of simple tools to cut, join and combine materials and components safely. (Processes)</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable. (Processes)</p> <p>Use wheels and axles in a product. (Processes)</p>		<p>Use pictures and words to describe what he/she wants to do. (Processes)</p> <p>Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. (Processes)</p> <p>Use a range of simple tools to cut, join and combine materials and components safely. (Processes)</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable. (Processes)</p> <p>Use wheels and axles in a product. (Processes)</p>		<p>Use simple tools with help to prepare food safely. (Cooking and Nutrition)</p>
<b>Year 2</b>		<p><b>Textiles: Pouches</b></p> <p>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. (Processes)</p> <p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. (Processes)</p> <p>Investigate different techniques for stiffening a variety of materials</p>		<p><b>Mechanisms: Moving monsters</b></p> <p>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. (Processes)</p> <p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. (Processes)</p> <p>Investigate different techniques for stiffening a variety of materials</p>		<p><b>Cooking and nutrition: Balanced diet</b></p> <p>Understand the need for a variety of food in a diet. (Cooking and Nutrition)</p> <p>Understand that all food has to be farmed, grown or caught. (Cooking and Nutrition)</p> <p>Use a wider range of cookery techniques to prepare food safely. (Cooking and Nutrition)</p>

		<p>and explore different methods of enabling structures to remain stable. (Processes)</p> <p>Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products. (Processes)</p> <p>Choose appropriate tools, equipment, techniques and materials from a wide range. (Processes)</p> <p>Safely measure, mark out, cut and shape materials and components using a range of tools. (Processes)</p> <p>Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		<p>and explore different methods of enabling structures to remain stable. (Processes)</p> <p>Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products. (Processes)</p> <p>Choose appropriate tools, equipment, techniques and materials from a wide range. (Processes)</p> <p>Safely measure, mark out, cut and shape materials and components using a range of tools. (Processes)</p> <p>Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		
<b>Year 3</b>		<p><b>Mechanisms: Pneumatic toys</b></p> <p>Investigate and analyse existing products and those he/she has made, considering a wide range of factors. (Processes)</p> <p>Understand how mechanical systems such as levers and linkages or pneumatic systems create movement. (Processes)</p>		<p><b>Structures: Constructing a castle</b></p> <p>Investigate and analyse existing products and those he/she has made, considering a wide range of factors. (Processes)</p> <p>Understand how mechanical systems such as levers and linkages or pneumatic systems create movement. (Processes)</p>		<p><b>Cooking and nutrition: Eating seasonally</b></p> <p>Talk about the different food groups and name food from each group. (Cooking and Nutrition)</p> <p>Understand that food has to be grown, farmed or caught in Europe and the wider world. (Cooking and Nutrition)</p> <p>Use a wider variety of ingredients and techniques to prepare</p>

		<p>Use knowledge of existing products to design his/her own functional product. (Processes)</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes)</p> <p>Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. (Processes)</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes)</p> <p>Strengthen frames using diagonal struts. (Processes)</p> <p>Safely measure, mark out, cut, assemble and join with some accuracy. (Processes)</p> <p>2/ Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		<p>Use knowledge of existing products to design his/her own functional product. (Processes)</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes)</p> <p>Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. (Processes)</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes)</p> <p>Strengthen frames using diagonal struts. (Processes)</p> <p>Safely measure, mark out, cut, assemble and join with some accuracy. (Processes)</p> <p>2/ Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		<p>and combine ingredients safely. (Cooking and Nutrition)</p>
<b>Year 4</b>		<p><b>Mechanisms: Making a slingshot car</b></p> <p>Use knowledge of existing products to</p>		<p><b>Electrical systems: Torches</b></p>		<p><b>Cooking and nutrition: Adapting a recipe</b></p> <p>Understand what makes a healthy and balanced</p>

		<p>design a functional and appealing product for a particular purpose and audience. (Processes)</p> <p>Create designs using exploded diagrams. (Processes)</p> <p>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)</p> <p>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)</p> <p>Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks. (Processes)</p> <p>Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas. (Processes)</p> <p>2/3/ Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		<p>Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. (Processes)</p> <p>Create designs using simple electrical diagrams. (Processes)</p> <p>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)</p> <p>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)</p> <p>Understand and use electrical systems in products. (Processes)</p> <p>Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks. (Processes)</p> <p>2/3/ Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		<p>diet, and that different foods and drinks provide different substances the body needs to be healthy and active. (Cooking and Nutrition)</p> <p>Understand seasonality and the advantages of eating seasonal and locally produced food. (Cooking and Nutrition)</p> <p>Read and follow recipes which involve several processes, skills and techniques. (Cooking and Nutrition)</p>
Year 5		<b>Electrical systems: Steady hand game</b>		<b>Mechanisms: Pop-up book</b>		<b>Cooking and nutrition: Developing a recipe</b>



		<p>Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product. (Processes)</p> <p>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)</p> <p>Create prototypes to show his/her ideas. (Processes)</p> <p>Make careful and precise measurements so that joins, holes and openings are in exactly the right place. (Processes)</p> <p>Understand how to use more complex mechanical systems. (Processes)</p> <p>Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable. (Processes)</p> <p>Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work. (Processes)</p>		<p>Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product. (Processes)</p> <p>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)</p> <p>Create prototypes to show his/her ideas. (Processes)</p> <p>Make careful and precise measurements so that joins, holes and openings are in exactly the right place. (Processes)</p> <p>Understand how to use more complex electrical systems. (Processes)</p> <p>Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable. (Processes)</p> <p>Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work. (Processes)</p>		<p>Understand the main food groups and the different nutrients that are important for health. (Cooking and Nutrition)</p> <p>Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat. (Cooking and Nutrition)</p> <p>Select appropriate ingredients and use a wide range of techniques to combine them. (Cooking and Nutrition)</p>
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<p><b>Year 6</b></p>		<p><b>Structures: Bridges</b></p> <p>Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. (Processes)</p> <p>Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made. (Processes)</p> <p>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)</p> <p>Use technical knowledge accurate skills to problem solve during the making process. (Processes)</p> <p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. (Processes)</p> <p>Use a wide range of methods to strengthen, stiffen and reinforce</p>		<p><b>Textiles: Waistcoats</b></p> <p>Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. (Processes)</p> <p>Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made. (Processes)</p> <p>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)</p> <p>Apply his/her understanding of computing to program, monitor and control his/her product. (Processes)</p> <p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. (Processes)</p>		<p><b>Cooking and nutrition: Come dine with me</b></p> <p>Confidently plan a series of healthy meals based on the principles of a healthy and varied diet. (Cooking and Nutrition)</p> <p>Use information on food labels to inform choices. (Cooking and Nutrition)</p> <p>Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her. (Cooking and Nutrition)</p>
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		complex structures and can use them accurately and appropriately. (Processes)		Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately. (Processes)		
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### **Marine Academy Primary Computing Long Term Curriculum Map**



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 and through regular updates within the newsletters. This puts parents in direct contact with a key member of our leadership team so that they can keep updated with the latest e-safety advice, support and recommendations. Furthermore, children across the Academy have termly SMSC assemblies focused on e-safety and cover important scenarios within their SMSC/PSHE curriculum.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Children in our Reception classes learn to use technology in a <b>responsible, competent, and confident</b> 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 <b>programming</b> and <b>algorithms</b> as they program Bee-Bots to go on a journey, visiting different landmarks along the way. They will begin to think <b>logically</b> 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 <b>digital literacy</b> for future learning.					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p><b>Technology Around Us</b></p> <p>Recognise common uses of technology in the home and at school (Computers)</p> <p>Understand where to go for support if I see anything worrying online. (E-Safety)</p>		<p><b>Moving a Robot</b></p> <p>Recognise common uses of technology in the home and at school (Computers)</p> <p>Explain that an algorithm is a step by step set of instructions (Coding)</p> <p>Predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm (Coding)</p>		<p><b>Digital Writing</b></p> <p>Recognise common uses of technology in the home and at school (Computers)</p> <p>To use a program to create a simple document. (Using Computers)</p> <p>Understand where to go for support if I see anything worrying online. (E-Safety)</p> <p>Explain that an algorithm is a step by step set of instructions</p>	

					(Coding)	
<b>Year 2</b>	<b>Information Technology Around Us</b>  Use technology safely and keep personal information private (e-Safety)  Recognise how others use technology outside of school (Computers)		<b>Digital Photography</b>  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)		<b>Programming Quizzes</b>  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)	
<b>Year 3</b>	<b>Connecting Computers</b>  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		<b>Events and Actions in Programs</b>  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)		<b>Stop-Frame Animation</b>  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)	

	<p>network that enables computers to share information (Networks)</p> <p>Make choices on which program is best for a given task (Using Computers)</p>		Produce a simple program that completes a given task (Coding)		<p>Understand what input and output devices are and how they are used (Computers)</p> <p>Use a range of input and output devices efficiently (Computers)</p>	
<b>Year 4</b>	<p><b>The Internet</b></p> <p>Understand that some computers on a network serve particular functions, such as controlling printers or sharing files (Networks)</p> <p>Use different software programs and different types of hardware (Using Computers)</p> <p>Understand that what is said or posted on the internet might be copied, shared and stored by others (e-Safety)</p> <p>Recognise what to do if concerns about content or contact arise online (e-Safety)</p> <p>Understand how search engines order their search results (Net Searching)</p>		<p><b>Audio Production</b></p> <p>Use more complicated input devices (Computers)</p> <p>Use different software programs and different types of hardware (Using Computers)</p> <p>Understand how search engines order their search results (Net Searching)</p> <p>Understand that communication online might be copied, shared and stored by others (e-Safety)</p> <p>Recognise what to do if concerns about content or contact arise online (e-Safety)</p>		<p><b>Repetition in Games</b></p> <p>Use a range of programs to complete a task (Using Computers)</p> <p>Use different software programs and different types of hardware (Using Computers)</p> <p>Use other programs during coding (Coding)</p> <p>Break programs up into smaller parts (Coding)</p> <p>Use logical thinking to identify and solve potential bugs during coding (Coding)</p>	
<b>Year 5</b>	<p><b>Sharing Information</b></p> <p>Use the internet to allow the sharing of data with another person (Networks)</p>		<p><b>Selection in Physical Computing</b></p> <p>Select appropriate software to use for a given task</p>		<p><b>Selection in Quizzes</b></p> <p>Use the internet to allow the sharing of data with another person (Networks)</p>	



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

	<p>Recognise trustworthy sources of information on the internet (Net Searching)</p> <p>Use a broad range of resources online to evaluate digital content (Net Searching)</p>		<p>Use more than one piece of software to complete a task (Using Computers)</p> <p>Use technology responsibly, understanding how to protect a computer or device from harm on the internet (e-Safety)</p> <p>Understand how to report concerns about content and contact in and out of school (e-Safety)</p>		<p>Combine software and hardware to solve real life problems (Coding)</p>	
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### 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
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<b>Year 3</b>	<p>Show that he/she recognises words and phrases heard by responding appropriately.</p> <p>Follow simple instructions and link pictures or actions to language.</p> <p>When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming</p> <p>Recognise some familiar words and phrases in written form.</p>	<p>Ask and answer simple questions, for example about personal information.</p> <p>Use mostly accurate pronunciation and speak clearly when addressing an audience.</p>	<p>Repeat sentences heard and make simple adaptations to them.</p> <p>Use simple adjectives such as colours and sizes to describe things in writing.</p> <p>Use simple adjectives such as colours and sizes to describe things orally.</p>	<p>Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.</p>	<p>Have basic understanding of the usual order of words in sentences in the target language.</p> <p>Read some familiar words aloud using mostly accurate pronunciation.</p> <p>Write some single words from memory.</p>	<p>Learn and remember new words encountered in reading.</p> <p>Recognise the main word classes e.g. nouns, adjectives and verbs.</p> <p>Record descriptive sentences using a word bank.</p>
<b>Year 4</b>	<p>Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.</p> <p>Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.</p>	<p>Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.</p> <p>Read aloud using accurate pronunciation and present a short learned piece for performance.</p>	<p>Ask and answer a range of questions on different topic areas.</p> <p>Write words and short phrases from memory.</p> <p>Recognise a wider range of word classes including pronouns and articles, and use them appropriately.</p>	<p>Using familiar sentences as models, make varied adaptations to create new sentences.</p> <p>Follow the written version of a text he/she is listening to.</p> <p>Recognise questions and negative sentences.</p>	<p>Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately.</p> <p>Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.</p>	<p>Use a range of adjectives to describe things in more detail, such as describing someone's appearance.</p> <p>Write descriptive sentences using a model but supplying some words from memory.</p> <p>Understand that adjectives may change form according to the noun they relate to, and select the appropriate form.</p>
<b>Year 5</b>	<p>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.</p>	<p>Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.</p> <p>Learn a song or poem using the written text for support.</p>	<p>Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank.</p> <p>Adapt sentences to form negative sentences and begin to form questions.</p>	<p>Identify different ways to spell key sounds, and select the correct spelling of a familiar word.</p> <p>Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun.</p> <p>Know how to conjugate some high frequency verbs.</p>	<p>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.</p> <p>Take part in conversations and express simple opinions giving reasons.</p>	<p>Adapt known complex sentences to reflect a variation in meaning.</p> <p>Begin to use intonation to differentiate between sentence types.</p> <p>Create a short piece for presentation to an audience.</p> <p>Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.</p>
<b>Year 6</b>	<p>Apply knowledge of phonemes and spelling</p>	<p>Use pronunciation and intonation effectively to accurately express</p>	<p>Create his/her own sentences using</p>	<p>Use vocabulary learnt from reading in different contexts and use</p>	<p>Engage in longer conversations, asking for</p>	<p>Write a range of phrases and sentences from memory and adapt</p>


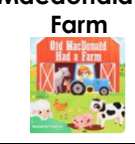




























	<p>to attempt the reading of unfamiliar words. Begin to use some adverbs. Attempt to read a range of texts independently, using different strategies to make meaning.</p>	<p>meaning and engage an audience. Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.</p>	<p>knowledge of basic sentence structure. Understand how to use some adverbs in sentences.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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# 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	<b>The Wheels on the Bus</b> 	<b>I can Sing a Rainbow</b> 	<b>Twinkle Twinkle Little Star</b> 	<b>Row Row Row your Boat</b> 	<b>Mary Mary Quite Contrary</b> 	<b>Old Macdonald had a Farm</b> 
Pre-School	<b>How do I feel?</b> 	<b>Who can help us?</b> 	<b>What is in the woods?</b> 	<b>What can I build?</b> 	<b>What can I cook?</b> 	<b>What can I grow?</b> 
Reception	<b>Who am I?</b> 	<b>Festivals of Light</b> 	<b>Transport</b> 	<b>Changes</b> 	<b>Marine Life</b> 	<b>Our Big Wide World</b> 
Year 1	<b>Dinosaurs</b> 	<b>Location, Location, Location</b> 	<b>Ancient Egypt</b> 	<b>To Plymouth &amp; Beyond!</b> 	<b>Significant Sport Stars</b> 	<b>Wonderful Weather</b> 
Year 2	<b>Vile Victorians</b> 	<b>What a Wonderful World</b> 	<b>The Great Fire of London</b> 	<b>Rainforests</b> 	<b>World War II</b> 	<b>Our Food, Our World</b> 
Year 3	<b>Prehistoric Britain</b> 	<b>Mountains, Volcanoes &amp; Earthquakes</b> 	<b>The Shang Dynasty</b> 	<b>Villages, Towns &amp; Cities</b> 	<b>Ancient Greece</b> 	<b>Weather &amp; the Water Cycle</b> 
Year 4	<b>Roman Britain</b> 	<b>Human Migration</b> 	<b>Anglo-Saxons and Scots</b> 	<b>Rivers</b> 	<b>Vikings</b> 	<b>Natural Resources</b> 
Year 5	<b>Benin Kingdom</b> 	<b>Informal Settlements</b> 	<b>Medieval Monarchs</b> 	<b>Earth's Biomes</b> 	<b>Plymouth - A City of Voyage and Discovery</b> 	<b>Energy &amp; Sustainability</b> 
Year 6	<b>Industrial Revolution</b> 	<b>Local Field Work</b> 	<b>Civil Rights</b> 	<b>Population</b> 	<b>20th Century Conflict</b> 	<b>Globalisation</b> 



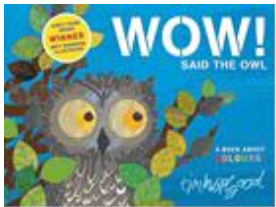
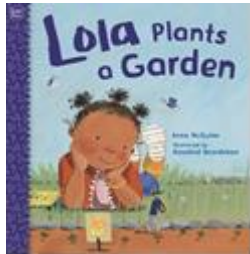
# Marine Academy Primary

## Year Group

## Curriculum Maps

### Marine Academy Primary Nursery Curriculum Map

Nursery	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	<b>The Wheels on the Bus</b>  <p>The wheels on the bus go round and round, round and round, round and round. The wheels on the bus go round and round, all day long.</p>	<b>I can Sing a Rainbow</b>  <p>Red and yellow and pink and green Orange and purple and blue I can sing a rainbow Sing a rainbow too</p>	<b>Twinkle Twinkle</b>  <p>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.</p>	<b>Row, Row, Row your Boat</b>  <p>Row, row, row your boat, Gently down the stream. If you see a crocodile, Don't forget to scream.</p>	<b>Mary Mary Quite Contrary</b>  <p>Mary, Mary, quite contrary, How does your garden grow? With silver bells, And cockle shells, And pretty maids All in a row.</p>	<b>Old Macdonald had a Farm</b>  <p>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.</p>
Main Nursery Rhyme	<b>The Wheels on the Bus</b>	<b>I can Sing a Rainbow</b>	<b>Twinkle Twinkle</b>	<b>Row, Row, Row your boat</b>	<b>Mary Mary quite Contrary</b>	<b>Old Macdonald had a Farm</b>







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

	<p>and the special people in their lives. (Understanding the World)</p> <p><b>Week 5-</b> Washing babies tuff tray: children to talk about the importance of keeping clean. (Personal, Social and Emotional Development)</p> <p><b>Week 6-</b> I can use a brush to uncover buses from oats: children to use their fine motor skills. (Physical Development)</p> <p><b>Week 7-</b> Cars on drainpipe ramps: discuss how things work and gain an understanding of how things move. (Understanding the World)</p>	<p>control glue spreaders. (Physical Development)</p> <p><b>Week 5-</b> Chalk rainbows on chalkboard blocks: children to explore making marks on different textures. (Expressive Arts and Design)</p> <p><b>Week 6-</b> We are going on a colour hunt: what colours can you see around our school? (Mathematics)</p> <p><b>Week 7-</b> Bubble wrap painting in rainbow colours: children to share the resources between them. (Personal, Social and Emotional development)</p>	<p>(Communication and Language)</p> <p><b>Week 5-</b> Follow the star and diamond shapes on the floor: children to explore 2D shapes. (Mathematics)</p> <p><b>Week 6-</b> Star sponge painting: children to control a different tool. (Expressive Arts and Design)</p>	<p>(Physical Development)</p> <p><b>Week 5-</b> Discovering boats in gloop: children to use their senses, exploring and manipulating the gloop. (Physical Development)</p> <p><b>Week 6-</b> I can brush the crocodile's teeth: children to understand the importance of cleaning our teeth. (Personal, Social, Emotional Development)</p>	<p><b>Week 4-</b> Berry playdough: children to develop their strength and coordination when manipulating the dough. (Physical Development)</p> <p><b>Week 5-</b> Planting cress seeds: children to talk about change and growing. (Understanding the World)</p> <p><b>Week 6-</b> Silver bells music: children to use bells to make music. (Expressive Arts and Design)</p>	<p><b>Week 4-</b> Farm Tuff tray: children to discuss the names of all the animals and the noises that they make. (Communication and Language)</p> <p><b>Week 5-</b> I can milk the cow: children to discuss and talk about where milk comes from. (Understanding the World)</p> <p><b>Week 6-</b> Shearing the shaving foam off the sheep: children to control a tool to make brush strokes. (Physical Development)</p> <p><b>Week 7-</b> Sponge painting chicks: children to talk about how chicks grow. What do they grow into? (Understanding the World)</p>
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Independent Learning Time	<p>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 <b>exploration</b> and <b>discovery</b> through <b>sensory experiences</b>. 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 <b>unique needs</b> of every child to ensure that the next steps are met. Our Independent Learning time allows for children to <b>make decisions</b>, progress at their <b>own pace</b> and to develop a <b>greater independence</b>.</p>					
Rhyme Time	<p>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.</p>					
Number Time	<ul style="list-style-type: none"> <li>• Take part in daily finger rhymes with numbers (birth-3 years)</li> <li>• Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' (birth-3 years)</li> </ul>					
	<p><b>Counting forwards:</b></p> <p>One finger, One Thumb keep moving 1, 2, 3, 4, 5 Once I caught a Fish Alive Five Little Peas</p>	<p><b>Counting backwards:</b></p> <p>5 Current Buns</p> <p>5 Little Ducks</p> <p>10 in the Bed</p>	<p><b>Counting forwards:</b></p> <p>One, Two, Buckle My shoe</p> <p>Ants go Marching</p> <p>One Potato Two Potato</p>	<p><b>Counting backwards:</b></p> <p>5 Speckled Frogs</p> <p>Five Little Monkeys Jumping on a bed</p> <p>10 Fat sausages</p>	<p><b>Counting forwards:</b></p> <p>One Big Hippo Balancing</p> <p>One Man went to Mow</p> <p>The goats come marching</p>	<p><b>Counting backwards:</b></p> <p>5 Little Men in a Flying Saucer</p> <p>Five Little Monkeys swinging in a tree</p> <p>10 Green bottles</p>



