



# Curriculum Maps 2023-2024

## Reception Curriculum Map 2023-2024

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	<b>Why am I special?</b>	<b>Homes</b>	<b>Big and Small</b>	<b>Legs</b>	<b>Heroes</b>	<b>Oh I do like to be beside the seaside.</b>
Religious Education	Myself Welcome (Baptism)	Judaism Birthdays	Celebrations Gathering	Gathering Growing	Good News Friends	Our World Journey in love
Personal, Social and Emotional Development	Settling in, making relationships, how to be a good friend, we are all different, rules, our feelings.  <b>Jigsaw-</b> Being me in my world	Changes in routines, confidence to speak in front of others, turn taking and sharing, adapting behaviour.  <b>Jigsaw-</b> celebrating differences	Saying when we need or do not need help, Zones of regulations, developing relationships.  <b>Jigsaw-</b> Dreams and goals	Describing ourselves in a positive way, Zones of regulations, awareness of own and other's needs, working as a group.  <b>Jigsaw-</b> Healthy me	Who can help us? Listening to each other, how to achieve an outcome without adult help, developing relationships, negotiating with others.  <b>Jigsaw-</b> Relationships	Looking back at ourselves throughout the year, being safe, consequences.  <b>Journey of love</b>
Literacy	<b>Books-</b> Starting school, Peter Rabbit Starting School, Elmer, It's Ok to Be Different, Once There Were Giants, The Family Book, Funny Bones, My 5 Senses.  <b>Writing</b>	<b>Books-</b> The Three Little Pigs, Cinderella, Non-fiction (animal habitats) A Place Called Home, A Street Through Time, Step Inside Homes Through History, Welcome Home Bear.  <b>Writing</b> Instructions, labelling key features, letter writing, similarities	<b>Books-</b> Harry and His Bucketful of Dinosaurs, A Dinosaur Named Sue, The Dinosaur Department Store, Gabriel's Tooth Fairy, The Smartest Giant in Town, Jack and the Beanstalk, The Tiny Seed, Oliver's Vegetables, Plants Can't Sit Still, Charlotte's Web.	<b>Books-</b> Superworm, The Hungry Caterpillar, The Not So Colourful Butterfly, Spinderella, Norman the Slug with the Silly Shell, Non-fiction texts.  <b>Writing</b> Poetry, rewriting the story, comparisons,	<b>Books-</b> Eliot the Midnight Superhero, Super Daisy, Supertato, I'm Afraid Your Teddy is in Trouble Today, Splat the cat goes to the doctor, Charlie the Fire Fighter, Non-fiction texts.  <b>Writing</b> Speech bubbles, using imaginative	<b>Books-</b> The Lighthouse keepers' lunch, Maisy goes on holiday, Penguin goes on vacation, Where the sea meets the shore, Commotion in the ocean, What the ladybird heard at the seaside, Tom and Lucy at the seaside, Dear Teacher.  <b>Writing</b>

	<p>Early writing skills, name writing, lists, captions, labels.</p> <p><b>Unlocking Letters and Sounds Phonics</b> Phase 1 and 2.</p>	<p>and differences between old and new houses, captions, descriptions.</p> <p><b>Unlocking Letters and Sounds Phonics</b> Phase 2 Mastery</p>	<p><b>Writing</b> Character descriptions, explanations, recipes, thank you letters, labelling, comparisons, and postcards.</p> <p><b>Unlocking Letters and Sounds Phonics</b> Phase 3</p>	<p>changes, list of ingredients, explanations, fact file and informative writing.</p> <p><b>Unlocking Letters and Sounds Phonics</b> Phase 3 Mastery</p>	<p>language, fact files, comic book strips.</p> <p><b>Unlocking Letters and Sounds Phonics</b> Phase 4</p>	<p>Explanations, instructions, poetry, story writing, posters, comparisons, letter to new teacher</p> <p><b>Unlocking Letters and Sounds Phonics</b> Phase 4 Mastery</p>
Mathematics	<p>Early number recognition, number writing, counting songs and counting aloud. Understanding numbers 0-5.</p>	<p>2D shape, repeating patterns, understanding numbers 6-10</p>	<p>Consolidating understanding of 0-10, Addition, subtraction, money.</p>	<p>Consolidating understanding of 0-10, Capacity, length, height, weight, 3D shapes, Time and sequencing.</p>	<p>Consolidating understanding of 0-10, 11-20, addition, sharing, halving, doubling.</p>	<p>Consolidating understanding of 0-10, Subtraction, estimation, number bonds to 5, number bonds to 10, Odd and even numbers.</p>
Understanding the World	<p>Similarities and differences between ourselves and our families, why we are special, how we change, naming the body parts, exploring senses.</p>	<p>How to take care of a house, different types of houses, houses past and present, homes around the world, what materials are the strongest, habitats, Christmas around the world.</p>	<p>When and where did dinosaurs live, types of dinosaurs, fossil, seasons, weather, what plants need to grow, growing beans, similarities and differences between animals.</p>	<p>How to care for Minibeasts, similarities and differences, developing an understanding of lifecycles. Seasons.</p>	<p>Exploring real life superheroes, understanding why people help us, distinguishing between job roles, uniforms and modes of transport.</p>	<p>Exploring different countries, comparisons, seaside holidays past and present, hot and cold countries, sea creatures and their habitats, using our senses to describe the seaside.</p>