### Marine Academy Primary Pre-School Curriculum Map

Pre-School	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	<p><b>How do I feel?</b></p>  <p>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!</p>	<p><b>Who can help us?</b></p>  <p>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!</p>	<p><b>What is in the woods?</b></p>  <p>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'.</p>	<p><b>What can I build?</b></p>  <p>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?</p>	<p><b>What can I cook?</b></p>  <p>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!</p>	<p><b>What can I grow?</b></p>  <p>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.</p>

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



<b>Educational Experiences</b>	<ul style="list-style-type: none"> <li>Children bring in items from home that are special to them.</li> <li>Parents invited in for a sing and sign session.</li> </ul>	<ul style="list-style-type: none"> <li>Variety of visits from everyday heroes including a nurse/doctor.</li> </ul>	<ul style="list-style-type: none"> <li>Visit to Kings Tamerton woods</li> <li>Welly walks</li> <li>Teddy Bears picnic</li> </ul>	<ul style="list-style-type: none"> <li>'Buddy Time' with Year 6 to build and create something as a team.</li> <li>Visit from site team to talk about what they can build and the tools that they use.</li> </ul>	<ul style="list-style-type: none"> <li>Baking and cooking experiences.</li> <li>A visit from a farmer.</li> <li>Visit to the chickens to explore where eggs come from.</li> </ul>	<ul style="list-style-type: none"> <li>Gardening and planting.</li> <li>Creating turnip food in the mud kitchen.</li> <li>Discussing our 'baby' pictures.</li> <li>Visiting our animals – how have they changed and grown over time?</li> </ul>
<b>Book Hooks</b>	<p><u>The Ugly Duckling</u> Children do visit the chickens. Do they all look the same? Are they all a family?</p> <p><u>Three Billy Goats Gruff</u> Create a bridge use planks and blocks. Can the children cross the bridge quietly so that they don't disturb the troll?</p> <p><u>Elmer</u> Children to work together to create a huge Elmer! Each child creates their own patch.</p>	<p><u>Zog and the Flying Doctors</u> A doctor/nurse visits the children to talk about their job and how they help people.</p> <p><u>Little Red Riding Hood</u> Invite in a carpenter. Talk about how his job is very similar to the woodcutter's job in our new story.</p> <p><u>Cinderella</u> Children to be given their own magic wand. What is their wish?</p>	<p><u>Goldilocks and the Three Bears</u> Children to use the ingredients to make the porridge.</p> <p><u>The Gruffalo</u> Children to find close up pictures of the Gruffalo, focusing on his features. What animal could this be?</p> <p><u>We're Going on a Bear Hunt</u> Children to go on a welly walk around the school, splashing in puddles, running through the willow and going under the trim trail.</p>	<p><u>The Three Little Pigs</u> 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.</p> <p><u>The Elves and the Shoemaker</u> Provide children with a range of tools. What do we use these tools for? What can we build?</p> <p><u>Whatever Next</u> Provide children with a range of boxes. What can they make with all these boxes? Can they use their imagination?</p>	<p><u>The Gingerbread Man</u> Making and decorating gingerbread biscuits! Can they make their very own gingerbread man?</p> <p><u>The Little Red Hen</u> Ingredients to make bread are left for the children! Who has left these here? Can we make bread together?</p> <p><u>The Magic Porridge Pot</u> A magic porridge pot arrives in their classroom. Play 'pass the magic pot around' where children discuss their favourite foods.</p>	<p><u>Jack and the Beanstalk</u> A beanstalk has grown in the classroom! How did it get there?</p> <p><u>The Enormous Turnip</u> Spending time in our garden, watering, digging and planting vegetables.</p> <p><u>The Growing Story</u> 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.</p>







Themed Learning	The Ugly Duckling					
	<p><b>My emotions:</b> 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)</p> <p><b>My family:</b> 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)</p> <p><b>Three Billy Goats Gruff</b> <b>My friends:</b> 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)</p> <p><b>My senses:</b> 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. (Understanding the World)</p>	<p><b>Zog and the Flying Doctors</b> <b>Our bodies:</b> It is x-ray time! Drawing around our friends' bodies, labelling body parts and drawing the bones. (Understanding the World)</p> <p><b>Empathy:</b> 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)</p> <p><b>Little Red Riding Hood</b> <b>'Oh Grandma, what big teeth you have':</b> Children to learn about the importance of clean teeth. Children learn the song 'Brush your teeth' (Personal, Social, Emotional Development)</p> <p><b>Story structure:</b> Children to retell the story of Little Red Riding Hood using props and Makaton. (Literacy)</p> <p><b>Cinderella</b> <b>Prince and Princess crowns:</b> Decorate and make crowns using different 2D shapes. (Mathematics)</p> <p><b>My dreams:</b> 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 magic wand around a circle</p>	<p><b>Goldilocks and the Three Bears</b> <b>Just right:</b> Children to match the objects to the correct sized bear. (Mathematics)</p> <p><b>Beginning, middle and end:</b> 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)</p> <p><b>The Gruffalo</b> <b>Who is the Gruffalo?</b> 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 Design)</p> <p><b>Characters:</b> 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)</p> <p><b>We're Going on a Bear Hunt</b> <b>We can't go over it...:</b> Children explore positional language vocabulary by placing a bear in different parts and areas of the cave. (Mathematics)</p>	<p><b>The Three Little Pigs</b> <b>Let's build a house:</b> 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)</p> <p><b>The number 3:</b> 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)</p> <p><b>The Elves and the Shoemaker</b> <b>Which shoe?</b> 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)</p> <p><b>Making shoes:</b> 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)</p> <p><b>Whatever Next!</b></p>	<p><b>The Gingerbread Man</b> <b>Run, run as fast as you can:</b> 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)</p> <p><b>Where is the Gingerbread Man?</b> 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)</p> <p><b>The Little Red Hen</b> <b>Where does food come from?</b> Children discover where milk, cheese, fruit and vegetables come from. Compare this to the story of the Little Red Hen. (Understanding the World)</p> <p><b>Textures:</b> 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)</p> <p><b>The Magic Porridge Pot</b></p>	<p><b>Jack and the Beanstalk</b> <b>A giant beanstalk:</b> 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)</p> <p><b>Planting:</b> 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)</p> <p><b>The Enormous Turnip</b> <b>Vegetables:</b> Provide vegetables for children to investigate. Invite children to make observations and draw them, talking about similarities and differences. (Understanding the World)</p> <p><b>Shopping List:</b> Suggest children make vegetable shopping lists or labels for a vegetable patch using their mark making skills. (Literacy)</p> <p><b>The Growing Story</b> <b>Order by size:</b> 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)</p>

	<p><b>Elmer</b>  <b>My Self-Portrait:</b> 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)</p> <p><b>My uniqueness:</b> 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)</p>	and encourage the children to talk about what they would like. Children to use these in their role play as well. (Communication and Language)	<b>Kite making:</b> Children to then test their kites outside in the wind. Does your kite fly? (Understanding the World)	<p><b>I am a builder:</b> Children to build their own rocket using various construction materials. Where will their rocket take them?  (Expressive Arts and Design)</p> <p><b>What next:</b> 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)</p>	<p><b>Cook little pot, cook:</b> 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)</p> <p><b>Healthy eating:</b> 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)</p>	<b>Baby pictures:</b> Children to talk about their baby pictures which have been sent in from home. How have they changed and grown? (Personal, Social, Emotional Development)
<b>Maths</b>	<p>WK 1: <b>"One"</b>  Introduction to the number 1  Counting to 1</p> <p>WK 2: <b>"Another One"</b>  Introduction to the number 2  2 is one more than 1</p> <p>WK 3: <b>"Two"</b>  Counting to 2  The 'twoness' of 2</p> <p>WK 4: <b>"Three"</b>  Introduction to the number 3  3 is one more than 2</p> <p>WK 5: <b>"One, Two, Three"</b>  Counting up to 3</p>	<p>WK 1: <b>Positional Language:</b>  Understand position through words alone – for example, "The bag is under the table," – with no pointing</p> <p>WK 2: <b>Shape, "Flatland":</b>  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'.</p> <p>WK 3: <b>Measure:</b> Make comparisons between objects relating to size.</p>	<p>WK 1: <b>"One Upon a Time":</b>  A review of numbers 1 to 5.</p> <p>WK 2: <b>"How to Count"</b>  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</p> <p>WK 3: <b>"Stampolines"</b>  Subitising numbers 1 to 5.  Different ways of arranging blocks to 5  Conservation of number  different arrangement of</p>	<p>WK 1: <b>Positional Language:</b>  Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>WK 2: <b>Shape:</b> Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc</p> <p>WK 3: <b>Measure:</b> Make comparisons between objects relating to length and weight.</p> <p>WK 4: <b>Pattern:</b> Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>WK 5: <b>"Blockzilla"</b>  Comparison of numbers 1</p>	<p>WK 1: <b>"Meet Six"</b>  Counting (1 to 6) Subitising (dice patterns).</p> <p>WK 1: <b>"Meet Seven"</b>  7 is one more than 6  Counting (1 to 7).</p> <p>WK 2: <b>"Meet Eight"</b>  Counting (1 to 8) 8 is one more than 7 Subitising (8).</p> <p>WK 3: <b>"Meet Nine"</b>  Counting (1 to 9) The structure of square numbers (4 and 9)  Partitioning and combining 9</p> <p>WK 4: <b>"Meet ten"</b></p>	<p>WK 1: <b>Positional Language:</b>  Describe a familiar route.</p> <p>WK 2: <b>Shape, "Building Blocks":</b> Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>WK 3: <b>Pattern:</b> Notice and correct an error in a pattern.</p> <p>WK 4: <b>Measure:</b> Make comparisons between capacity.</p> <p>WK 5: <b>"Ten Green Bottles"</b>  Subtracting 1 Counting (1 to 10) Counting down 10 to 1</p>



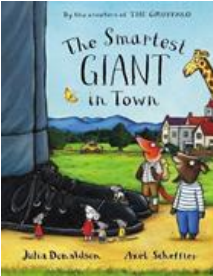
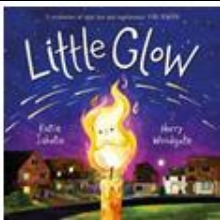


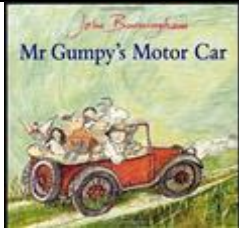
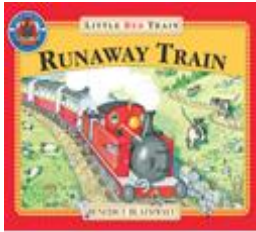
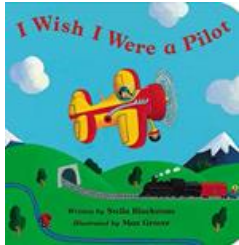



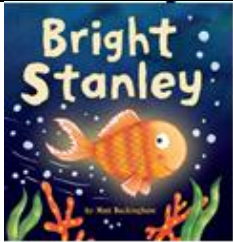


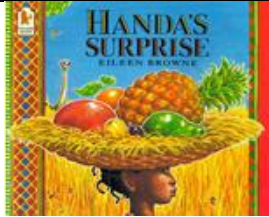
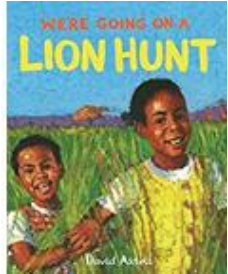

	<p>Comparing numbers 1,2 and 3 – 'bigger' and 'smaller'</p> <p>Ordering numbers 1 to 3 3 is made up of 2 and 1</p> <p>WK6: "Four" Meet Four 4 is one more than 3 Counting to 4 The structure of 4 as a square number Recognition of 4 items without counting (Subitising) WK 7: "Five" Meet Five 5 is one more than 4 Counting to 5 Line up 1 to 5 in order</p>	<p>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.</p> <p>Wk 5: "Three Little Pigs" Counting to 4, adding 1s using the classic tale.</p> <p>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</p>	<p>blocks but the number remains the same</p> <p>WK 4: "The Whole of Me" Composition of numbers 1 to 5 Introduction to the 'part-part-whole' structure of number Partitioning a whole number into parts</p> <p>WK 5: "The terrible twos" 4 can be partitioned into 2 and 2; and, 1 and 1 and 1 and 1.</p> <p>WK 6: "Holes" The number of a group can be changed by adding to it or taking from it.</p>	<p>to 5 using the language of 'greater than' and 'less than'</p> <p>WK 6: "Hide and Seek" Addition and subtraction of numbers to 5</p>	<p>Counting (1-10) 10 ones are equivalent to one 10.</p> <p>WK 5: "Just add 1" Adding 1 Counting (1 to 10).</p>	<p>WK 6: "Now We Are Six to Ten" A review of numbers 6 to 10.</p> <p>WK 7: "Peekaboo!" Comparison of numbers to 10 using the language of 'bigger than', 'smaller than' leading to 'greater than' and 'less than'</p>
P.E.	<p>Using large-muscle movements: waving flags, parachute</p> <p>How to find a space.</p>	<p>Body movements: Skip, hop, crawl and stand on one leg. Hold a pose.</p> <p>How to find a space.</p>	<p>Ball control skills: throw and catch</p> <p>How to find a space.</p>	<p>Balancing: trikes, bikes and planks</p> <p>How to find a space.</p>	<p>Climb safely: using alternate feet</p> <p>How to find a space.</p>	<p>Collaborating: Group activities and team games</p> <p>How to find a space.</p>
Independent Learning Time	<p>We aim for our children to become confident, independent and inquisitive learners with a passion to improve and build on core skills. Independent Learning time is a time where children access planned and purposeful learning challenges to encourage and support children to meet their next steps. Our provision ensures that the 'unique child' is considered, taking into account their interests and choices, while exposing them to learning opportunities around traditional stories that they would not naturally come across. Our planned provision encourages children to gain a deep understanding of the stories through practical and playful activities. Our practitioners are there to model, scaffold and extend learning in this play-based learning environment. We aim for our children to want to spend a considerable amount of time engrossed in their learning, showing pride, passion and enjoyment.</p>					
Themed Learning	<p>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</p>					

	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.
<b>Storytelling Sessions</b>	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

Reception	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	<p><b>Who am I?</b> <b>How special are you?</b></p>  <p>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 mini-school role play area.</p>	<p><b>Festivals of Light</b> <b>What shall we celebrate?</b></p>  <p>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.</p>	<p><b>Transport</b> <b>How will we get there?</b></p>  <p>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!</p>	<p><b>Changes</b> <b>Do you know how wonderful our world is?</b></p>  <p>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.</p>	<p><b>Marine Life</b> <b>What lives in our seas and oceans?</b></p>  <p>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.</p>	<p><b>Our Big Wide World</b> <b>Where are we going?</b></p>  <p>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.</p>
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



	 <p>Week 3-4: Perfectly Norman by Tom Percival</p>  <p>Week 5-6: The Smartest Giant in Town by Julia Donaldson</p> 	 <p>Week 3-4: Shubh Diwali by Chitra Soundar</p>  <p>Week 5-6: The Christmas Pine by Julia Donaldson</p> 	 <p>Week 3-4: The Runaway Train by Benedict Blathwayt</p>  <p>Week 5-6: I Wish I Were a Pilot by Stella Blackstone</p> 	 <p>Week 3-4: The Very Hungry Caterpillar by Eric Carle</p>  <p>Week 5-6: Pip and Egg by Alex Latimer</p> 	 <p>Week 3-4: The Whale Who Wanted More</p>  <p>Week 5-6: Little Turtle and the Sea by Becky Davies</p> 	 <p>Week 3-4: We're Going on a Lion Hunt by David Axtell</p>  <p>Week 5-6: The Selfish Crocodile by Faustin Charles</p> 
	<p><u>The Colour Monster Goes to School</u></p> <p>Academy tour: Monster steps left around the Academy which will lead them to the book.</p> <p><u>Perfectly Norman</u></p>	<p><u>Little Glow</u></p> <p>Light: Arrival of a package which contains candles, lanterns, fairy lights and a pumpkin. What could this mean we are learning about this term?</p> <p><u>Shubh Diwali</u></p>	<p><u>My Gumpy's Motor Car</u></p> <p>An important job: A mechanic visits the children with all of his tools to fix cars. What would we do without mechanics?</p> <p><u>The Runaway Train</u></p>	<p><u>Tad</u></p> <p>Tadpoles: Each class to receive some tadpoles! What are they? What will they turn into?</p> <p><u>The Very Hungry Caterpillar</u></p>	<p><u>Bright Stanley</u></p> <p>Diving equipment: Children to explore different diving equipment. What is it used for? Where can it take us? What would we see?</p>	<p><u>Handa's Surprise</u></p> <p>Welcome to Africa: A sealed box arrives with African objects. Are these objects from our country? Do we recognise them?</p> <p><u>We're Going on a Lion Hunt</u></p>



<b>Book Hooks to introduce key vocabulary</b>	<p>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.</p> <p><u>The Smartest Giant in Town</u> Helpful friends: Giant clothes are left in the classroom. What are these for? How could they be used to help people?</p>	<p>Diwali dance workshop: Children to learn a simple dance routine alongside traditional Diwali/Indian music.</p> <p><u>The Christmas Pine</u> Let's decorate: Children to decorate the home corner with Christmas decorations. Children to make their own decorations also.</p>	<p>A train journey: Children to receive train tickets and will then go on a pretend train journey.</p> <p><u>I Wish I Were a Pilot</u> 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?</p>	<p>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.</p> <p><u>Pip and Egg</u> 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!</p>	<p><u>The Whale Who Wanted More</u> Treasure: Children to follow a trail of treasure (and some sea artefacts) to find the book. Where has this treasure come from?</p> <p><u>Little Turtle and the Sea</u> An absolute mess: Cover the classrooms in recycling and rubbish. Children to be shocked! How can we make this better?</p>	<p>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?</p> <p><u>The Selfish Crocodile</u> '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?</p>
<b>Role Play</b>	<p><b>School</b></p> <p>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.</p>	<p><b>Home Corner</b></p> <p>Enhancements: The addition of pumpkins, Diwali lights, lanterns and Christmas decorations throughout the term.</p>	<p><b>Train Station</b></p> <p>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?</p>	<p><b>Garden centre</b></p> <p>Enhancements: add real fruit and vegetables to garden centre. Add their plants which they have grown to the garden centre. Provide bug hunting equipment.</p>	<p><b>Aquarium</b></p> <p>Enhancements: Introduce new posters and facts about different sea animals each week.</p>	<p><b>Safari</b></p> <p>Enhancements: Add the children's pictures from home. Where have our friends been on holiday? How are these places different?</p>
<b>SMSC</b>	<p>New beginnings Friendship Kindness Whole Body Listening</p>	<p>Christmas Guy Fawkes Whole Body Listening Remembrance Day</p>	<p>Truth and Honesty Whole Body Listening Chinese New Year</p>	<p>Helping other people Easter Whole Body Listening Mother's Day/Special Ladies Event</p>	<p>Whole Body Listening International Day of Families Caring for our environment</p>	<p>Differences Aspirations Transition Whole Body Listening Father's Day/Special Gentlemen event</p>
<b><u>RE</u></b>	<p>Being special: where do we belong?</p>	<p>Why is Christmas special for Christians?</p>	<p>Which stories are special and why?</p>	<p>Why is Easter special for Christians?</p>	<p>Why is the word 'God' so important to Christians?</p>	<p>Which places are special and why?</p>
<b>Educational Visits / Experiences</b>	<ul style="list-style-type: none"> <li>Library Visit</li> <li>Buddy Time</li> <li>'Bring your favourite book to school'</li> <li>Parents invited in to share stories</li> </ul>	<ul style="list-style-type: none"> <li>Dress up for Day of the Dead</li> <li>Bonfire Night – watch fireworks</li> <li>Participate in Diwali celebrations</li> <li>Christmas Nativity</li> <li>Christmas Carols</li> </ul>	<ul style="list-style-type: none"> <li>Trip to the local garage</li> <li>Astronaut visit</li> <li>Bus ride</li> <li>Boat ride to Mount Edgumbe</li> </ul>	<ul style="list-style-type: none"> <li>Trip to Saltram Woods</li> <li>Follow the life cycle of a frog in our pond</li> <li>Walk to Ennesettle School to see the bees.</li> <li>Arrival of caterpillars</li> </ul>	<ul style="list-style-type: none"> <li>Trip to The National Marine Aquarium</li> <li>Visit from a diver</li> <li>Visit from a Marine Biologist</li> </ul>	<ul style="list-style-type: none"> <li>Trip to Dartmoor Zoo</li> <li>Have a virtual chat with a Ghanaian school</li> <li>Sharing of holiday pictures</li> <li>Food tasting from around the world</li> </ul>

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

	<p>Week 6: <b>I am a storyteller.</b> 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)</p>	(Comprehension)	<p>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)</p>	<p>(Comprehension)</p> <p>Week 6: <b>Tricky Words</b> 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)</p>	<p>would you say to him? What advice would you give to him? How do we write a letter? Does it need an address? (Writing)</p> <p>Week 6: <b>Non-fiction facts.</b> Children to write facts based on what they have learnt from their visit to the National Marine Aquarium and from the Marine Biologist. (Writing)</p>	<p>to remind other animals that they can drink and bathe in the river now? (Writing)</p> <p>Week 6: <b>The end.</b> 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)</p>
<p><b>Independent Learning Time Guided Challenges linked to our Stories</b></p>	<p><b>The Colour Monster Starts School</b> <u>Designing and constructing a home:</u> Children to think about what makes their home special, considering their favourite rooms in the home. How is school and home different? (DT)</p> <p><u>Creating pebble families:</u> Children to talk about who they live with and who are special to them. When you leave school, who do you look forward to seeing? (PSHE and RE)</p> <p><u>Exploring emotions:</u> Children to identify different facial expressions, recognising how they may be feeling. Can they make a happy or sad face using playdough? (PSHE)</p> <p><b>Perfectly Norman</b> <u>Perform in a talent show:</u> Children to express their strengths by performing in the Theatre. (PSHE and Art)</p>	<p><b>Little Glow</b> <u>Pumpkin carving:</u> Can the children create a tasty pumpkin snack in our mud kitchen? (DT)</p> <p><u>Light and Dark:</u> 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. (Science)</p> <p><u>Bonfire Night:</u> Children to create their own firework pictures. Encourage colour mixing. (Art)</p> <p><b>Shubh Diwali</b> <u>Diwali:</u> Collect natural materials, such as leaves, conkers, pine cones and acorns. Can the children use them to make large Rangoli patterns outside? (Art)</p> <p><u>Diwali lamps:</u> Using paper, children to create their own Diwali lamp. (DT)</p>	<p><b>Mr Gumpy's Motor Car</b> <u>Map making:</u> 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)</p> <p><u>Friction:</u> Explore friction using a toy car. Encourage children to explore different materials on a ramp. (Science)</p> <p><u>Transport of the past:</u> Use display photos to encourage children to talk about similarities and differences between modern types of transport and those used in the past. (History)</p> <p><b>The Runaway Train</b> <u>Take a Bee-Bot on a journey:</u> Using the Beeb-Bots, children to programme it to go on a</p>	<p><b>Tad</b> <u>Junk model life cycle:</u> 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)</p> <p><u>Visit our pond:</u> Children to make observations of the pond, noticing the life in 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)</p> <p><u>Pond design:</u> 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)</p> <p><b>The Very Hungry Caterpillar</b></p>	<p><b>Bright Stanley</b> <u>Explore the ocean with Stanley:</u> Program the Bee-bots to travel around the ocean to see what we can find. (Computing)</p> <p><u>Under the sea scene:</u> Children to use a collage technique to create an under the sea scene, using the characters and objects from our story as inspiration. (Art)</p> <p><u>Camouflage:</u> 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)</p> <p><b>The Whale Who Wanted More</b></p>	<p><b>Handa's Surprise</b> <u>Fruit tasting:</u> 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)</p> <p><u>Where does our food come from?</u> 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)</p> <p><u>Home and buildings from around the world:</u> 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)</p> <p><b>We're Going on a Lion Hunt</b></p>

	<p>Using mirrors to identify our features: Children to discuss their individual characteristics. (PSHE and Science)</p> <p>Self-portraits using the style of Andy Warhol: Children to paint their face by using contrasting colours. (Art)</p> <p><b>The Smartest Giant in Town</b> Playing a team game: Children to practise their collaboration, friendship and teamwork skills to play a game. (PSHE)</p> <p>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)</p> <p>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)</p>	<p>Diwali traditions: Children to share and discuss pictures of Diwali, discussing the where, when and why aspects of the festival. (History and RE)</p> <p><b>The Christmas Pine</b> The Nativity: Arrange their own Nativity scene and talk about what happens. (RE)</p> <p>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)</p> <p>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)</p>	<p>journey, visiting different landmarks along the way. (Computing and Geography)</p> <p>Junk model trains: Using a range of different materials and resources, children to create their own train or mode of transport. (DT)</p> <p>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)</p> <p><b>I Wish I Were a Pilot</b> 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)</p> <p>Hot air-balloons: Use your papier-mâché hot-air balloon to encourage storytelling. Where might Teddy travel to? What might Teddy see? (DT)</p> <p>Floating and Sinking: Children to create paper plate boats or a boat using</p>	<p>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)</p> <p>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)</p> <p>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)</p> <p><b>Pip and Egg</b> 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)</p> <p>Encouraging wildlife: Children to improve the</p>	<p>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)</p> <p>Beautiful colours: A coral reef is full of colours! Using the story, can the children create their own coral reef using watercolour paints? (Art)</p> <p>Trapped treasure: Freeze some small world fish and 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)</p> <p><b>Little Turtle and the Sea</b> 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)</p> <p>Posters: Children to create their own posters for the role play Aquarium to raise awareness about caring for our environment!</p>	<p>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)</p> <p>Making Music: Listening to African music and making our own instruments and dances. (Music)</p> <p>Similarities and differences: Comparing school uniforms, the weather, buildings and lifecycles by sorting out pictures. Children to use non-fiction books. (Geography and PSHE)</p> <p><b>The Selfish Crocodile</b> Who is who?: Looking carefully at the colours/patterns on African animals- identifying and recreating them. Children to create their own African animal. (Art &amp; Geography)</p> <p>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)</p>
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			<p>junk materials. Using the water tray, children to test whether their boat is able to float, or does it sink? (Science and DT)</p>	<p>bug hotel and to make their own minibeast habitats. (Science and DT)</p> <p><b>Easter Eggs:</b> 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)</p>	<p>(Science)</p> <p><b>Ocean facts:</b> Share non-fiction 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)</p>	<p><b>Learning, growing and becoming better people:</b> 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)</p>
<b>Key Concepts PSHE</b>	<p>Children develop their understanding of P.S.H.E from the onset, not only through their everyday learning, but through carefully planned <a href="#">PSHE and SMSC DEAR themed stories</a>, independent and guided learning opportunities and their very own SMSC Assemblies. Children are encouraged and supported to follow our Academy <b>Rules</b> and live by British <b>Values</b> which underpin the curriculum. Throughout their time in the early years, children have the opportunity to consider their own <b>views and opinions</b> as they are encouraged to consider those of <b>others</b>, for example in Term One when they look closely at their own and each other's' families. They learn about <b>resilience, perseverance</b> and <b>collaboration</b> 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 <b>build relationships</b> to recognising our individual strengths, understanding what makes us <b>unique</b>. 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.</p>					
<b>Key Concepts Science</b>	<p>Throughout their Reception year, children are exposed to core scientific principles. They are encouraged to <b>question</b> the world around them and talk about the <b>observations</b> 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 <b>simple tests</b>. 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 <b>ask questions</b> about floating and sinking, while <b>gathering data</b> 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 <b>observation skills</b> 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 <b>gather data</b> when learning about different types of sea creatures in their 'Marine Life' topic, finding out about different ocean facts. The</p>					



	children will ask <b>questions</b> 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.		
<b>Key Concepts History</b>	Children in our Reception classes begin to learn the concept of history as they develop an awareness of <b>past events</b> 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 events and present Diwali <b>traditions</b> . In Term 3, the children will learn about <b>significant figures</b> 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 <b>timeline</b> 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 <b>chronology</b> 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 <b>changed over time</b> .		
<b>Key Concepts Geography</b>	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 <b>biodiversity</b> . 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 <b>mapping</b> , 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 <b>conduct surveys</b> to establish which fruit is the most popular when fruit tasting in Term 6, as well as take part in <b>fieldwork</b> 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 <b>physical and human geographical features</b> of the world.		
<b>Key Concepts R.E</b>	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 <b>questions</b> , articulate their ideas and listen to others' opinions and <b>beliefs</b> in a <b>respectful</b> 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 <b>differences</b> 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 <b>reflect</b> and <b>consider</b> other children's points of view. Through carefully planned DEAR sessions and SMSC Assemblies children learn that different communities have different <b>ideas, values and identities</b> .		
	<b>Christianity</b> When God Made the World by Matthew Paul Turner What a Beautiful Name by Scott Ligertwood	<b>Islam</b> The Proudest Blue by Ibtihal Muhammed Two Pigeons on a Pilgrimage by Rabia Bashir	<b>Judaism</b> Near: Psalm 139 by Sally Lloyd-Jones Found: Psalm 23 by Sally Lloyd-Jones
	<b>Hinduism</b> Festival of Colours by Kabir Sehgal	<b>Sikhism</b> Fauja Singh Keeps Going by Simran Singh Jeet	<b>Buddhism</b> A Handful Of Quiet by Thich Nhat Hanh







	Ganesha's Sweet Tooth by Sanjay Patel		
<b>Key Concepts Music</b>	<p>Children 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 <b>different sounds (timbre)</b> that musical instruments make and how they can be played differently to create a new sound or <b>dynamic</b>. 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 <b>listen</b> to and recreate African music. In addition to this, children in Reception have weekly singing assemblies where they learn to <b>perform</b> a mixture of <b>modern and traditional songs</b>. Children are also introduced to the concept of <b>rhythm and beats</b> 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.</p>		
<b>Key Concepts Art</b>	<p>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 <b>exploring</b> and <b>creating</b> with variety of materials, tools and <b>techniques</b>. They <b>experiment</b> with colour, design, texture, form and function in order to create <b>purposeful marks</b> 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 <b>effect</b>.</p>		
<b>Key Concepts Design &amp; Technology</b>	<p>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 <b>design and make</b> 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 <b>articulate a rationale</b> 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 <b>evaluating</b> 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, <b>selecting the tools</b> 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.</p>		
<b>Key Concepts Computing</b>	<p>Children in our Reception classes learn to use technology in a <b>responsible, competent, and confident</b> 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 <b>programming</b> and <b>algorithms</b> as they program Bee-Bots to go on a journey, visiting different landmarks along the way. They will begin to think <b>logically</b> 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</p>		



	<p>'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 <b>digital literacy</b> for future learning.</p>					
<b>Maths</b>	<p><b><u>Cardinality and Counting</u></b> <i>Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents</i></p> <p>WK1: Assessment</p> <p>WK 2: Counting: saying number words in sequence</p> <p>WK 3: Counting: tagging each object with one number word</p> <p>WK 4: Counting: knowing the last number counted gives the total so far</p> <p>WK 5: Subitising: recognising small quantities without needing to count them all</p> <p>WK6: Numeral meanings</p> <p>WK 7: Conservation: knowing that the number does not change if things are rearranged</p> <p>WK:8 Revisit, review and extend</p>	<p><b><u>Comparison</u></b> <i>Understanding that comparing numbers involves knowing which numbers are worth more or less than each other</i></p> <p>WK1: More than / less than</p> <p>WK2: Identifying groups with the same number of things</p> <p>WK3: Comparing numbers and reasoning</p> <p>WK4: Knowing the 'one more than/one less than' relationship between counting numbers</p> <p>WK5: Collecting and comparing data</p> <p>WK6: Problem Solving</p> <p>WK:7 Revisit, review and extend</p>	<p><b><u>Composition</u></b> <i>Understanding that one number can be composed from two or more smaller numbers</i></p> <p>WK1: Part-whole: identifying smaller numbers within a number</p> <p>WK2: Inverse operations</p> <p>WK3: A number can be partitioned into different pairs of numbers</p> <p>WK4: A number can be partitioned into more than two numbers</p> <p>WK5: Number bonds: knowing which pairs make a given number</p> <p>WK6: Revisit, review and extend</p>	<p><b><u>Shape and Space</u></b> <i>Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking</i></p> <p>WK1: Developing spatial vocabulary</p> <p>WK2: Identifying similarities between shapes</p> <p>WK3: Properties of shape</p> <p>WK4: Relationships between shapes</p> <p>WK5: Revisit, review and extend</p> <p>WK6: Revisit, review and extend</p>	<p><b><u>Pattern</u></b> <i>Looking for and finding patterns helps children notice and understand mathematical relationships</i></p> <p>WK1: Continuing and copying a simple pattern</p> <p>WK2: Creating simple patterns</p> <p>WK3: Spotting an error in a simple pattern</p> <p>WK4: Identifying the unit of repeat in a pattern</p> <p>WK5: Continuing a pattern which ends mid-unit</p> <p>WK6: Revisit, review and extend</p>	<p><b><u>Measures</u></b> <i>Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later.</i></p> <p>WK1: Recognising attributes</p> <p>WK2: Comparing amounts of continuous quantities</p> <p>WK3: Estimating and predicting</p> <p>WK4: Comparing indirectly</p> <p>WK5: Recognising the relationship between the size and number of units</p> <p>WK6: Use units to compare things</p> <p>WK7: Use time to sequence events</p>
<b>P.E.</b>	Negotiating space adjusting speed and changing direction	Jumping and landing safely, rolling and balancing	Dance	Ball control	Climbing safely, negotiating obstacles	Races and games
<b>Independent</b>	<p>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</p>					

<b>Learning Time</b>	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 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 computers, introducing them to the foundations of computing. They explore art and design & technology through a well-resourced creative area; here the children 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.
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### Marine Academy Primary Year 1 Curriculum Map

Year 1	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	<b>Dinosaurs</b>  <p>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 become palaeontologists like Mary Anning, investigating fossils, different species and how they became extinct.</p>	<b>Location, Location, Location</b>  <p>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 compass directions and directional language to describe the location of features and routes on a map.</p>	<b>Ancient Egypt</b>  <p>The story of ancient Egypt has survived 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 artefacts, websites and non-fiction texts.</p>	<b>To Plymouth and Beyond!</b>  <p>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 where we are in the world.</p>	<b>Significant Sports Stars</b>  <p>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, participate in the grand event and develop a final victory parade.</p>	<b>Wonderful Weather</b>  <p>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 weather as well as present their very own weather forecasts.</p>

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

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

				Describe the simple physical properties of a variety of everyday materials.		Gather and record data to help in answering questions.
<b>History</b>	<p><b>Dinosaurs</b></p> <p>Place known events and objects in chronological order. (Chronological understanding)</p> <p>Use common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Find answers to some simple questions about the past from simple sources of information. (Historical enquiry)</p> <p>Describe some simple similarities and differences between artefacts. (Historical Enquiry)</p> <p>Ask and answer relevant basic questions about the past. (Historical enquiry)</p> <p>Talk, draw or write about aspects of the past. (Organisation and communication)</p> <p>Understand key features of events. (Understanding of events, people and changes)</p>		<p><b>Ancient Egypt</b></p> <p>Place known events and objects in chronological order. (Chronological understanding)</p> <p>Use common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Find answers to some simple questions about the past from simple sources of information. (Historical enquiry)</p> <p>Describe some simple similarities and differences between artefacts. (Historical Enquiry)</p> <p>Sort artefacts from 'then' and 'now'. (Historical enquiry)</p> <p>Ask and answer relevant basic questions about the past. (Historical enquiry)</p> <p>Talk, draw or write about aspects of the past. (Organisation and communication)</p> <p>Understand key features of events. (Understanding of events, people and changes)</p> <p>Identify some similarities and differences between ways of life in different periods. (Understanding of events, people and changes)</p>		<p><b>Significant Sports Stars</b></p> <p>Place known events and objects in chronological order. (Chronological understanding)</p> <p>Sequence events and recount changes within living memory. (Chronological understanding)</p> <p>Use common words and phrases relating to the passing of time. (Chronological understanding)</p> <p>Find answers to some simple questions about the past from simple sources of information. (Historical enquiry)</p> <p>Describe some simple similarities and differences between artefacts. (Historical Enquiry)</p> <p>Sort artefacts from 'then' and 'now'. (Historical enquiry)</p> <p>Ask and answer relevant basic questions about the past. (Historical enquiry)</p> <p>Relate his/her own account of an event and understand that others may give a different version. (Historical interpretations)</p> <p>Talk, draw or write about aspects of the past.</p>	

					<p>(Organisation and communication)</p> <p>Understand key features of events. (Understanding of events, people and changes)</p> <p>Identify some similarities and differences between ways of life in different periods. (Understanding of events, people and changes)</p>	
<b>Geography</b>		<p><b>Location, Location, Location</b></p> <p>Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork)</p> <p>Use simple observational skills to study the geography of the school and its grounds. (Geographical skills and fieldwork)</p> <p>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)</p> <p>Understand how some places are linked to other places e.g. roads, trains. (Locational knowledge)</p> <p>Make simple maps and plans e.g. pictorial place in a story. (Geographical skills and fieldwork)</p> <p>Name, describe and compare familiar places. (Place knowledge)</p>		<p><b>To Plymouth and Beyond!</b></p> <p>Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork)</p> <p>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)</p> <p>Name, Describe and compare familiar places. (Place knowledge)</p> <p>Link their homes with other places in their local community. (Place knowledge)</p> <p>Know about some present changes that are happening in the local environment e.g. at school. (Place knowledge)</p> <p>Understand how some places are linked to other places e.g. roads, trains. (Locational knowledge)</p>		<p><b>Wonderful Weather</b></p> <p>Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork)</p> <p>Describe seasonal weather changes. (Human and physical geography)</p> <p>Know about some present changes that are happening in the local environment e.g. at school. (Place knowledge)</p> <p>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)</p>



		Link their homes with other places in their local community. (Place knowledge)				
<b>Computing</b>	<b>Technology Around Us</b>  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)		<b>Moving a Robot</b>  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)		<b>Digital Writing</b>  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)	
<b>Design Technology</b>		<b>Mechanisms: Wheels and axles</b>  Ask simple questions about existing products and those that he/she has made. (Processes)  Create simple designs for 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		<b>Textiles: Puppets</b>  Ask simple questions about existing products and those that he/she has made. (Processes)  Create simple designs for 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	<b>Cooking and nutrition: Smoothies</b>  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 examples of food that is grown. (Cooking and Nutrition)  Use simple tools with help to prepare food safely. (Cooking and Nutrition)	

		<p>equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. (Processes)</p> <p>Use a range of simple tools to cut, join and combine materials and components safely. (Processes)</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable. (Processes)</p> <p>Use wheels and axles in a product. (Processes)</p>		<p>equipment to perform practical tasks e.g. cutting, shaping, joining and finishing. (Processes)</p> <p>Use a range of simple tools to cut, join and combine materials and components safely. (Processes)</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable. (Processes)</p> <p>Use wheels and axles in a product. (Processes)</p>		
<b>Art</b>	<p><b>Drawing: Make your mark</b></p> <p>Use artwork to record ideas, observations and experiences. (Learning)</p> <p>Explain what he/she likes about the work of others. (Learning)</p> <p>Know the names of tools, techniques and elements that he/she uses. (Learning)</p> <p>Explore mark-making using a variety of tools. (Techniques)</p> <p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent</p>		<p><b>Painting and mixed media: Colour splash</b></p> <p>Use artwork to record ideas, observations and experiences. (Learning)</p> <p>Explain what he/she likes about the work of others. (Learning)</p> <p>Experiment with different materials to design and make products. (Learning)</p>		<p><b>Sculpture and 3D: Paper play</b></p> <p>Use artwork to record ideas, observations and experiences. (Learning)</p> <p>Explain what he/she likes about the work of others. (Learning)</p> <p>Make structures by joining simple objects together. (Techniques)</p>	