Physical Development and Physical Education	Dressing and undressing, personal and oral hygiene, using cutlery, handwriting, Dough Disco, finger gym, fine motor boxes, bikes and scooters.	Dressing/undressing, hygiene, handwriting, Dough Disco, finger gym, fine motor boxes.	Healthy eating, handwriting, Dough Disco, finger gym, fine motor boxes, bikes and scooters.	Road safety, handwriting, Dough Disco, finger gym, fine motor boxes, bikes and scooters.	Handwriting, Dough Disco, finger gym, fine motor boxes, bikes and scooters.	Keeping safe in the summer, handwriting, Dough Disco, finger gym, fine motor boxes, bikes and scooters.
	<b>Physical Education</b>  <b>Indoor</b> Gymnastics- <i>balancing and travelling</i>  <b>Outdoor</b> Multiskills- <i>fundamental skills and football</i>	<b>Physical Education</b>  <b>Indoor</b> Multiskills- <i>throwing, catching and striking</i>  <b>Outdoor</b> Multiskills- <i>ball games and tag rugby</i>	<b>Physical Education</b>  <b>Indoor</b> Gymnastics- <i>travelling, balancing, sequenced movements</i>  <b>Outdoor</b> Athletics	<b>Physical Education</b>  <b>Indoor</b> Dance- <i>topic based</i>  <b>Outdoor</b> Hockey	<b>Physical Education</b>  <b>Indoor</b> Dance- <i>topic based</i>  <b>Outdoor</b> Cricket	<b>Physical Education</b>  <b>Indoor</b> Multiskills- <i>bat and ball skills</i>  <b>Outdoor</b> Athletics
Computing	<p style="text-align: center;"><b>Online Safety</b></p> <p>Project EVOLVE is used across the school to assess and plan appropriate lessons linked to the eight strands in Education for a Connected World.</p> <ul style="list-style-type: none"> <li>• Self-image and Identity</li> <li>• Online Relationships</li> <li>• Online Reputation</li> <li>• Online Bullying</li> <li>• Managing Online Information</li> <li>• Health, Well-being and Lifestyle</li> <li>• Privacy and Security</li> <li>• Copyright and Ownership</li> </ul>					

	Project EVOLVE resources each of the 330 statements from UK Council for Internet Safety's (UKCIS) framework "Education for a Connected World" with perspectives; research; activities; outcomes; supporting resources and professional development materials. PSHE days at the beginning of each term are used to assess children's knowledge in 2/3 strands and from outcomes personalised lessons are taught to meet the children's needs					
	Online safety (Smarty the penguin) , taking photos of themselves,  Technology role play area includes Ipad, phones, cameras, CD player, and laptop.	Sharing and taking turns with technology  Exploring during child initiated play	Online Safety  Observing plants through taking photos  Sharing and taking turns with technology  Exploring during child initiated play	Apps to draw own minibeast.  Research using laptops and iPads  Taking photos of minibeasts- cameras/iPads  Exploring during child initiated play	Using ICT to fact find. Online Safety (Safety superhero) Apps to design a superhero logo  Exploring during child initiated play	Instructions for sandcastles.  Beebots  Exploring during child initiated play
Expressive Arts and Design  <i>Awaiting new DT and art curriculum</i>	Self-portraits, patterns, colour mixing, milk bottle Elmer's', role play, painting with body parts.  <b>Cooking</b> Gingerbread men	Building houses (Testing materials) Firework pictures, role play, den making, Christmas decorations.  <b>Cooking</b> Christmas cake/ rice crispy Christmas puddings	<b>ARTISIT-</b> Kandinsky- shape, Dinosaur eggs, Fairy houses, beanstalks, role play, fairy houses, dinosaur skeletons (pasta/sticks) silhouettes.  <b>Cooking</b> cheese straw wands	<b>ARTISIT-</b> Rousseau, minibeasts, role play, pasta worms, Easter nests, paper chain caterpillars, stain glass butterflies.  <b>Cooking</b> vegetable pitta pizzas	Cape making, mask making, collages, role play, vegetable printing, superhero logos, puppets, junk modelling police car/fire engine  <b>Cooking</b> Fruit smoothie	Bottle seashells, role play, holiday paintings, shell drawings/rubbings, designing a beach umbrella.  <b>Cooking</b> Ice cream or Ice lollies
Music  <i>Access to musical instruments throughout child initiated play</i>	Establishing singing games and music cues.	Christmas nativity preparation.	Reinforcing musical skills through singing games.	Playing un tuned percussion.	Infant summer concert preparation.	Incorporating tuned percussion into musical games.  Seaside music story
Enrichment			The travelling history museum- Dino Man	Lion learners	Doctor visit Paramedic visit Fire station visit	