	<p>objects in lines. (Techniques)</p> <p>Make marks in print using found objects and basic tools and use these to create repeating patterns. (Techniques)</p>					
<b>Music</b>		<p><b>Understanding the Basics of Pulse and Rhythm</b></p> <p><b>Songs:</b></p> <ul style="list-style-type: none"> <li>★ You've Got a Friend in Me, by Randy Newman</li> <li>★ Can't Stop the Feeling, sung by Justin Timberlake from Dreamworks Trolls</li> <li>★ Happy by Pharrell Williams</li> <li>★ I'll Be There For You by the Rembrandts</li> <li>★ Duo from An American Tail</li> <li>★ Count on Me by Bruno Mars</li> </ul> <p>Listen to music with sustained concentration.</p> <p>Discuss feelings and emotions linked to different pieces of music.</p> <p>Find the pulse whilst listening to music and using movement.</p> <p>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.</p> <p>Listen to, copy and repeat a simple rhythm or melody.</p> <p>Understand that tempo describes how fast or slow the music is.</p>		<p><b>Understanding that music can create a mood and make people feel things. Exploring pitch.</b></p> <p>Listen to music with sustained concentration.</p> <p>Recognise different instruments.</p> <p>Discuss feelings and emotions linked to different pieces of music.</p> <p>Use the correct musical language to describe a piece of music.</p> <p>Understand that pitch describes how high or low sounds are.</p>		<p><b>To foster an understanding of emotion and pitch within music</b></p> <p>Listen to music with sustained concentration.</p> <p>Understand that dynamics describe how loud or quiet the music is.</p> <p>Discuss feelings and emotions linked to different pieces of music.</p> <p>Use the correct musical language to describe a piece of music.</p> <p>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.</p> <p>Understand that pitch describes how high or low sounds are.</p> <p>Understand that tempo describes how fast or slow the music is.</p>

<b>PSHE and SMSC</b>	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Myself Safe</b>	<b>Rights and Responsibilities</b>	<b>Being My Best</b>	<b>Growing and Changing</b>
	<p>How they can contribute to the life of the classroom and school.</p> <p>To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>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.</p> <p>That people's bodies and feelings can be hurt (including what makes them feel</p>	<p>To identify and respect the differences and similarities between people.</p> <p>To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable.</p> <p>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.</p> <p>To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p>	<p>What constitutes, and how to maintain a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>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.</p> <p>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>About the ways that pupils can help the people who look after them to more easily protect them.</p> <p>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</p>	<p>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).</p> <p>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).</p> <p>That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p> <p>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.</p>	<p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>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.</p> <p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>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.</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p>	<p>The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls.</p> <p>About the process of growing from young to old and how people's needs change.</p> <p>About the process of growing from young to old and how people's needs change.</p> <p>About growing and changing, and new opportunities and responsibilities that increasing independence may bring.</p> <p>Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>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 uncomfortable, anxious or afraid.</p> <p>To recognise that they share a responsibility for keeping themselves</p>

	<p>comfortable and uncomfortable).</p> <p>That they belong to various groups and communities, such as family and school.</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>To listen to other people, and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p>		<p>not need to keep secrets.</p> <p>About change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>That household products, including medicines, can be harmful if not used properly.</p> <p>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).</p>		<p>To offer constructive support and feedback to others.</p> <p>To recognise how their behaviour affects other people</p>	<p>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.</p> <p>The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls.</p> <p>What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</p>
<b>RE</b>	<p><b>What do Christians believe God is like?</b></p> <p>Identify a parable.</p> <p>Explore the Story of the Lost Son.</p> <p>Discuss the Story of the Lost Son means to Christians.</p> <p>Explain how Christians show their belief in God.</p> <p>Explain how Christians put their beliefs into practise.</p> <p>Write about the Story of the Lost Son.</p>	<p><b>Why does Christmas matter to Christians?</b></p> <p>Recognise that Jesus is believed to be God on Earth.</p> <p>Recognise the importance of baby Jesus.</p> <p>Retell the Nativity story.</p> <p>Explain why Christmas is important for Christians.</p> <p>Define what 'advent' means.</p> <p>Compare religious and non-religious views about Christmas.</p>	<p><b>Who do Christians say made the world?</b></p> <p>Listen to the story of creation from Genesis.</p> <p>Retell the story of creation from Genesis.</p> <p>Identify how to show gratitude.</p> <p>Identify ways that Christians show gratitude.</p> <p>Ask questions about Creation.</p> <p>Explain they key teachings from Genesis.</p>	<p><b>What is the 'good news' Christians believe Jesus brings?</b></p> <p>Discuss the 12 disciples.</p> <p>Identify how Jesus teaches us about forgiveness.</p> <p>Identify how Jesus teaches us about peace.</p> <p>Identify ways that Christians bring Jesus' good news to others.</p> <p>Identify ways that Christians say sorry to God.</p> <p>Explain they key teachings from the Gospel of Jesus.</p>	<p><b>Why does Easter matter to Christians?</b></p> <p>Listen to and discuss the story of Holy Week.</p> <p>Participate in an Easter Labyrinth.</p> <p>Discuss the emotions of Jesus' followers.</p> <p>Define the term resurrection.</p> <p>Talk about how Holy Week is celebrated.</p> <p>Reflect on the way the story changes from sadness to happiness.</p>	<p><b>Who is a Muslim and how do they live?</b></p> <p>State what a Muslim is.</p> <p>Explore the name of the pillars of Islam.</p> <p>Explain the Salah Pillar and what it means.</p> <p>Explain the Zakat Pillar and what it means.</p> <p>Explain the Sawm Pillar and what it means.</p> <p>Explain the Hajj Pillar and what it means.</p>

PE	<b>Taekwondo</b> Practise basic movements. Develop balance and agility.	<b>Multi Skills: Agility and Coordination</b> Hold a balance whilst walking along a straight line. Hop on the spot using the same foot.	<b>Gymnastics</b> Hold a balance whilst walking along a straight line. Jump for height. Link skills and actions in different ways to suit different activities.	<b>Dance</b> Establish sequences of actions and skills, which have a clear beginning, middle and ending. Describe and comment on performance.	<b>Dodgeball</b> Participate in team games. Begin to develop simple tactics for attacking/defending. Practise basic movements, including running, jumping, throwing and catching. To develop balance and agility.	<b>Tennis</b> Discuss how to improve in different physical activities. Develop balance and agility. Practise basic movements. Develop hand-eye coordination when striking a ball.
	<b>Curriculum Enrichment Activity</b>	<b>Dinosaurs</b>	<b>Location, Location, Location</b>	<b>Ancient Egypt</b>	<b>To Plymouth and Beyond!</b>	<b>Significant Sport Stars</b>
	Dinosaur World, Torbay	Local Area Walk, St Budeaux	Ancient Egypt Exhibition, The Box Plymouth	Open Top Bus Tour of Plymouth Visit Buckfast Abbey	Brickfields	Explorer Dome Visit PIETY Centre
<b>Careers Provision</b>	Museum based roles Stem Ambassadors	Plymouth City Council Librarian	NHS NSPCC	Transport operators Tour guide	Plymouth Argyle Coaching	Met office

### Marine Academy Primary Year 2 Curriculum Map

Year 2	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	<b>Vile Victorians</b>  <p>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.</p>	<b>What a Wonderful World</b>  <p>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.</p>	<b>The Great Fire of London</b>  <p>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 17<sup>th</sup> Century and comparing it with life now, the key events of the fire, how we know about it and what happened after.</p>	<b>Rainforests</b>  <p>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.</p>	<b>World War II VE Day</b>  <p>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.</p>	<b>Our Food, Our World</b>  <p>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).</p>



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

	<p>Read and write numbers to at least 100 in numerals.</p> <p>Read and write numbers to at least 100 in words.</p> <p>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.</p> <p>Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</p>	<p>mentally, including a two-digit number and tens.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.</p> <p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>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 <math>18 \times 5</math> cannot be 92 as it is not a multiple of 5.</p> <p>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.</p> <p>Recognise the relationships between addition and subtraction and rewrite addition statements as simplified multiplication statements</p>	<p>Ask and answer questions about totalling and comparing categorical data.</p> <p>Solve problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods where regrouping may be required.</p>	<p><b>Mass and Volume</b></p> <p>Compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences.</p>	<p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts, including problems in contexts e.g. knowing that <math>2 \times 7 = 14</math> and <math>2 \times 8 = 16</math>, explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left.</p> <p><b>Fractions</b></p> <p>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole.</p> <p>Write simple fractions for example, <math>\frac{1}{2}</math> of <math>6 = 3</math> and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p> <p><b>Position and Direction</b></p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p>	<p>knowing that <math>48 + 35</math> will be less than 100.</p> <p>Read scales in divisions of ones, twos, fives and tens</p> <p>Read scales where not all numbers on the scale are given and estimate points in between.</p> <p>Solve missing number problems using addition and subtraction.</p> <p><b>Money</b></p> <p>Recognise and know the value of different denominations of coins and notes.</p> <p><b>Time</b></p> <p>Compare and sequence intervals of time</p> <p>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.</p> <p>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.</p> <p>Remember the number of minutes in an hour and the number of hours in a day</p>
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		<p>e.g. <math>10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10</math>.</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p><b>Shape</b></p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>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, circles, cuboids, cubes, pyramids and spheres).</p> <p>Identify 2-D shapes on the surface of 3-D shapes e.g. a circle on a cylinder and a triangle on a pyramid.</p> <p>Compare and sort common 2-D and 3-D</p>				<p>Read the time on a clock to the nearest 15 minutes.</p>
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		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.				
<b>Science</b>	<b>Rising Star - Switched On 'Healthy Me'</b>  Observe closely.  Perform simple tests.  Identify and classify.  Use observations and ideas to suggest answers to questions.  Gather and record data in answering questions.	<b>Rising Star - Switched On 'Mini Worlds'</b>  Observe closely.  Identify and classify.  Use observations and ideas to suggest answers to questions.  Gather and record data in answering questions.	<b>Rising Star - Switched On 'Materials Monster'</b>  Observe closely.  Perform simple tests.  Identify and classify.  Use observations and ideas to suggest answers to questions.  Gather and record data in answering questions.	<b>Rising Star - Switched On 'Move It'</b>  Observe closely.  Perform simple tests.  Identify and classify.  Use observations and ideas to suggest answers to questions.  Gather and record data in answering questions.	<b>Rising Star - Switched On 'Young Gardeners'</b>  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.	<b>Rising Star - Switched On 'Little Masterchefs'</b>  Observe closely.  Perform simple tests.  Identify and classify.  Use observations and ideas to suggest answers to questions.  Gather and record data in answering questions.
<b>History</b>	<b>Vile Victorians</b>  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		<b>The Great Fire of London</b>  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)		<b>World War II VE Day</b>  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)	

	<p>differences between ways of life in different periods. (Chronological understanding)</p> <p>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)</p> <p>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)</p> <p>Describe changes within living memory and aspects of change in national life. (Historical interpretations)</p> <p>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)</p> <p>Use a wide vocabulary of everyday historical terms. (Organisation and communication)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication)</p>		<p>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)</p> <p>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)</p> <p>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)</p> <p>Use a wide vocabulary of everyday historical terms. (Organisation and communication)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication)</p>		<p>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)</p> <p>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)</p> <p>Describe changes within living memory and aspects of change in national life. (Historical interpretations)</p> <p>Describe significant historical events, people and places in his/her own locality. (Historical interpretations)</p> <p>Use a wide vocabulary of everyday historical terms. (Organisation and communication)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication)</p> <p>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)</p>	
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	<p>Record what he/she has learned by drawing and writing. (Organisation and communication)</p> <p>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)</p>					
<b>Geography</b>		<p><b>What a Wonderful World</b></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. (Geographical skills and fieldwork)</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. (Locational knowledge)</p> <p>Name and locate the world's seven continents and five oceans. (Locational knowledge)</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</p>		<p><b>Rainforests</b></p> <p>Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork)</p> <p>Understand how some places are linked to other places e.g. roads, trains. (Locational knowledge)</p> <p>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)</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the</p>		<p><b>Our Food, Our World</b></p> <p>Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork)</p> <p>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)</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. (Geographical skills and fieldwork)</p>

		<p>(Geographical skills and fieldwork)</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. (Human and physical geography)</p> <p>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)</p> <p>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)</p>		<p>Equator and the North and South poles. (Human and Physical Geography)</p> <p>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)</p> <p>Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features (Geographical skills and fieldwork)</p>		
<b>Computing</b>	<p><b>Information Technology Around Us</b></p> <p>Use technology safely and keep personal information private (e-Safety)</p> <p>Recognise how others use technology outside of school (Computers)</p>		<p><b>Digital Photography</b></p> <p>Use different software programs and discuss the benefits of their usage (Using Computers)</p> <p>Use technology purposefully to create, store and retrieve digital content (Using Computers)</p>		<p><b>Programming Quizzes</b></p> <p>Predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm (Coding)</p> <p>Create a simple program to perform a task (Coding)</p> <p>Create and debug simple programs (Coding)</p>	



					Find and fix simple bugs in programs (Coding)  Understand that programs run by following clear instructions (Coding)	
<b>Design Technology</b>		<p><b>Textiles: Pouches</b></p> <p>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. (Processes)</p> <p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. (Processes)</p> <p>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable. (Processes)</p> <p>Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products. (Processes)</p>		<p><b>Mechanisms: Moving monsters</b></p> <p>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. (Processes)</p> <p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. (Processes)</p> <p>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable. (Processes)</p> <p>Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products. (Processes)</p>		<p><b>Cooking and nutrition: Balanced diet</b></p> <p>Understand the need for a variety of food in a diet. (Cooking and Nutrition)</p> <p>Understand that all food has to be farmed, grown or caught. (Cooking and Nutrition)</p> <p>Use a wider range of cookery techniques to prepare food safely. (Cooking and Nutrition)</p>

		<p>Choose appropriate tools, equipment, techniques and materials from a wide range. (Processes)</p> <p>Safely measure, mark out, cut and shape materials and components using a range of tools. (Processes)</p> <p>Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		<p>Choose appropriate tools, equipment, techniques and materials from a wide range. (Processes)</p> <p>Safely measure, mark out, cut and shape materials and components using a range of tools. (Processes)</p> <p>Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		
<b>Art</b>	<p><b>Sculpture and 3D: Clay Houses</b></p> <p>Use artwork to record ideas, observations and experiences. Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Give reasons for his/her preferences when looking at art/craft or design work. (Learning)</p> <p>Try out different activities and make sensible choices about what to do next. (Learning)</p>		<p><b>Craft and Design: Map it out</b></p> <p>Use artwork to record ideas, observations and experiences. Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Give reasons for his/her preferences when looking at art/craft or design work. (Learning)</p> <p>Try out different activities and make sensible choices about what to do next. (Learning)</p>		<p><b>Drawing: Tell a story</b></p> <p>Use artwork to record ideas, observations and experiences. Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Give reasons for his/her preferences when looking at art/craft or design work. (Learning)</p> <p>Try out different activities and make sensible choices about what to do next. (Learning)</p> <p>Select particular techniques to create a chosen product and develop some care and control over materials and their use. (Learning)</p> <p>Use a variety of techniques including carbon printing,</p>	






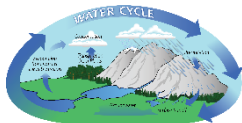
	<p>Know that different artistic works are made by craftspeople from different cultures and times. (Learning)</p> <p>Experiment with tones using pencils, chalk or charcoal. (Techniques)</p> <p>Represent things observed, remembered or imagined using colour/tools. (Techniques)</p> <p>Experiment with basic tools on rigid and flexible materials. (Techniques)</p>				<p>relief, press and fabric printing and rubbings. (Techniques)</p>	
<b>Music</b>		<p><b>Creating Rhythmic Patterns to Represent Different Human Environments</b></p> <p><b>Songs:</b></p> <ul style="list-style-type: none"> <li>★ Relax Paradise: Relaxing music with African drums</li> <li>★ Che Che Kule</li> </ul> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Develop an understanding of melody, the words and their importance in the music being listened to.</p> <p>Sing a song in two parts.</p>		<p><b>To create a rhythmical piece of music that repeats on Glockenspiel</b></p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Develop an understanding of melody, the words and their importance in the music being listened to.</p> <p>Build an understanding of the pulse and internalise it when listening to a piece of music.</p>		<p><b>To understand that rhythm has value and melody is important in music</b></p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Develop an understanding of melody, the words and their importance in the music being listened to.</p> <p>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.</p>

		<p>Understand that structure describes how different sections of music are ordered.</p> <p>Understand that texture describes the layers within the music.</p> <p>Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.</p>		<p>Sing a song in two parts.</p> <p>Improvise a simple rhythm using different instruments including the voice.</p> <p>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.</p>		<p>Understand that texture describes the layers within the music.</p> <p>Understand that structure describes how different sections of music are ordered.</p> <p>Improvise a simple rhythm using different instruments including the voice.</p>
<b>PSHE and SMSC</b>	<p><b>Me and My Relationships</b></p> <p>How they can contribute to the life of the classroom and school.</p> <p>To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable.</p> <p>Strategies to resist teasing or bullying, if they experience or witness it, whom to</p>	<p><b>Valuing Difference</b></p> <p>To identify and respect the differences and similarities between people.</p> <p>To recognise that their behaviour affects other people.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>That they belong to various groups and communities such as family and school.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To listen to other people, and play and work cooperatively (including strategies</p>	<p><b>Keeping Myself Safe</b></p> <p>That household products, including medicines, can be harmful if not used properly.</p> <p>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.</p> <p>About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>About the ways that pupils can help the people who look after them to more easily protect them.</p> <p>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.</p>	<p><b>Rights and Responsibilities</b></p> <p>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).</p> <p>About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p> <p>What improves and harms their local, natural and built</p>	<p><b>Being My Best</b></p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>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.</p> <p>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. The importance of and how to maintain personal hygiene.</p> <p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p>	<p><b>Growing and Changing</b></p> <p>To offer constructive support and feedback to others.</p> <p>About change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>About the process of growing from young to old and how people's needs change.</p> <p>About growing and changing, and new opportunities and responsibilities that increasing independence may bring.</p> <p>The names for the main parts of the body (including external genitalia); the similarities and differences</p>

	<p>go to and how to get help.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p>	<p>to resolve simple arguments through negotiation).</p>		<p>environments and develop strategies and skills needed to care for these (including conserving energy).</p> <p>That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p> <p>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.</p>	<p>The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls.</p>	<p>between boys and girls.</p> <p>Ways in which they are all unique; understand that there has never been, and will never be, another 'them'.</p> <p>What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</p>
<b>RE</b>	<p><b>Who is Muslim and how do they live?</b></p> <p>Identify the 99 names of Allah.</p> <p>Recognise the words of the Shahadah and that it is very important for Muslims.</p> <p>Begin to consider how their beliefs impact how a Muslim lives.</p> <p>Give an example of a story about the Prophet.</p>	<p><b>Who is Jewish and how do they live?</b></p> <p>Consider what is meaningful to me.</p> <p>Learn the special objects to Jewish people.</p> <p>Learn what the mezuzah is.</p> <p>Learn what the Shema is.</p> <p>Learn what a mezuzot is.</p> <p>Decide on my own important messages.</p>	<p><b>Who is Jewish and how do they live?</b></p> <p>Learn what Shabbat is.</p> <p>Learn the traditional Shabbat greeting.</p> <p>Reflect on what Jewish people do on Shabbat.</p> <p>Learn the story of David and Goliath.</p> <p>Learn the story of Chanukah.</p> <p>Reflect on the importance of Chanukah.</p>	<p><b>What makes some places sacred to believers?</b></p> <p>Understand the terms 'holy' and 'sacred'.</p> <p>Identify a place of worship sacred to Christians.</p> <p>Identify a place of worship sacred to Jewish people.</p> <p>Identify a place of worship sacred to Muslims.</p>	<p><b>How should we care for others and the world and why does it matter?</b></p> <p>Understand the Christian belief that each person is valuable.</p> <p>Recognise caring actions. Understand Jesus' teachings about being a good neighbour.</p> <p>Understand the meaning of the story 'The Good Samaritan'.</p> <p>Recount the story of Genesis.</p> <p>Understand the meaning in the story of Genesis.</p>	<p><b>What does it mean to belong to a faith community?</b></p> <p>Explore the concept of belonging.</p> <p>Understand symbols of Christian belonging.</p> <p>Understand symbols of Muslim belonging. Understand symbols of Jewish belonging.</p> <p>Learn about Christian baptism.</p>

	Reflect on Muslim beliefs and ways of living.			Compare and contrast places of worship.  Compare religious places of worship to non-religious special places.		Learn how a baby is welcomed in Islam.
<b>PE</b>	<b>Multi Skills: Coordination with Equipment and Agility Reaction/Response</b>  Master basic movement, including running, jumping, throwing and catching.  Participate in team games, following simple rules.	<b>Taekwondo</b>  Identify how to improve in different physical activities.  Master basic movements.  Develop and apply balance, agility and co-ordination.	<b>Gymnastics</b>  Evaluate my own and others performances.  Develop and apply balance, agility and co-ordination.  Identify how to improve in different physical activities.	<b>Dance</b>  Evaluate my own and others performances.  Perform dances using simple movement patterns.  Develop and apply balance, agility and co-ordination.	<b>Dodgeball: team games, simple attacking and defending</b>  Participate in team games, following simple rules.  Develop simple tactics for attacking and defending.  Master basic movements, including running, jumping, throwing and catching.	<b>Tennis/Swimming</b>  Identify how to improve in different physical activities.  Develop and apply balance, agility and co-ordination.  Practise basic movements.  Develop hand-eye coordination when striking a ball.  Evaluate my own and others performances.
<b>Curriculum Enrichment Activity</b>	<b>Vile Victorians</b>	<b>What a Wonderful World</b>	<b>The Great Fire of London</b>	<b>Rainforests</b>		<b>World War II VE Day</b>
	<b>Morwellham Quay</b>	<b>Pennywell Farm</b>	<b>Southwest Heritage Visitor</b>	<b>Eden Project</b>		<b>Mount Edgcumbe WW2 Experience VE Day 'Street Party'</b>
<b>Careers Provision</b>	<b>NHS</b>	<b>Pennywell Farm Farmer</b>	<b>Fire Department Journalist</b>	<b>Marine Services</b>		<b>Armed Services</b>
						<b>Farmer Supermarket worker</b>

### Marine Academy Primary Year 3 Curriculum Map

Year 3	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	<p><b>Prehistoric Britain</b></p>  <p>The story of prehistoric Britain began when the first humans arrived in Britain. The earliest were hunter-gatherers 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.</p>	<p><b>Mountains, Volcanoes and Earthquakes</b></p>  <p>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.</p>	<p><b>The Shang Dynasty</b></p>  <p>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.</p>	<p><b>Villages, Towns and Cities</b></p>  <p>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.</p>	<p><b>Ancient Greece</b></p>  <p>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.</p>	<p><b>Weather and the Water Cycle</b></p>  <p>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.</p>
English Writing	<p><b>Traditional Tales:</b> Ratpuznel by Charlotte Guillain</p> <p><b>Letters:</b></p>	<p><b>Stories of the Same Author:</b> Mimi and the Mountain Dragon by Michael Morpurgo</p>	<p><b>Adventure Stories:</b> Blue John by Berlie Doherty</p>	<p><b>Plays and Dialogues:</b> Paddington Goes to Town/Goes for Gold by Michael Bond</p>	<p><b>Quest Story:</b> Oliver and the Seawigs by Philip Reeve and Sarah McIntyre</p>	<p><b>Wordless Picture Book:</b> Flotsam by David Wiesner</p> <p><b>Biography:</b></p>



	Ask Dr K Fisher About Animals by Claire Llewellyn, ill. Kate Sheppard	<b>Chronological Reports:</b> The Great Fire of London	<b>Poetry:</b> Poetry Pie by Roger McGough		<b>Instructions:</b> Grow Your Own Lettuce by Helen Lanz	I Am Not a Label by Cherrie Burnell
<b>Whole Class Reading</b>	<b>Fiction:</b> <i>Stone Age Boy</i> by Satoshi Kitamura  <b>Fiction: Picture Book</b> <i>Amazing Grace</i> by Mary Hoffman	<b>Fiction:</b> <i>One Christmas Wish</i> by Katherine Rundell  <b>Fiction: Picture Book</b> <i>The Proudest Blue</i> by Ibtihaj Muhammad	<b>Fiction:</b> <i>Varjak Paw</i> by SF Said	<b>Fiction:</b> <i>Pugs of the Frozen North</i> by Philip Reeve and Sarah McIntyre	<b>Fiction:</b> <i>Operation Gadgetman</i> by Malorie Blackman	<b>Fiction:</b> <i>The Iron Man</i> by Ted Hughes
<b>Maths</b>	<b>Place Value</b>  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.  <b>Addition and Subtraction</b>  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.	<b>Addition and Subtraction (Continued)</b>  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.  <b>Multiplication and Division A</b>  Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	<b>Multiplication and Division B</b>  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.  <b>Length and Perimeter</b>  Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).  Measure the perimeter of simple 2-D shapes.	<b>Fractions A</b>  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.  <b>Mass and Capacity</b>  Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).	<b>Fractions B</b>  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.  <b>Money</b>  Add and subtract amounts of money to give change, using both £ and p in practical contexts.  <b>Time</b>  Tell the time from an analogue clock, including 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.	<b>Shape</b>  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.  <b>Statistics</b>  Solve one-step and two-step questions e.g. 'How 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.

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

	<p>related to simple scientific ideas and processes.</p> <p>Use straightforward scientific evidence to answer questions or to support my findings.</p>				<p>Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing, and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Set up simple practical enquiries.</p> <p>Ask relevant questions and use different types of scientific enquiry to answer them.</p> <p>Record the findings using drawings and labelled diagrams.</p>
<b>History</b>	<p><b>Prehistoric Britain</b></p> <p>Use an increasing range of common words and phrases relating to the</p>		<p><b>The Shang Dynasty</b></p> <p>Use an increasing range of common words and phrases relating to the</p>		<p><b>Ancient Greece</b></p> <p>Use an increasing range of common words and phrases relating to the</p>	

	<p>passing of time. (Chronological understanding)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>Describe significant historical events, people and places in his/her own locality. (Historical interpretations - Year 2)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication - Year 2)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication - Year 2)</p> <p>Describe changes in Britain from the Stone Age to the Iron Age. (Understanding of events, people and changes – Year 6)</p>		<p>passing of time. (Chronological understanding)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication - Year 2)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication - Year 2)</p> <p>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; Ancient Egypt; The Shang Dynasty of Ancient China. (Understanding of events,</p>		<p>passing of time. (Chronological understanding)</p> <p>Describe memories of key events in his/her life using historical vocabulary. (Chronological understanding)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication - Year 2)</p>	
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	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)		people and changes – Year 6)		Record what he/she has learned by drawing and writing. (Organisation and communication - Year 2)  Describe a study of Ancient Greek life and achievements and their influence on the western world. (Understanding of events, people and changes – Year 6)	
<b>Geography</b>		<p><b>Mountains, Volcanoes and Earthquakes</b></p> <p>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 if...continues? (Geographical skills and fieldwork)</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. (Geographical skills and fieldwork)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. (Geographical skills and fieldwork)</p> <p>Communicate findings in ways appropriate to the task or for the audience. (Geographical skills and fieldwork)</p>		<p><b>Villages, Towns and Cities</b></p> <p>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 if...continues? (Geographical skills and fieldwork)</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. (Geographical skills and fieldwork)</p> <p>Identify physical and human features of the locality. (Human and physical geography)</p> <p>Recognise there are similarities and differences between places. (Place knowledge)</p> <p>Communicate findings in ways appropriate to the task or for the audience. (Geographical skills and fieldwork)</p>		<p><b>Weather and the Water Cycle</b></p> <p>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 if...continues? (Geographical skills and fieldwork)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. (Geographical skills and fieldwork)</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. (Geographical skills and fieldwork)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p>

		<p>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)</p>		<p>Know how the locality is set within a wider geographical context. (Locational knowledge)</p> <p>Describe human features of UK regions, cities and /or counties. (Human and physical geography)</p> <p>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)</p> <p>Develop an awareness of how places relate to each other. (Place knowledge)</p>		
<b>Computing</b>	<p><b>Connecting Computers</b></p> <p>Understand what input and output devices are and how they are used (Computers)</p> <p>Use a range of input and output devices efficiently (Computers)</p> <p>Understand that computer networks allow data to be transferred and shared (Networks)</p> <p>Understand that the internet is a large network that enables computers to share information</p>		<p><b>Events and Actions in Programs</b></p> <p>Understand what input and output devices are and how they are used (Computers)</p> <p>Use a range of input and output devices efficiently (Computers)</p> <p>Make choices on which program is best for a given task (Using Computers)</p> <p>Produce a simple program that completes a given task (Coding)</p>		<p><b>Stop-Frame Animation</b></p> <p>Make choices on which program is best for a given task (Using Computers)</p> <p>To use technology safely and respectfully, keeping personal information private (e-Safety)</p> <p>Recognise acceptable and unacceptable behaviour online (E-Safety)</p> <p>Understand what input and output devices are and how they are used (Computers)</p>	

	(Networks) Make choices on which program is best for a given task (Using Computers)				Use a range of input and output devices efficiently (Computers)	
<b>Design Technology</b>		<p><b>Mechanisms: Pneumatic toys</b></p> <p>Investigate and analyse existing products and those he/she has made, considering a wide range of factors. (Processes)</p> <p>Understand how mechanical systems such as levers and linkages or pneumatic systems create movement. (Processes)</p> <p>Use knowledge of existing products to design his/her own functional product. (Processes)</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes)</p> <p>Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. (Processes)</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out</p>		<p><b>Structures: Constructing a castle</b></p> <p>Investigate and analyse existing products and those he/she has made, considering a wide range of factors. (Processes)</p> <p>Understand how mechanical systems such as levers and linkages or pneumatic systems create movement. (Processes)</p> <p>Use knowledge of existing products to design his/her own functional product. (Processes)</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them. (Processes)</p> <p>Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes. (Processes)</p> <p>Make suitable choices from a wider range of tools and unfamiliar materials and plan out</p>		<p><b>Cooking and nutrition: Eating seasonally</b></p> <p>Talk about the different food groups and name food from each group. (Cooking and Nutrition)</p> <p>Understand that food has to be grown, farmed or caught in Europe and the wider world. (Cooking and Nutrition)</p> <p>Use a wider variety of ingredients and techniques to prepare and combine ingredients safely. (Cooking and Nutrition)</p>



		<p>the main stages of using them. (Processes)</p> <p>Strengthen frames using diagonal struts. (Processes)</p> <p>Safely measure, mark out, cut, assemble and join with some accuracy. (Processes)</p> <p>2/ Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		<p>the main stages of using them. (Processes)</p> <p>Strengthen frames using diagonal struts. (Processes)</p> <p>Safely measure, mark out, cut, assemble and join with some accuracy. (Processes)</p> <p>2/ Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		
<b>Art</b>	<p><b>Painting and mixed media: Prehistoric painting</b></p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning)</p> <p>Explain what he/she likes or dislikes about their work. (Learning)</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning)</p> <p>Know about some of the great artists, architects and designers in history and describe their work. (Learning)</p>		<p><b>Craft and Design: Ancient Egyptians Scrolls</b></p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning)</p> <p>Explain what he/she likes or dislikes about their work. (Learning)</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning)</p> <p>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. (Techniques)</p>		<p><b>Drawing: Growing Artists</b></p> <p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. (Learning)</p> <p>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)</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. (Learning)</p> <p>Add detail to work using different types of</p>	

	<p>Explore shading, using different media. (Techniques)</p> <p>Compare and recreate form of natural and manmade objects. (Techniques)</p>		<p>He/she is able to create a collage using overlapping and layering. (Techniques)</p> <p>Create printing blocks using relief or impressed techniques. (Techniques)</p>		<p>stitch, including cross-stitch. (Techniques)</p>	
<b>Music</b>		<p><b>To Create a World Music Book on a Country.</b>  <b>To Create the Backing Track for Facebook Videos with a Focus on Pulse and Rhythm.</b></p> <p><b>Songs:</b></p> <ul style="list-style-type: none"> <li>★ A Million Dreams from The Greatest Showman</li> <li>★ Space Oddity by David Bowie</li> <li>★ Soar by Alyce Tzue</li> <li>★ Blue (Da Ba Dee) by Eiffel 65</li> </ul> <p>Develop an understanding of formal, written notation which includes crotchets and rests.</p> <p>Listen with direction to a range of high quality music.</p> <p>Confidently recognise a range of musical instruments.</p> <p>Begin to listen to and recall sounds with increasing aural memory.</p> <p>Sing songs with multiple parts with increasing confidence.</p> <p>Play and perform in solo or ensemble contexts with confidence.</p>		<p><b>To create and write rhythms using standard musical notation on percussion instruments</b></p> <p>Develop an understanding of formal, written notation which includes crotchets and rests.</p> <p>Listen with direction to a range of high quality music.</p> <p>Confidently recognise a range of musical instruments.</p> <p>Understand that improvisation is when a composer makes up a tune within boundaries.</p> <p>Find the pulse within the context of different songs/music with ease.</p> <p>Understand that composition is when a composer writes down and records a musical idea.</p>		<p><b>To use glockenspiels to write and create their own piece of music</b></p> <p>Develop an understanding of formal, written notation which includes crotchets and rests.</p> <p>Listen with direction to a range of high quality music.</p> <p>Confidently recognise a range of musical instruments.</p> <p>Begin to listen to and recall sounds with increasing aural memory.</p> <p>Understand that improvisation is when a composer makes up a tune within boundaries.</p> <p>Play and perform in solo or ensemble contexts with confidence.</p>







<b>PSHE and SMSC</b>	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Myself Safe</b>	<b>Rights and Responsibilities</b>	<b>Being My Best</b>	<b>Growing and Changing</b>
	<p>Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>To work collaboratively towards shared goals.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>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.</p> <p>To recognise and manage 'dares'.</p> <p>To resolve differences by looking at alternatives, seeing and</p>	<p>To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</p> <p>What being part of a community means and about the varied institutions that support communities locally and nationally.</p> <p>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.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>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</p>	<p>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.</p> <p>That their actions affect themselves and others.</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard'.</p> <p>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.</p> <p>To explore and critique how the media present information.</p> <p>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p>	<p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>To explore and critique how the media present information.</p> <p>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.</p> <p>About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>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).</p>	<p>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'.</p> <p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p>That bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p>	<p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>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'.</p> <p>How their body will, and emotions may, change as they approach and move through puberty. About human reproduction.</p>

	<p>respecting others' points of view, making decisions and explaining choices.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p>	<p>characteristics' in the Equality Act 2010).</p> <p>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.</p> <p>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.</p>	<p>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>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'.</p> <p>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.</p>		<p>To work collaboratively towards shared goals.</p> <p>What positively and negatively affects their physical, mental and emotional health.</p>	
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			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.			
<b>RE</b>	<p><b>What do Christians learn from the Creation story?</b></p> <p>Appreciate the natural world.</p> <p>Define God.</p> <p>Understand God as Creator.</p> <p>Identify how Christians look after the world.</p> <p>Compare Christian views to non-Christian views.</p> <p>Explain why Christians say sorry to God.</p>	<p><b>What is it like for someone to follow God?</b></p> <p>Understand the purpose of the Bible.</p> <p>Learn the story of Noah.</p> <p>Understand God's covenant.</p> <p>Recognise covenants that people make.</p> <p>Identify the promises made at a Christian wedding.</p> <p>Describe what it is like to follow God.</p>	<p><b>What is the trinity and why is it important for Christians?</b></p> <p>Define the Trinity.</p> <p>Explore the Gospel of Matthew.</p> <p>Explain the symbolism of water.</p> <p>Compare and contrast art about baptism.</p> <p>Write a baptism prayer.</p> <p>Use art to express the Trinity.</p>	<p><b>What kind of world did Jesus want?</b></p> <p>Identify a text from the Gospel.</p> <p>Identify the Beatitudes and their purpose.</p> <p>Learn the story of when Jesus healed the blind man.</p> <p>Learn the story of when Jesus healed the paralysed man.</p> <p>Learn the story of when Jesus fed the 5000.</p> <p>Explore Jesus' teachings about love.</p>	<p><b>Why do Christians call the day Jesus died 'Good Friday'?</b></p> <p>Revisit the story of Holy Week.</p> <p>Imagine how Mary felt during Holy Week.</p> <p>Learn how Christians mark Holy Week.</p> <p>Explore the emotions Christians experience during Holy Week.</p> <p>Create a performance of Palm Sunday with a group.</p>	<p><b>For Christians, what was the impact of the Pentecost?</b></p> <p>Revisit learning on Holy Week.</p> <p>Explore artwork about the Pentecost.</p> <p>Learn about the Christian belief that the world is God's kingdom.</p> <p>Explore beliefs about the Holy Spirit.</p> <p>Identify how Pentecost is celebrated by Christians.</p> <p>Identify and explain beliefs.</p>
<b>PE</b>	<p><b>Tag Rugby</b></p> <p>Participate in team games understanding the rules.</p> <p>Develop a wider range of tactics for attacking and defending.</p>	<p><b>Gymnastics and Dance</b></p> <p>Begin to show an understanding of how to improve my own and others performances.</p> <p>Perform dance and gymnastics routines on my own and with others</p>	<p><b>Taekwondo</b></p> <p>Begin to show an understanding of how to improve my own and others performances.</p> <p>Further develop my flexibility, strength, control and balance.</p>	<p><b>Tennis</b></p> <p>Communicate and compete with others.</p> <p>Participate in team games understanding the rules.</p>	<p><b>Athletics</b></p> <p>Begin to demonstrate improvement to achieve my personal best.</p> <p>Begin to use running, jumping, throwing and</p>	<p><b>OAA</b></p> <p>Participate in outdoor and adventurous activities.</p> <p>Participate in team games understanding the rules.</p>

	<p>Begin to use running, jumping, throwing and catching in isolation and in combination.</p> <p>Further develop flexibility, strength, control and balance.</p>	<p>using movement patterns.</p> <p>Further develop my flexibility, strength, control and balance.</p> <p>Compare performances with previous ones.</p>	<p>Communicate and compete with others.</p> <p>Begin to demonstrate improvement to achieve my personal best.</p>	<p>Develop a wider range of tactics for attacking and defending.</p>	<p>catching in isolation and in combination.</p> <p>Further develop flexibility, strength, control and balance.</p> <p>Communicate and compete with others.</p>	<p>Communicate and compete with others.</p> <p>Devise simple maps.</p> <p>Use aerial photos and plans to recognise landmarks.</p> <p>Create a key using symbols.</p> <p>Use compass directions.</p>
<b>Spanish</b>	<p>Show that he/she recognises words and phrases heard by responding appropriately.</p> <p>Follow simple instructions and link pictures or actions to language.</p> <p>When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming.</p> <p>Recognise some familiar words and phrases in written form.</p>	<p>Ask and answer simple questions, for example about personal information.</p> <p>Use mostly accurate pronunciation and speak clearly when addressing an audience.</p>	<p>Repeat sentences heard and make simple adaptations to them.</p> <p>Use simple adjectives such as colours and sizes to describe things in writing.</p> <p>Use simple adjectives such as colours and sizes to describe things orally.</p>	<p>Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.</p>	<p>Have basic understanding of the usual order of words in sentences in the target language.</p> <p>Read some familiar words aloud using mostly accurate pronunciation. Write some single words from memory.</p>	<p>Learn and remember new words encountered in reading.</p> <p>Recognise the main word classes e.g. nouns, adjectives and verbs. Record descriptive sentences using a word bank.</p>
<b>Curriculum Enrichment Activity</b>	<b>Prehistoric Britain</b>	<b>Mountains, Volcanoes and Earthquakes</b>	<b>The Shang Dynasty</b>	<b>Villages, Towns and Cities</b>	<b>Ancient Greece</b>	<b>Weather and the Water Cycle</b>
	<b>Kent's Cavern</b>	<b>Visit from Ed Buckingham and Explorer Dome</b>	<b>Shang Dynasty Workshop with One Day! Creative</b>	<b>Calstock Fieldwork</b>	<b>Ancient Greek Workshop</b>	<b>Visit St Paul's Church &amp; Roadford Lake</b>
<b>Careers Provision</b>	<b>Construction</b>	<b>Environmental manager Met office</b>	<b>Crafts People</b>	<b>Civil engineer</b>	<b>Theatre Royal</b>	<b>Met office Stem Ambassadors</b>

### Marine Academy Primary Year 4 Curriculum Map

Year 4	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	<b>Roman Britain</b>  <p>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.</p>	<b>Human Migration</b>  <p>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.</p>	<b>Anglo-Saxons and Scots</b>  <p>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.</p>	<b>Rivers</b>  <p>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.</p>	<b>Vikings</b>  <p>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.</p>	<b>Natural Resources</b>  <p>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.</p>
English Writing	<b>Traditional Tales:</b> Cinderella of the Nile by Beverley Naidoo  <b>Information:</b> What a Waste by Jess French	<b>Poetry:</b> Beachcomber by George Mackay Brown (depending on which term is shorter)  <a href="https://www.scottishpoetrylibrary.org.uk/poem/beachcomber">https://www.scottishpoetrylibrary.org.uk/poem/beachcomber</a>		<b>Poetry:</b> A River by Marc Martin  <b>Non-Chronological Report:</b> Rainforest Rough Guide by Paul Mason	<b>Myths and Legends:</b> Arthur and the Golden Rope by Joe Todd-Stanton  <b>Explanations:</b> Book of Bones by Gabrielle Balkan and Sam Brewster	<b>Stories from Other Cultures:</b> Gregory Cool by Caroline Binch  <b>Persuasive Letters:</b> RSPB Online text
		<b>Chronological Reports:</b> A Walk in London by Salvatore Rubbino	<b>Biographies:</b> Fantastically Great Women Who Changed the World by Kate Pankhurst			



<b>Whole Class Reading</b>	<b>Fiction:</b> <i>The Nothing To See Here Hotel</i> by Steven Butler and Steven Lenton	<b>Fiction:</b> <i>The Legend of Spud Murphy</i> by Eoin Colfer	<b>Fiction:</b> <i>Planet Omar: Accidental Trouble Magnet</i> by Zanib Mian	<b>Fiction: Picture Book</b> <i>My Name is Not Refugee</i> by Kate Milner	<b>Fiction:</b> <i>How to Train Your Dragon</i> by Cressida Cowell	<b>Fiction:</b> <i>The Firework-Maker's Daughter</i> by Philip Pullman
<b>Maths</b>	<p><b>Place Value</b></p> <p>Find 1000 more or less than a given number.</p> <p>Count backwards through zero to include negative numbers.</p> <p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).</p> <p>Count backwards through zero to include negative numbers.</p> <p>Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).</p> <p>Order and compare numbers beyond 1000.</p> <p>Identify, represent and estimate numbers using different representations including measures.</p> <p>Round any number to the nearest 10, 100 or 1000.</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p><b>Addition and Subtraction</b></p>	<p><b>Multiplication and Division</b></p> <p>Count in multiples of 6, 7, 9, 25 and 1000.</p> <p>Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>Recognise and use factor pairs and commutativity in mental calculations.</p> <p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p>Convert between different units of measure e.g. kilometre to metre; hour to minute.</p>	<p><b>Multiplication and Division/Area</b></p> <p>Find the area of rectilinear shapes by counting squares.</p> <p>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.</p> <p><b>Multiplication and Division/Length and Perimeter</b></p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p>	<p><b>Fractions</b></p> <p>Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p>Add and subtract fractions with the same denominator</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math>.</p>	<p><b>Decimals</b></p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>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.</p> <p>Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Round decimals with one decimal place to the nearest whole number.</p> <p>Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math>.</p>	<p><b>Money</b></p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p><b>Time</b></p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p><b>Shape</b></p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p>

	<p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p> <p>Add numbers with up to four digits using the formal method of columnar addition.</p> <p>Estimate and use inverse operations to check answers to a calculation</p> <p>Subtract numbers with up to four digits using the formal method of columnar subtraction.</p> <p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>					<p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p><b>Statistics</b></p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p><b>Position and Direction</b></p> <p>Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down.</p> <p>Plot specified points and draw sides to complete a given polygon.</p>
<b>Science</b>	<p><b>Physics 'Sound'</b></p> <p>Identify how sounds are made.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of</p>	<p><b>Biology 'Ecosystems'</b></p> <p>Show that living things can be grouped together in various ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things.</p>	<p><b>Chemistry 'States of Matter'</b></p> <p>Group materials together, according to whether they are solids, liquids or gases, including tricky ones like gels, foams, mists and pastes.</p> <p>Demonstrate and explain that some materials change state when they are heated or cooled, and measure or research the temperature at</p>	<p><b>Physics 'Electrical Circuits'</b></p> <p>Talk about common appliances that run on electricity.</p> <p>Construct and draw with labels a simple series electrical circuit which includes cells, wires,</p>	<p><b>Biology 'Adaptations'</b></p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can</p>	<p><b>Biology 'Anatomy'</b></p> <p>Explain some parts of the digestive system in humans.</p> <p>Explain the different types of teeth in humans and what they do.</p>

	<p>a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Explain that environments can change and that this sometimes means that living things are put in danger.</p>	<p>which this happens in degrees Celsius (°C).</p> <p>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.</p>	<p>bulbs, switches and buzzers.</p> <p>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.</p> <p>Explain that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Show that some materials are conductors and some are insulators, and explain that metals are good conductors.</p>	<p>change and that this can sometimes pose danger and have an impact on living things.</p>	
<b>History</b>	<p><b>Roman Britain</b></p> <p>Place some historical periods in a chronological framework. (Chronological understanding)</p> <p>Use historic terms related to the period of study. (Chronological understanding)</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)</p> <p>Use a variety of resources to find out about aspects of life in</p>		<p><b>Anglo-Saxons and Scots</b></p> <p>Place some historical periods in a chronological framework. (Chronological understanding)</p> <p>Use historic terms related to the period of study. (Chronological understanding)</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)</p> <p>Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)</p> <p>Understand that sources can contradict each other. (Historical interpretations)</p> <p>Communicate his/her learning in an organised and structured way,</p>		<p><b>Vikings</b></p> <p>Place some historical periods in a chronological framework. (Chronological understanding)</p> <p>Use historic terms related to the period of study. (Chronological understanding)</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)</p> <p>Use a variety of resources to find out about aspects of life in</p>	

	<p>the past. (Historical enquiry)</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)</p> <p>Describe the Roman Empire and its impact on Britain. (Understanding of events, people and changes – Year 6)</p> <p>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)</p>		<p>using appropriate terminology. (Organisation and communication)</p> <p>Describe Britain's settlement by Anglo-Saxons and Scots. (Understanding of events, people and changes – Year 6)</p> <p>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)</p>		<p>the past. (Historical enquiry)</p> <p>Understand that sources can contradict each other. (Historical interpretations)</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)</p> <p>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)</p> <p>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)</p>	
<b>Geography</b>		<p><b>Human Migration</b></p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK. (Locational knowledge)</p> <p>Recognise that different people hold different views about an issue and begin to understand some of the reasons why. (Geographical skills and fieldwork)</p> <p>Recognise that people have differing quality of life living in different locations and environments.</p>		<p><b>Rivers</b></p> <p>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)</p> <p>Explain about key natural resources e.g. water in the locality. (Human and physical geography)</p>		<p><b>Natural Resources</b></p> <p>Understand why there are similarities and differences between places. (Place knowledge)</p> <p>Know about the wider context of places region, country. (Place knowledge)</p> <p>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</p>

		<p>(Locational knowledge)</p> <p>Know how the locality is set within a wider geographical context. (Locational knowledge)</p> <p>Describe how people have been affected by changes in the environment. (Human and physical geography)</p> <p>Know about the wider context of places region, country. (Place knowledge)</p> <p>Understand why there are similarities and differences between places. (Place knowledge)</p> <p>Identify the physical characteristics and key topographical features of the countries within North America. (Locational knowledge)</p>		<p>Know how rivers erode, transport and deposit materials. (Human and physical geography)</p> <p>Know how rivers erode, transport and deposit materials. (Human and physical geography)</p> <p>Know about the physical features of coasts and begin to understand erosion and deposition. (Human and physical geography)</p> <p>Identify the physical characteristics and key topographical features of the countries within North America. (Locational knowledge)</p>		<p>non-European country. (Place knowledge)</p> <p>Recognise the different shapes of continents. (Locational knowledge)</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK. (Locational knowledge)</p>
<b>Computing</b>	<p><b>The Internet</b></p> <p>Understand that some computers on a network serve particular functions, such as controlling printers or sharing files (Networks)</p> <p>Use different software programs and different types of hardware (Using Computers)</p> <p>Understand that what is said or posted on the internet might be</p>		<p><b>Audio Production</b></p> <p>Use more complicated input devices (Computers)</p> <p>Use different software programs and different types of hardware (Using Computers)</p> <p>Understand how search engines order their search results (Net Searching)</p> <p>Understand that communication online might be copied, shared and stored by others (e-Safety)</p>		<p><b>Repetition in Games</b></p> <p>Use a range of programs to complete a task (Using Computers)</p> <p>Use different software programs and different types of hardware (Using Computers)</p> <p>Use other programs during coding (Coding)</p> <p>Break programs up into smaller parts (Coding)</p>	

	<p>copied, shared and stored by others (e-Safety)</p> <p>Recognise what to do if concerns about content or contact arise online (e-Safety)</p> <p>Understand how search engines order their search results (Net Searching)</p>		<p>Recognise what to do if concerns about content or contact arise online (e-Safety)</p>		<p>Use logical thinking to identify and solve potential bugs during coding (Coding)</p>	
<p><b>Design Technology</b></p>		<p><b>Mechanisms: Making a slingshot car</b></p> <p>Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. (Processes)</p> <p>Create designs using exploded diagrams. (Processes)</p> <p>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)</p> <p>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)</p>		<p><b>Electrical systems: Torches</b></p> <p>Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. (Processes)</p> <p>Create designs using simple electrical diagrams. (Processes)</p> <p>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)</p> <p>Consider how existing products and his/her own finished products might be</p>		<p><b>Cooking and nutrition: Adapting a recipe</b></p> <p>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)</p> <p>Understand seasonality and the advantages of eating seasonal and locally produced food. (Cooking and Nutrition)</p> <p>Read and follow recipes which involve several processes, skills and techniques. (Cooking and Nutrition)</p>

		<p>Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks. (Processes)</p> <p>Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas. (Processes)</p> <p>2/3/ Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		<p>improved and how well they meet the needs of the intended user. (Processes)</p> <p>Understand and use electrical systems in products. (Processes)</p> <p>Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks. (Processes)</p> <p>2/3/ Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		
<b>Art</b>	<p><b>Sculpture and 3D: Mega Materials</b></p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning)</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning)</p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who</p>		<p><b>Drawing: Power Prints</b></p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning)</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning)</p> <p>Draws familiar objects with correct proportions. (Techniques)</p>		<p><b>Painting and mixed media: Light and dark</b></p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning)</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning)</p> <p>Use taught technical skills to adapt and improve his/her work. (Learning)</p>	



	<p>he/she has studied. (Learning)</p> <p>Plan a sculpture through drawing and other preparatory work. (Techniques)</p>				<p>Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. (Techniques)</p> <p>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. (Techniques)</p>	
<b>Music</b>		<p><b>To Create a World Music Book on a Country. To Create the Backing Track for Facebook Videos with a Focus on Pulse and Rhythm.</b></p> <p><b>Songs:</b></p> <ul style="list-style-type: none"> <li>★ Clapping Music for 5 Performers (by Santi Carcasona)</li> <li>★ Body Percussion by The Percussion Show</li> <li>★ KT Tunstall - Black Horse &amp; The Cherry Tree</li> </ul> <p>Develop an understanding of formal, written notation which includes minims and quavers.</p> <p>Sing as part of an ensemble with confidence and precision.</p> <p>Play and perform in solo or ensemble contexts with increasing confidence.</p> <p>Use musical language to appraise a piece or style of music.</p>		<p><b>To explore the style of 'The Rite of Spring' and have an idea of Treble clef notation and percussion instruments</b></p> <p>Develop an understanding of formal, written notation which includes minims and quavers.</p> <p>Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.</p> <p>Use musical language to appraise a piece or style of music.</p> <p>Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</p> <p>Listen to and recall sounds with increasing aural memory.</p>		<p><b>To create a piece of music on Xylophone that can also be notated</b></p> <p>Develop an understanding of formal, written notation which includes minims and quavers.</p> <p>Sing as part of an ensemble with confidence and precision.</p> <p>Use musical language to appraise a piece or style of music.</p> <p>Confidently recognise a range of musical instruments and the different sounds they make.</p> <p>Listen to and recall sounds with increasing aural memory.</p>

		Confidently recognise a range of musical instruments and the different sounds they make.				
<b>PSHE and SMSC</b>	<b>Me and My Relationships</b>  To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.  To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.  That their actions affect themselves and others.  To work collaboratively towards shared goals.  To recognise and respond appropriately to a wider range of feelings in others.  To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.	<b>Valuing Difference</b>  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 judge what kind of physical contact is acceptable or unacceptable and how to respond.  To recognise different types of relationships, including those between acquaintances, friends, relatives and families.  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).	<b>Keeping Myself Safe</b>  To differentiate between the terms, 'risk', 'danger' and 'hazard'.  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).  To recognise and manage 'dares'.  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.  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,	<b>Rights and Responsibilities</b>  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 understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child; that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.  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.	<b>Being My Best</b>  To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.  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'.  What positively and negatively affects their physical, mental and emotional health.  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	<b>Growing and Changing</b>  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. How their body will, and emotions may, change as they approach and move through puberty.  About human reproduction.  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'.  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







	<p>What positively and negatively affects their physical, mental and emotional health.</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p>	<p>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.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>To explore and critique how the media present information. To recognise and challenge stereotypes.</p>	<p>unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p>	<p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people.</p> <p>To explore and critique how the media present information.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>About the role money plays in their own and others' lives, including how to manage their money</p>	<p>develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p>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.</p> <p>What being part of a community means and about the varied institutions that support communities locally and nationally.</p>	<p>making this decision freely for themselves.</p>
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				<p>and about being a critical consumer.</p> <p>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).</p>		
<b>RE</b>	<p><b>What do Hindus believe God is like?</b></p> <p>Define what 'Aum' is.</p> <p>Retell the story of Svetaketu.</p> <p>Recognise that deities are ways of understanding God.</p> <p>Recognise some Hindu deities.</p> <p>Define the Hindu belief of reincarnation.</p> <p>Learn what Puja is.</p>	<p><b>What does it mean to be Hindu in Britain today?</b></p> <p>Learn how Hindus show their faith.</p> <p>Learn about Hindu worship in the community.</p> <p>Learn how Hindus show their faith at home.</p> <p>Understand the story of Diwali.</p> <p>Understand what it means to be a Hindu.</p>	<p><b>How do festivals and family life show what matters to Jewish people?</b></p> <p>Explain how Jewish families celebrate every week.</p> <p>Explain how Jewish families celebrate every week.</p> <p>Explain why people celebrate Rosh Hashanah and Yom Kippur.</p> <p>Explore the story 'Jonah and the Big Fish'.</p> <p>Learn the Story of Exodus.</p> <p>Explain why Pesach is important to Jewish people.</p>	<p><b>How do festivals and family life show what matters to Jewish people?</b></p> <p>Explain how Jewish families celebrate every week.</p> <p>Explain how Jewish families celebrate every week.</p> <p>Explain why people celebrate Rosh Hashanah and Yom Kippur.</p> <p>Explore the story 'Jonah and the Big Fish'.</p> <p>Learn the Story of Exodus.</p>	<p><b>How and why do people mark the significant events of life?</b></p> <p>Appreciate that life is a journey.</p> <p>Learn about Bar and Bat Mitzvahs.</p> <p>Explain Bar and Bat Mitzvahs.</p> <p>Learn how Hindus mark the journey of life.</p> <p>Learn about upanayana ceremonies.</p> <p>Consider why people get married.</p>	<p><b>How and why do people try to make the world a better place?</b></p> <p>Explore views on what is wrong with the world.</p> <p>Explore the 'Golden Rule'.</p> <p>Explore Jewish teachings about repairing the world.</p> <p>Research an inspiring Christian person.</p> <p>Describe examples of how Muslims practice charity.</p> <p>Consider how to make the world a better place.</p>

				Explain why Pesach is important to Jewish people.		
<b>PE</b>	<p><b>Hockey</b></p> <p>Communicate and compete with others.</p> <p>Play competitive games and demonstrate my sense of sportsmanship e.g. fairness and respect.</p> <p>Understand basic principles suitable for attacking and defending.</p> <p>Use skills in isolation and combination.</p> <p>Further develop flexibility, strength, technique, control and balance.</p>	<p><b>Dance and Gymnastics</b></p> <p>Compare performances with previous ones.</p> <p>Understand how to improve my own and others performances.</p> <p>Further develop flexibility, strength, technique, control and balance.</p> <p>Perform dances and gymnastic routines on my own and with others using movement patterns.</p>	<p><b>Tennis</b></p> <p>Communicate and compete with others.</p> <p>Play competitive games and demonstrate my sense of sportsmanship e.g. fairness and respect.</p> <p>Understand basic principles suitable for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Further develop flexibility, strength, technique, control and balance.</p>	<p><b>Taekwondo</b></p> <p>Understand how to improve my own and others performances.</p> <p>Demonstrate improvement to achieve my personal best.</p> <p>Further develop flexibility, strength, technique, control and balance.</p>	<p><b>OAA and Athletics</b></p> <p>Participate in outdoor and adventurous activities.</p> <p>Demonstrate improvement to achieve my personal best.</p> <p>Communicate and compete with others.</p> <p>Play competitive games and demonstrate my sense of sportsmanship e.g. fairness and respect.</p> <p>Use compass directions.</p> <p>Beginning to observe, record and present human/physical features of local area using maps.</p>	<p><b>Rounders</b></p> <p>Communicate and compete with others.</p> <p>Play competitive games and demonstrate my sense of sportsmanship e.g. fairness and respect.</p> <p>Understand basic principles suitable for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Further develop flexibility, strength, technique, control and balance.</p>
<b>Spanish</b>	<p>Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.</p> <p>Notice that the target language may contain different phonemes and that some similar sounds</p>	<p>Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.</p> <p>Read aloud using accurate pronunciation and present a short learned piece for performance.</p>	<p>Ask and answer a range of questions on different topic areas.</p> <p>Write words and short phrases from memory.</p> <p>Recognise a wider range of word classes including</p>	<p>Using familiar sentences as models, make varied adaptations to create new sentences.</p> <p>Follow the written version of a text he/she is listening to.</p>	<p>Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately.</p> <p>Begin to work out the meaning of unfamiliar words within a familiar</p>	<p>Use a range of adjectives to describe things in more detail, such as describing someone's appearance.</p> <p>Write descriptive sentences using a model but supplying some words from memory.</p>

	may be spelt differently to English.		pronouns and articles, and use them appropriately.	Recognise questions and negative sentences.	text using contextual and other clues.	Understand that adjectives may change form according to the noun they relate to, and select the appropriate form.
<b>Curriculum Enrichment Activity</b>	<b>Roman Britain</b>	<b>Human Migration</b>	<b>Anglo-Saxons and Scots</b>	<b>Rivers</b>	<b>Vikings</b>	<b>Natural Resources</b>
	Romans in Devon Workshops at Royal Albert Memorial Museum, Exeter	Plymouth City Centre Fieldwork	Buckfast Abbey Education Centre	River Meavy Fieldwork	Viking Workshop	Energy from Waste Facility @ Devonport
<b>Careers Provision</b>	Plumber Construction	Explore Labour Market	Princess Yachts Agriculture (farmer)	Southwest Water Diver	Police/lawyers Craftsmen/ women	Gas engineer Tree surgeon

### Marine Academy Primary Year 5 Curriculum Map

Year 5	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	<b>Benin Kingdom</b>  <p>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.</p>	<b>Informal Settlements</b>  <p>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.</p>	<b>Medieval Monarchs</b>  <p>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.</p>	<b>Earth's Biomes</b>  <p>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.</p>	<b>Plymouth – A City of Voyage and Discovery</b>  <p>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.</p>	<b>Energy and Sustainability</b>  <p>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 non-renewable 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.</p>
	<b>Fantasy and Magic:</b> Weslandia by Paul Fleischman  <b>Information:</b> The Genius of the Ancients: The Genius of the Benin Kingdom by Sonya Newland	<b>Traditional Tales:</b> Straw into Gold: Fairy Tales re-spun by Hilary McKay  <b>Blogs and Reports:</b> My Secret War Diary by Marcia Williams	<b>Story Writing (wordless picture book):</b> Flood by Alvaro F. Villa  <b>Recounts:</b> Everest by Alexandra Stewart	<b>Fiction:</b> The Ice Bear by Jackie Morris  <b>Biographies:</b> Women in Science by Rachel Ignotofsky	<b>Poetry:</b> The Sea by James Reeves (online resource)  <b>Chronological Reports:</b> Survival at 40C Above/Below by Debbie Miller	<b>Modern Classic Fiction:</b> Shackleton's Journey by William Grill  <b>Explanation:</b> The Everyday Journey of Ordinary Things by Libby Deutsch and Valpuri Kerttula



<b>Whole Class Reading</b>	<b>Fiction:</b> <i>Kensuke's Kingdom</i> by Michael Morpurgo	<b>Fiction:</b> <i>Children of the Benin Kingdom</i> by Dinah Orji	<b>Fiction:</b> <i>Harry Potter and the Philosopher's Stone</i> by J.K. Rowling		<b>Fiction:</b> <i>Beowulf</i> by Michael Morpurgo	<b>Fiction:</b> <i>A Series of Unfortunate Events</i> by Lemony Snicket
<b>Maths</b>	<p><b>Place and Value</b></p> <p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit e.g. what is the value of the '7' in 276,541?</p> <p>Find the difference between the largest and smallest whole numbers that can be made from using three digits.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</p> <p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</p> <p>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.</p>	<p><b>Multiplication and Division A</b></p> <p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19.</p> <p>Recognise and use square numbers and the notation for squared (2).</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p> <p>Recognise and use cube numbers and the notation for cubed (3).</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Multiply and divide numbers mentally drawing upon known facts.</p>	<p><b>Fractions A</b></p> <p>Identify and name equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>Write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>Compare and order fractions whose denominators are all multiples of the same number.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number e.g. <math>2/5 + 4/5 = 6/5 = 1 \frac{1}{5}</math>.</p> <p><b>Fractions B</b></p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p>	<p><b>Decimals and Percentages</b></p> <p>Read and write decimal numbers as fractions e.g. <math>0.71 = 71/100</math>, <math>8.09 = 8 + 9/100</math>.</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Read, write, order and compare numbers with up to three decimal places.</p> <p>Solve problems involving number up to three decimal places.</p> <p>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.</p> <p>Solve problems which require knowing percentage and decimal equivalents of <math>1/2</math>, <math>1/4</math>, <math>1/5</math>, <math>2/5</math>, <math>4/5</math> and those fractions with a denominator of a multiple of 10 or 25.</p>	<p><b>Shape</b></p> <p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p> <p>Draw given angles, and measure them in degrees (<math>^{\circ}</math>).</p> <p>Identify angles at a point and one whole turn (total <math>360^{\circ}</math>).</p> <p>Identify angles at a point on a straight line and <math>1/2</math> turn (total <math>180^{\circ}</math>).</p> <p>Identify other multiples of <math>90^{\circ}</math>.</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>	<p><b>Converting Units</b></p> <p>Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>Solve problems involving converting between units of time.</p> <p><b>Volume</b></p> <p>Estimate volume e.g. using <math>1 \text{ cm}^3</math> blocks to build cuboids (including cubes) and capacity e.g. using water.</p> <p>Use all four operations to solve problems involving measure e.g. length, mass, volume, money using decimal notation, including scaling.</p>

	<p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p><b>Addition and Subtraction</b></p> <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</p> <p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	<p><b>Multiplication and Division</b></p> <p>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.</p> <p>Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p>Multiply and divide numbers mentally drawing upon known facts.</p>		<p><b>Perimeter and Area</b></p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes.</p> <p>Estimate volume e.g. using 1 cm<sup>3</sup> blocks to build cuboids (including cubes) and capacity e.g. using water.</p> <p>Use all four operations to solve problems involving measure e.g. length, mass, volume, money using decimal notation, including scaling.</p> <p><b>Statistics</b></p> <p>Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Complete, read and interpret information in tables, including timetables</p>	<p><b>Position and Direction</b></p> <p>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.</p>	
<b>Science</b>	<p><b>Chemistry 'Separating Mixtures'</b></p> <p>Compare and group together everyday materials.</p>	<p><b>Chemistry 'Physical and Chemical Changes'</b></p> <p>Compare and group materials together,</p>	<p><b>Physics 'Magnetism'</b></p> <p>Compare how things move on different surfaces.</p>	<p><b>Physics 'Space'</b></p> <p>Describe the movement of the Earth, and other planets,</p>	<p><b>Biology 'Humans and Animals Over Time'</b></p> <p>Describe the changes as humans develop, up to old age.</p>	<p><b>Biology 'Reproductive Cycles'</b></p> <p>Describe the changes as humans develop, up to old age.</p>

	<p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated.</p> <p>Recognise that some materials will dissolve in liquid to form a solution.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials.</p> <p>Plan different types of scientific enquiries.</p> <p>Take measurements, using a range of scientific equipment.</p> <p>Use test results to make predictions.</p> <p>Report and present findings from enquiries.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>according to whether they are solids, liquids or gases.</p> <p>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.</p> <p>Plan comparative or fair tests and then take accurate measurements and make accurate observations.</p> <p>Use relevant scientific language to explain ideas.</p> <p>Report and present findings from enquiries.</p>	<p>See that some forces need contact between two objects but magnetic forces can act at a distance.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Demonstrate the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Show that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Explain day and night, and the apparent movement of the sun across the sky, using the idea of the Earth's rotation.</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life processes of reproduction in some plants and animals.</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life processes of reproduction in some plants and animals.</p>
<b>History</b>	<p><b>Benin Kingdom</b> Use dates to order and place events on a timeline. (Chronological understanding)</p> <p>Compare sources of information available for the study of different times in the past. (Historical enquiry)</p>		<p><b>Medieval Monarchs</b> Use dates to order and place events on a timeline. (Chronological understanding)</p> <p>Compare sources of information available for the study of different times in the past. (Historical enquiry)</p>		<p><b>Plymouth – A City of Voyage and Discovery</b> Use dates to order and place events on a timeline. (Chronological understanding)</p> <p>Compare sources of information available for the study of different times in the past. (Historical enquiry)</p>	

	<p>Make comparisons between aspects of periods of history and the present day. (Historical interpretations)</p> <p>Understand that the type of information available depends on the period of time studied. (Historical interpretations)</p> <p>Evaluate the usefulness of a variety of sources. (Historical interpretations)</p> <p>Present findings and communicate knowledge and understanding in different ways. (Organisation and communication)</p> <p>Provide an account of a historical event based on more than one source. (Organisation and communication)</p> <p>Give some reasons for some important historical events. (Understanding of events, people and changes)</p> <p>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 changes – Year 6)</p>		<p>Make comparisons between aspects of periods of history and the present day. (Historical interpretations)</p> <p>Understand that the type of information available depends on the period of time studied. (Historical interpretations)</p> <p>Evaluate the usefulness of a variety of sources. (Historical interpretations)</p> <p>Present findings and communicate knowledge and understanding in different ways. (Organisation and communication)</p> <p>Provide an account of a historical event based on more than one source. (Organisation and communication)</p> <p>Give some reasons for some important historical events. (Understanding of events, people and changes)</p>		<p>Make comparisons between aspects of periods of history and the present day. (Historical interpretations)</p> <p>Understand that the type of information available depends on the period of time studied. (Historical interpretations)</p> <p>Evaluate the usefulness of a variety of sources. (Historical interpretations)</p> <p>Present findings and communicate knowledge and understanding in different ways. (Organisation and communication)</p> <p>Provide an account of a historical event based on more than one source. (Organisation and communication)</p> <p>Give some reasons for some important historical events. (Understanding of events, people and changes)</p> <p>Describe a local history study. (Understanding of events, people and changes)</p>	
<b>Geography</b>		<p><b>Informal Settlements</b></p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using</p>		<p><b>Earth's Biomes</b></p> <p>Explore weather patterns around parts of the world. (Human and physical geography)</p>		<p><b>Energy and Sustainability</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate</p>

		<p>aerial photos/pictures e.g. population, temperatures etc. (Geographical skills and fieldwork)</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK. (Locational knowledge)</p> <p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. (Geographical skills and fieldwork)</p> <p>Recognise that people have differing quality of life living in different locations and environments. (Locational knowledge)</p> <p>Describe how people have been affected by changes in the environment. (Human and physical geography)</p> <p>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)</p> <p>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)</p>		<p>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)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p> <p>Know and describe where a variety of places are in relation to physical and human features. (Locational knowledge)</p> <p>Understand about weather patterns around the world and relate these to climate zones. (Human and physical geography)</p> <p>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)</p> <p>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</p>		<p>countries and describe features studied. (Geographical skills and fieldwork)</p> <p>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)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p> <p>Know and describe where a variety of places are in relation to physical and human features. (Locational knowledge)</p> <p>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)</p> <p>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)</p>
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		<p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p> <p>Recognise the different shapes of countries. (Locational knowledge)</p>		<p>and time zones (including day and night). (Locational knowledge)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Geographical skills and fieldwork)</p> <p>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)</p> <p>Explain about weather conditions / patterns around the UK and parts of Europe. (Human and physical geography)</p> <p>Identify where countries are within Europe; including Russia. (Locational knowledge)</p>		<p>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)</p>
<b>Computing</b>	<p><b>Sharing Information</b></p> <p>Use the internet to allow the sharing of data with another person (Networks)</p> <p>Understand how to choose online content for my age group (e-Safety)</p> <p>Select appropriate software to use for a given task (Using Computers)</p>		<p><b>Selection in Physical Computing</b></p> <p>Select appropriate software to use for a given task (Using Computers)</p> <p>Write increasingly complex programs (Coding)</p> <p>Control external hardware from within programs (Coding)</p>		<p><b>Selection in Quizzes</b></p> <p>Use the internet to allow the sharing of data with another person (Networks)</p> <p>Select appropriate software to use for a given task (Using Computers)</p> <p>Confidently use a variety of software tools (Using Computers)</p>	

	<p>Use more advanced filtering features when searching online (Net Searching)</p> <p>Use a range of search tools to find exactly what I'm looking for (Net Searching)</p>		<p>Use loops to repeat tasks within a program (Coding)</p> <p>Design, write and test simple programs with opportunities for selection (IF statements) (Coding)</p> <p>Explain how increasingly complex algorithms solve a given problem (Coding)</p>		<p>Write increasingly complex programs (Coding)</p> <p>Design, write and test simple programs with opportunities for selection (IF statements) (Coding)</p> <p>Use loops to repeat tasks within a program (Coding)</p>	
<b>Design Technology</b>		<p><b>Electrical systems: Steady hand game</b></p> <p>Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product. (Processes)</p> <p>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)</p> <p>Create prototypes to show his/her ideas. (Processes)</p> <p>Make careful and precise measurements so that joins, holes and openings are in exactly the right place. (Processes)</p>		<p><b>Mechanisms: Pop-up book</b></p> <p>Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product. (Processes)</p> <p>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)</p> <p>Create prototypes to show his/her ideas. (Processes)</p> <p>Make careful and precise measurements so that joins, holes and openings are in exactly the right place. (Processes)</p>		<p><b>Cooking and nutrition: Developing a recipe</b></p> <p>Understand the main food groups and the different nutrients that are important for health. (Cooking and Nutrition)</p> <p>Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat. (Cooking and Nutrition)</p> <p>Select appropriate ingredients and use a wide range of techniques to combine them. (Cooking and Nutrition)</p>



		<p>Understand how to use more complex mechanical systems. (Processes)</p> <p>Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable. (Processes)</p> <p>Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work. (Processes)</p>		<p>Understand how to use more complex electrical systems. (Processes)</p> <p>Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable. (Processes)</p> <p>Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work. (Processes)</p>		
<b>Art</b>	<p><b>Drawing: I need Space</b></p> <p>Develop different ideas which can be used and explain his/her choices for the materials and techniques used. (Learning)</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. (Learning)</p> <p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions. (Techniques)</p>		<p><b>Painting and mixed media: Portraits</b></p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. (Learning)</p> <p>Evaluate his/her work against their intended outcome. (Learning)</p> <p>Return to work over longer periods of time and use a wider range of materials. (Techniques)</p> <p>Experiment with using layers and overlays to create new colours/textures. (Techniques)</p>		<p><b>Craft and Design: Architecture</b></p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. (Learning)</p> <p>Evaluate his/her work against their intended outcome. (Learning)</p> <p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. (Techniques)</p> <p>Mix colours to express mood, divide foreground from</p>	

	Develop skills in using clay including slabs, coils and slips. (Techniques)				background or demonstrate tones. (Techniques)	
<b>Music</b>		<p><b>To Create a World Music Book on a Country.</b>  <b>To Create the Backing Track for Facebook Videos with a Focus on Glockenspiel Harmony.</b></p> <p><b>Songs:</b>  ★ 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</p> <p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Develop an increasing understanding of the history and context of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Sing as part of an ensemble with increasing confidence and precision.</p> <p>Play and perform in solo or ensemble contexts with</p>		<p><b>To use electronic music formats and create their own work on an iPad.</b></p> <p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Compose complex rhythms from an increasing aural memory.</p> <p>Understand how pulse, rhythm and pitch work together.</p> <p>Improvise with increasing confidence using own voice, rhythms and varied pitch.</p>		<p><b>To compose and write complex rhythms on Glockenspiel / Xylophones</b></p> <p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Develop an increasing understanding of the history and context of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Sing as part of an ensemble with increasing confidence and precision.</p> <p>Compose complex rhythms from an increasing aural memory.</p>

		some accuracy, control, fluency and expression.				
<b>PSHE and SMSC</b>	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Myself Safe</b>	<b>Rights and Responsibilities</b>	<b>Being My Best</b>	<b>Growing and Changing</b>
	<p>To work collaboratively towards shared goals.</p> <p>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.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>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.</p> <p>To recognise that they may experience conflicting emotions</p>	<p>To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</p> <p>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.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>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).</p>	<p>What is meant by the term 'habit' and why habits can be hard to change.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>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.</p> <p>Strategies for keeping physically and</p>	<p>What positively and negatively affects their physical, mental and emotional health.</p> <p>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'.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>What being part of a community means and about the varied institutions that support communities locally and nationally.</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>About people who are responsible for helping them stay healthy and safe; how they can</p>	<p>What positively and negatively affects their physical, mental and emotional health.</p> <p>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'.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>What being part of a community means and about the varied institutions that support communities locally and nationally.</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>About people who are responsible for helping them stay healthy and safe; how they can help these people to</p>	<p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>How their body will, and emotions may, change as they approach and move through puberty.</p> <p>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</p>

	<p>and when they might need to listen to, or overcome these.</p> <p>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.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p>	<p>To recognise and challenge stereotypes.</p> <p>About the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p> <p>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.</p> <p>That their actions affect themselves and others.</p>	<p>emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety).</p> <p>To recognise and manage 'dares'.</p> <p>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.</p> <p>The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>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.</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard'.</p>	<p>help these people to keep them healthy and safe.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p>	<p>keep them healthy and safe.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p>	<p>fears for themselves or their peers.</p> <p>That their actions affect themselves and others.</p> <p>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'.</p> <p>To recognise and challenge stereotypes.</p> <p>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.</p> <p>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).</p> <p>About the difference between, and the terms associated with,</p>
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						sex, gender identity and sexual orientation.
<b>RE</b>	<p><b>What does it mean if Christians believe God is holy and loving?</b></p> <p>Develop ideas on the concept of a divine being.</p> <p>Explore the Bible for ideas about God.</p> <p>Explore Christian music for ideas about God.</p> <p>Explore Cathedrals and Churches for ideas about God.</p> <p>Consider why Christians believe God is holy and loving.</p> <p>Decide on guidelines for living.</p>	<p><b>Creation and science: conflicting or complementary?</b></p> <p>Recall the story of Genesis.</p> <p>Consider how the Big Bang theory contradicts with Genesis.</p> <p>Consider how the theory of evolution contradicts with Genesis.</p> <p>Ask philosophical questions.</p> <p>Consider opinions on Genesis.</p> <p>Explain opinions on Creation vs Science in detail.</p>	<p><b>Why do Christians believe Jesus was the Messiah?</b></p> <p>Identify the 'big story' of the Bible.</p> <p>Explore prophecies in the Old Testament.</p> <p>Identify Jesus as the Messiah in the New Testament.</p> <p>Use evidence that suggests Jesus is the Messiah.</p> <p>Consider whether Jesus is the Messiah.</p>	<p><b>How do Christians decide how to live? 'What would Jesus do?'</b></p> <p>Explore 'The Wise and Foolish Builders'.</p> <p>Explore 'The Sermon on the Mount'.</p> <p>Explore 'The Centurion's Servant'.</p> <p>Examine how prayer and healing are inspired by Jesus.</p> <p>Examine how friendship and justice are inspired by Jesus.</p> <p>Question whether Jesus' teachings make Christians better people.</p>	<p><b>What do Christians believe Jesus did to 'save' people?</b></p> <p>Revise understanding of Holy Week.</p> <p>Recognise that Jesus' death was a sacrifice.</p> <p>Question whether life is determined by God.</p> <p>Explain what a Holy Communion is.</p> <p>Consider types of sacrifice.</p> <p>Explore the statement: Sacrifice is good and necessary for making the world a better place.</p>	<p><b>For Christians, what kind of king is Jesus?</b></p> <p>Consider how to make the world a better place.</p> <p>Explore what the Kingdom of God is.</p> <p>Explore the parable of the Great Banquet.</p> <p>Explore what kind of King Jesus is.</p> <p>Explore how Churches work towards a better world.</p> <p>Consider what kind of King Jesus is to Christians.</p>
<b>PE</b>	<p><b>Netball</b></p> <p>Play competitive games showing good communication and collaboration to demonstrate my sense of sportsmanship.</p> <p>Apply principles suitable for attacking and defending.</p> <p>Use a broad range of skills in isolation and in</p>	<p><b>Dance and Gymnastics</b></p> <p>Perform dance and gymnastic routines on my own and with others using a range of movement patterns.</p> <p>Develop mastery of flexibility, strength, technique, control and balance.</p> <p>Evaluate and recognise my own and others</p>	<p><b>Tennis</b></p> <p>Play competitive games showing good communication and collaboration to demonstrate my sense of sportsmanship.</p> <p>Apply principles suitable for attacking and defending.</p> <p>Use a broad range of skills in isolation and in</p>	<p><b>OAA and Athletics/Swimming</b></p> <p>Participate in outdoor and adventurous activities.</p> <p>Play competitive games showing good communication and collaboration to demonstrate my sense of sportsmanship.</p>	<p><b>Taekwondo</b></p> <p>Demonstrate improvement to achieve my personal best.</p> <p>Develop mastery of flexibility, strength, technique, control and balance.</p> <p>Communicate, collaborate and compete with others in</p>	<p><b>Rounders</b></p> <p>Communicate, collaborate and compete with others in order to inspire myself and others to succeed and excel.</p> <p>Play competitive games showing good communication and collaboration to demonstrate my sense of sportsmanship.</p>

	<p>combination to become physically confident.</p>	<p>success and identify strategies for improvement.</p> <p>Evaluate and compare performances with previous ones.</p> <p>Communicate, collaborate and compete with others in order to inspire myself and others to succeed and excel.</p>	<p>combination to become physically confident.</p> <p>Develop mastery of flexibility, strength, technique, control and balance.</p>	<p>Communicate, collaborate and compete with others in order to inspire myself and others to succeed and excel.</p> <p>Evaluate and recognise my own and others success and identify strategies for improvement.</p> <p>Demonstrate improvement to achieve my personal best.</p> <p>Use 8-point compass, grid-references and Ordnance Survey maps.</p> <p>Observe, record and present human/physical features of local area using maps.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively.</p> <p>Perform safe self-rescue in different water based situations.</p>	<p>order to inspire myself and others to succeed and excel.</p>	<p>Apply principles suitable for attacking and defending.</p> <p>Use a broad range of skills in isolation and in combination to become physically confident.</p> <p>Develop mastery of flexibility, strength, technique, control and balance.</p>
<b>Spanish</b>	<p>Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of</p>	<p>Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.</p>	<p>Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank.</p>	<p>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</p>	<p>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.</p>	<p>Adapt known complex sentences to reflect a variation in meaning. Begin to use intonation to differentiate between sentence types.</p>

	what he/she has heard in the target language.	Learn a song or poem using the written text for support.	Adapt sentences to form negative sentences and begin to form questions.	order for it to 'agree' with the relevant noun. Know how to conjugate some high frequency verbs.	Take part in conversations and express simple opinions giving reasons.	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.
<b>Curriculum Enrichment Activity</b>	<b>The Benin Kingdom</b>	<b>Informal Settlements</b>	<b>Medieval Monarchs</b>	<b>Earth's Biomes</b>	<b>Plymouth – A City of Voyage and Discovery</b>	<b>Energy and Sustainability</b>
	<b>Sir Francis Drake and the Spanish Armada at The Box</b>	<b>Faith Trail/Soapbox Theatre's WW2 Experience</b>	<b>Launceston Castle</b>	<b>Believer Fieldwork</b>	<b>Barbican and Hoe</b>	<b>Central Park Fieldwork</b>
<b>Careers Provision</b>	<b>Sculpturing/Crafts people Lawyer</b>	<b>Social Care Housing and financial advisor</b>	<b>Heritage officer Local councillor</b>	<b>Scientist Biologist</b>	<b>Dockyard engineer</b>	<b>Engineer</b>



### Marine Academy Primary Year 6 Curriculum Map

Year 6	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	<b>Industrial Revolution</b>  <p>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.</p>	<b>Local Fieldwork</b>  <p>Geography 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.</p>	<b>Civil Rights</b>  <p>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.</p>	<b>Population</b>  <p>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.</p>	<b>Twentieth Century Conflict</b>  <p>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.</p>	<b>Globalisation</b>  <p>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 half-century. 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.</p>
	<b>Tales and legends:</b> How the Whale Became by Ted Hughes  <b>Instructions and Explanations:</b> Wallace and Gromit: Cracking Contraptions by Haynes Manuals	<b>Classic Novels:</b> Beowulf by Michael Morpurgo  <b>Argument and Debate:</b> Are Humans Damaging the Atmosphere? By Catherine Chambers	<b>Story Writing (wordless picture book):</b> The Arrival by Shaun Tan  <b>Biographies/ Speeches:</b> Talking History: 150 Years of Speakers and Speeches by Joan Lennon and Joan Haig	<b>Modern Classic Fiction</b> <b>Fantasy Stories</b> <b>Significant Authors</b> <i>Harry Potter and the Philosopher's Stone and other Harry Potter Books by J.K. Rowling</i>		<b>Biography Writing:</b> Charles Dickens: Scenes from an Extraordinary Life by Mick Manning and Brita Granström  <b>Poetry/Recount:</b> Where My Wellies Take Me by Michael Morpurgo

Whole Class Reading	Fiction: <i>There's a Boy in the Girls' Bathroom</i> by Louis Sachar	Fiction: <i>Street Child</i> by Berlie Doherty	Fiction: <i>Journey to Jo-Burg</i> by Beverley Naidoo	Fiction: <i>The Boy in the Striped Pyjamas</i> by Jon Boyne		Fiction: <i>Wonder</i> by RJ Palacio
Maths	<p><b>Place Value</b></p> <p>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.</p> <p>Round any whole number to a required degree of accuracy.</p> <p>Use negative numbers in context, and calculate intervals across zero.</p> <p>Solve number and practical problems that involve ordering and comparing numbers to 10 000 000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero.</p> <p><b>Addition, subtraction, multiplication and division</b></p> <p>Perform mental calculations with mixed operations to carry out calculations involving the four operations.</p> <p>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,</p>	<p><b>Fractions A</b></p> <p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Compare and order fractions, including fractions <math>&gt; 1</math>.</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p><b>Fractions B</b></p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. <math>1/4 \times 1/2 = 1/8</math>.</p> <p>Divide proper fractions by whole numbers e.g. <math>1/3 \div 2 = 1/6</math></p> <p>Associate a fraction with division and calculate decimal fraction equivalents e.g. know that 7 divided by 21 is the same as <math>7/21</math> and that this is equal to <math>1/3</math> and e.g. 0.375 is equivalent to <math>3/8</math>.</p> <p>Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000</p>	<p><b>Fractions, Decimals and Percentages</b></p> <p>Demonstrate an understanding of place value including decimals e.g. <math>28.13 = 28 + ? + 0.03</math>.</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts e.g. find <math>7/9</math> of 108.</p> <p>Solve problems involving the calculation of percentages e.g. of measures, and such as 15% of 360 and the use of percentages for comparison.</p> <p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> <p><b>Ratio</b></p> <p>Solve problems involving similar shapes where the scale factor is known or can be found.</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p> <p>Use simple formulae e.g. perimeter of a rectangle or area of a triangle.</p>	<p><b>Algebra</b></p> <p>Express missing number problems algebraically.</p> <p>Find pairs of numbers that satisfy an equation with two unknowns.</p> <p>Enumerate possibilities of combinations of two variables.</p> <p><b>Area, perimeter and volume</b></p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p> <p>Convert between miles and kilometres.</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa.</p> <p>Recognise when it is possible to use formulae for area and volume of shapes.</p> <p>Calculate the area of parallelograms and triangles.</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (<math>\text{cm}^3</math>) and cubic metres (<math>\text{m}^3</math>), and extending to other units e.g. <math>\text{mm}^3</math> and <math>\text{km}^3</math>.</p> <p><b>Statistics</b></p> <p>Interpret and construct pie charts and line graphs and use these to solve problems.</p>	<p><b>Shape</b></p> <p>Draw 2-D shapes using given dimensions and angles.</p> <p>Recognise, describe and build simple 3-D shapes, including making nets.</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>	<p><b>Problem Solving</b></p> <p>Use his/her knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Solve problems involving addition, subtraction, multiplication and division.</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>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?.</p>

	<p>how many cups of 175ml can be filled from the bottle, and how much drink is left?.</p> <p>Solve problems involving addition and subtraction.</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>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.</p> <p>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.</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Identify common factors, common multiples and prime numbers.</p>	<p>giving answers up to three decimal places.</p> <p>Multiply one-digit numbers with up to two decimal places by whole numbers.</p> <p>Use written division methods in cases where the answer has up to two decimal places.</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p> <p>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 <math>\frac{1}{5}</math> or 0.2 or 20% of the whole cake.</p> <p>Describe positions on the full coordinate grid (all four quadrants).</p>	<p>Generate and describe linear number sequences.</p>	<p>Calculate and interpret the mean as an average.</p>		
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<b>Science</b>	<p><b>Biology 'Diet and Lifestyle'</b></p> <p>Identify and name the main parts of the human circulatory system.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p><b>Physics 'Energy'</b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p><b>Chemistry 'Particles in Physical and Chemical Changes'</b></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.</p> <p>Plan comparative or fair tests and then take accurate measurements and make accurate observations.</p> <p>Use relevant scientific language to explain my ideas.</p> <p>Report and present findings from enquiries.</p>	<p><b>Chemistry 'Sustainability'</b></p> <p>Compare and group together everyday materials on the basis of their properties.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p>	<p><b>Physics 'Heat'</b></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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.</p> <p>Plan comparative or fair tests and then take accurate measurements and make accurate observations.</p> <p>Use relevant scientific language to explain ideas.</p> <p>Report and present findings from enquiries.</p>	<p><b>Biology 'Cells'</b></p> <p>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet and exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>
<b>History</b>	<p><b>Industrial Revolution</b></p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)</p> <p>Construct informed responses that involve thoughtful selection and</p>		<p><b>Civil Rights</b></p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)</p> <p>Construct informed responses that involve thoughtful selection and</p>		<p><b>Twentieth Century Conflict</b></p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)</p> <p>Construct informed responses that involve thoughtful selection and</p>	

	<p>organisation of relevant historical information. (Historical enquiry)</p> <p>Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)</p> <p>Make confident use of a variety of sources for independent research. (Historical enquiry)</p> <p>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)</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes)</p> <p>Describe a local history study. (Understanding of events, people and changes)</p> <p>Use evidence to support arguments. (Understanding of events, people and changes)</p>		<p>organisation of relevant historical information. (Historical enquiry)</p> <p>Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)</p> <p>Make confident use of a variety of sources for independent research. (Historical enquiry)</p> <p>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)</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes)</p> <p>Use evidence to support arguments. (Understanding of events, people and changes)</p>		<p>organisation of relevant historical information. (Historical enquiry)</p> <p>Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)</p> <p>Make confident use of a variety of sources for independent research. (Historical enquiry)</p> <p>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)</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms. (Understanding of events, people and changes)</p> <p>Describe a local history study. (Understanding of events, people and changes)</p> <p>Use evidence to support arguments. (Understanding of events, people and changes)</p>	
<b>Geography</b>		<p><b>Local Fieldwork</b></p> <p>Make more detailed fieldwork sketches/diagrams. (Geographical skills and fieldwork)</p>		<p><b>Population</b></p> <p>Know and describe where a variety of places are in relation to physical and human features. (Locational knowledge)</p>		<p><b>Globalisation</b></p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban,</p>

		<p>Draw accurate maps with more complex keys. (Geographical skills and fieldwork)</p> <p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. (Geographical skills and fieldwork)</p> <p>Use four figure grid references. (Geographical skills and fieldwork)</p> <p>Make plans and maps using symbols and keys. (Geographical skills and fieldwork)</p> <p>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)</p> <p>Use maps, charts etc. to support decision making about the location of places e.g. new bypass. (Geographical skills and fieldwork)</p> <p>Plan the steps and strategies for an enquiry. (Geographical skills and fieldwork)</p>		<p>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)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p> <p>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)</p> <p>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)</p>		<p>rural, land use, sustainability, tributary, trade links etc. (Geographical skills and fieldwork)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Geographical skills and fieldwork)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc. (Geographical skills and fieldwork)</p> <p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night. (Locational knowledge)</p>
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<b>Computing</b>	<p><b>Internet Communication</b></p> <p>Understand how computers are able to communicate and share information (Networks)</p> <p>Understand how to protect my computer or device from harm on the internet (e-Safety)</p> <p>Understand how to report concerns about content and contact in and out of school (e-Safety)</p>		<p><b>Webpage Creation</b></p> <p>Understand how computers are able to communicate and share information (Networks)</p> <p>Use and combine services on the internet to share information (Networks)</p> <p>Design a program for a given audience (Using Computers)</p> <p>Use software to help analyse and present data and information (Using Computers)</p>		<p><b>Variables in Games</b></p> <p>Use logical thinking to identify and solve potential bugs during coding (Coding)</p> <p>Use loops, variables and IF statements to alter the way that programs run (Coding)</p> <p>Recognise how to store and retrieve variables in a program (Coding)</p> <p>Break code up into related instructions, making debugging</p>	



	<p>Recognise trustworthy sources of information on the internet (Net Searching)</p> <p>Use a broad range of resources online to evaluate digital content (Net Searching)</p>		<p>Use more than one piece of software to complete a task (Using Computers)</p> <p>Use technology responsibly, understanding how to protect a computer or device from harm on the internet (e-Safety)</p> <p>Understand how to report concerns about content and contact in and out of school (e-Safety)</p>		<p>easier and quicker (Coding)</p> <p>Combine software and hardware to solve real life problems (Coding)</p>	
<b>Design Technology</b>		<p><b>Structures: Bridges</b></p> <p>Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. (Processes)</p> <p>Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made. (Processes)</p> <p>Generate, develop, model and communicate his/her ideas through discussion, annotated sketches,</p>		<p><b>Textiles: Waistcoats</b></p> <p>Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products. (Processes)</p> <p>Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made. (Processes)</p> <p>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)</p> <p>Apply his/her understanding of computing to program, monitor and control his/her product. (Processes)</p>		<p><b>Cooking and nutrition: Come dine with me</b></p> <p>Confidently plan a series of healthy meals based on the principles of a healthy and varied diet. (Cooking and Nutrition)</p> <p>Use information on food labels to inform choices. (Cooking and Nutrition)</p> <p>Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her. (Cooking and Nutrition)</p>

		<p>cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. (Processes)</p> <p>Use technical knowledge accurate skills to problem solve during the making process. (Processes)</p> <p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. (Processes)</p> <p>Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately. (Processes)</p>		<p>Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. (Processes)</p> <p>Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately. (Processes)</p>		
<b>Art</b>	<p><b>Painting and mixed media: Artist Study</b></p> <p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (Learning)</p>		<p><b>Drawing: Make my voice heard</b></p> <p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (Learning)</p>		<p><b>Sculpture and 3D: Making memories</b></p> <p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas. (Learning)</p> <p>Explain and justify preferences towards</p>	

	<p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research. (Learning)</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds. (Techniques)</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. (Learning)</p>		<p>Refine his/her use of learnt techniques. (Learning)</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices. (Techniques)</p>		<p>different styles and artists. (Learning)</p> <p>Begin to develop an awareness of composition, scale and proportion in their work. (Techniques)</p> <p>Use simple perspective in their work using a single focal point and horizon. (Techniques)</p> <p>Produce intricate patterns and textures in a malleable media. (Techniques)</p>	
<b>Music</b>		<p><b>To Create a World Music Book on a Country.</b></p> <p><b>To Create the Backing Track for Facebook Videos with a Focus on Glockenspiel Melody.</b></p> <p><b>Songs:</b></p> <ul style="list-style-type: none"> <li>★ Jaws theme by John Williams</li> <li>★ The City, Bernard Herrman</li> <li>★ Alice's Theme, Danny Elfman</li> <li>★ Imperial March, John Williams</li> </ul>		<p><b>To use electronic music formats and create their own work using Bandlab</b></p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Appropriately discuss the dimensions of music and recognise them in music heard.</p> <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.</p>		<p><b>To improvise music around a given set of notes on different instruments</b></p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Deepen an understanding and use of formal, written</p>

		<ul style="list-style-type: none"> <li>★ Hans Zimmer, Wonder Woman theme (Tina Guo 'cello)</li> <li>★ Sackboy, A big adventure, Joe Thwaites</li> <li>★ James Bond Theme performed by Qatar Philharmonic</li> <li>★ Wallace &amp; Gromit: A Close Shave</li> <li>★ Bach, Toccata and Fugue in D minor</li> <li>★ Saint-Saëns, Danse macabre</li> <li>★ Pirates of the Caribbean Theme</li> </ul> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.</p> <p>Sing as part of an ensemble with full confidence and precision.</p> <p>Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</p>		<p>Develop a deeper understanding of the history and context of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</p>		<p>notation which includes staff, semibreves and dotted crotchets.</p> <p>Sing as part of an ensemble with full confidence and precision.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy.</p>
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PSHE and SMSC	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
	<p>To work collaboratively towards shared goals.</p> <p>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.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</p> <p>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.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>That marriage is a commitment freely entered into by both</p>	<p>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).</p> <p>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.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>About the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p> <p>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.</p>	<p>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>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).</p> <p>What is meant by the term 'habit' and why habits can be hard to change.</p> <p>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.</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p>	<p>To explore and critique how the media present information.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>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.</p> <p>About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>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).</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>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.</p> <p>Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p>	<p><b>Being My Best</b></p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>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.</p>	<p>About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>To explore and critique how the media present information.</p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</p> <p>How their body will, and emotions may, change as they approach and move through puberty.</p> <p>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</p>

	<p>people; that no one should marry if they don't absolutely want to do so, or are not making this decision freely for themselves.</p> <p>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.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>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.</p> <p>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>Strategies for keeping physically and emotionally safe</p>	<p>To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</p> <p>To recognise and challenge stereotypes.</p>		<p>Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p>		<p>strategies required to get support if they have fears for themselves or their peers.</p> <p>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'.</p> <p>About human reproduction.</p> <p>That bacteria and viruses can affect health and that following simple routines can reduce their spread.</p>
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	including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety).					
<b>RE</b>	<p><b>Why do Hindus want to be good?</b></p> <p>Explain the key concepts of Hinduism.</p> <p>Understand the Hindu belief of reincarnation.</p> <p>Understand the Hindu concept of karma.</p> <p>Consider how Hindu beliefs impact how they live.</p> <p>Research the life of Gandhi.</p> <p>Answer the question: Why do Hindus want to be good?</p>	<p><b>What does it mean to be a Muslim in Britain today?</b></p> <p>Learn facts about Muslims in Britain today.</p> <p>Understand the meaning of the Five Pillars.</p> <p>Create Islamic art, using geometric patterns.</p> <p>Understand Hajj.</p> <p>Understand the Qu'ran.</p> <p>Understand the architecture of a mosque.</p>	<p><b>Why is the Torah so important to Jewish people?</b></p> <p>Recognise different Jewish communities.</p> <p>State what Jews believe about God.</p> <p>Understand messages in the Torah.</p> <p>Learn about the significance of the Torah.</p> <p>Understand Jewish Kosher.</p> <p>Understand Jewish law.</p>	<p><b>What matters most to Humanists and to Christians?</b></p> <p>Explain the difference between good and bad actions.</p> <p>Understand the meaning of a conscience.</p> <p>Define what a Humanist is.</p> <p>Consider what values matter most to Christians.</p> <p>Consider the importance of different values and give my own opinion.</p> <p>Explore the agreements and disagreements about values between Humanists and Christians.</p>	<p><b>Why do some people believe in God and some people not?</b></p> <p>Recognise how many people believe in God.</p> <p>Question if God is real.</p> <p>Question why people believe in God.</p> <p>Explore the debate around science and God.</p> <p>Consider how beliefs affect actions.</p> <p>Explore the Big Question: Is God real?</p>	<p><b>How does faith help people when life gets hard?</b></p> <p>Begin to explore what happens after we die.</p> <p>Consider the existence of a soul.</p> <p>Explore the concept of judgement by a higher being.</p> <p>Explore Christian and Muslim views on life after death.</p> <p>Compare Christian, Muslim and Hindu views on life after death.</p> <p>Consider Humanist's views on death</p>
<b>PE</b>	<p><b>Netball</b></p> <p>Play competitive games showing good communication and collaboration to demonstrate my sense of sportsmanship.</p> <p>Apply a range of principles suitable for attacking and defending.</p>	<p><b>Gymnastics</b></p> <p>Perform gymnastic routines on my own and with others using a range of movement patterns.</p> <p>Master flexibility, strength, technique, control and balance.</p>	<p><b>OAA and Athletics</b></p> <p>Participate in outdoor adventurous activities.</p> <p>Communicate, collaborate and compete with others in order to inspire myself and others to succeed and excel.</p> <p>Play competitive games showing good communication and collaboration to demonstrate my sense of sportsmanship.</p>	<p><b>Dance</b></p> <p>Perform dance routines on my own and with others using a range of movement patterns.</p> <p>Master flexibility, strength, technique, control and balance.</p> <p>Use a broad range of skills in isolation and in</p>	<p><b>Rounders</b></p> <p>Use a broad range of skills in isolation and in combination to become physically confident.</p> <p>Master flexibility, strength, technique, control and balance.</p> <p>Play competitive games showing good</p>	<p><b>Taekwondo/ Swimming Top Ups</b></p> <p>Communicate, collaborate and compete with others in order to inspire myself and others to succeed and excel.</p> <p>Play competitive games showing good communication and collaboration to</p>



	<p>Use a broad range of skills in isolation and in combination to become physically confident.</p> <p>Master flexibility, strength, technique, control and balance.</p>	<p>Evaluate and recognise my own and others success and identify strategies for improvement.</p> <p>Communicate, collaborate and compete with others in order to inspire myself and others to succeed and excel.</p> <p>Demonstrate my improvement to achieve my personal best.</p> <p>Evaluate and compare performances with previous ones.</p>	<p>Evaluate and compare performances with previous ones.</p> <p>Evaluate and recognise my own and others success and identify strategies for improvement.</p> <p>Use a broad range of skills in isolation and in combination to become physically confident.</p> <p>Use 8-point compass, 4 and 6-digit grid references and Ordnance Survey maps.</p>		<p>combination to become physically confident.</p> <p>Demonstrate my improvement to achieve my personal best.</p> <p>Evaluate and recognise my own and others success and identify strategies for improvement.</p> <p>Evaluate and compare performances with previous ones.</p> <p>Communicate, collaborate and compete with others in order to inspire myself and others to succeed and excel.</p>	<p>communication and collaboration to demonstrate my sense of sportsmanship.</p> <p>Communicate, collaborate and compete with others in order to inspire myself and others to succeed and excel.</p>	<p>demonstrate my sense of sportsmanship.</p> <p>Apply a range of principles suitable for attacking and defending.</p> <p>Master flexibility, strength, technique, control and balance.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively.</p> <p>Perform safe self-rescue in different water-based situations.</p>
<b>Spanish</b>	<p>Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words. Begin to use some adverbs.</p> <p>Attempt to read a range of texts independently, using different strategies to make meaning.</p>	<p>Use pronunciation and intonation effectively to accurately express meaning and engage an audience.</p> <p>Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.</p>	<p>Create his/her own sentences using knowledge of basic sentence structure.</p> <p>Understand how to use some adverbs in sentences.</p>	<p>Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.</p> <p>Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions.</p>		<p>Engage in longer conversations, asking for clarification when necessary.</p> <p>Know how to conjugate a range of high frequency verbs.</p> <p>Have an awareness of similarities and differences in grammar between different languages.</p>	<p>Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic.</p> <p>Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.</p>
<b>Curriculum Enrichment Activity</b>	<b>Industrial Revolution</b>	<b>Local Fieldwork</b>	<b>Civil Rights</b>		<b>Population</b>	<b>Twentieth Century Conflict</b>	<b>Globalisation</b>
	<b>Tamar Bridge Education Centre</b>	<b>Fieldwork (map and compass reading) on Dartmoor</b>	<b>Visit to a Place of Worship</b>		<b>Fieldwork in St Budeaux</b>	<b>Devonport Naval Heritage Centre</b>	<b>Fieldwork in Plymouth City Centre/ Mount Edgcumbe</b>

Careers Provision	Structural engineer Surveyor	Met Office	Public speaker Lawyer	Seetec Accountant	Charity/aid worker	Marketing Vloggers
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