					Police officer visit Superhero day	
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## Y1 Curriculum Map 2023-2024

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Judaism Families Belonging	Belonging Waiting	Special People Meals	Meals Change	Happy Days and Holy Day Being Sorry	Neighbours Islam Journey in Love
PSHE and RSE	<b>JIGSAW: Being Me in My World</b> Special and safe My place in my class Rights and responsibilities Rewards and feeling proud Consequences Owning our learning charter  <b>Zones of regulation</b> <b>Yoga bugs</b>	<b>JIGSAW: Celebrating Difference</b> The same as... Different from... What is bullying? What do I do about bullying? Making new friends Celebrating difference; celebrating me  <b>Zones of regulation</b> <b>Yoga bugs</b>	<b>JIGSAW: Dreams and Goals</b> My treasure chest of success Steps to goals Achieving together Stretchy learning Overcoming obstacles Celebrating my success  <b>Zones of regulation</b> <b>Yoga bugs</b>	<b>JIGSAW: Healthy Me</b> Being healthy Healthy choices Clean and healthy Medicine safety Road safety Happy, healthy me  <b>Zones of regulation</b> <b>Yoga bugs</b>	<b>JIGSAW: Relationships</b> Families Making friends Greetings People who help us Being my own best friend Celebrating my special relationships  <b>Zones of regulation</b> <b>Yoga bugs</b>	<b>R.S.E Journey in Love</b> Social and emotional – recognise signs that I am loved in my family Physical – recognise how I am cared for and kept safe in my family Spiritual – celebrate ways that God loves and cares for us  <b>Zones of regulation</b> <b>Yoga bugs</b>

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<b>ENGLISH</b> <b>Spoken Language</b>	Pupils will be taught to: <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play/improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication</li> </ul>					
<b>ENGLISH</b> <b>Speaking and Listening</b>	Discuss and describe favourite parts of stories. Retell stories orally in own words. Discuss ideas relating to a topic. Join in with telling a story using words and actions. Act out a story, putting events in sequence. Discuss ideas for a new story. Link what is heard to own experiences. Give well-structured descriptions and explanations.	Orally compose simple sentences Use real and invented words to describe how things feel. Give well-structured descriptions, explanations and narratives. Speak audibly and fluently. Understand the difference between speaking and writing (and). Ask and answer questions about events and ideas in a text.	Discuss and describe favourite parts of stories. Hot seating – who, what, where, why, how questions. Orally compose simple sentences Ask and answer questions about events and ideas in a text. Speak audibly and fluently.	Discuss and describe favourite parts of stories. Orally compose simple sentences. Ask and answer questions about events and ideas in a text. Act out a story, putting events in sequence Speak audibly and fluently. Retell a story using actions.  <b>History: in groups, perform The Battle of Hastings.</b>	Discuss ideas relating to a topic and listen to others. Talk partners to investigate ideas for a report. Hot seating – who, what, where, why, how questions. Share report with peers. Practise reading instructions. Follow oral instructions to draw an animal. Discuss instructions for a game.	Recognise and join in with repeated predictable parts of a story. Discuss and describe favourite parts of stories. Act out a story using a story map. Act out a story, in role. Discuss ideas for a new story. Recognise and join in with repeated predictable parts of a story. Identify good storytelling technique. Compose and rehearse own retellings of the story. Perform retellings in small groups, both to

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Experiment with sound and rhythm. Recognise and join in with repeated predictable parts of a poem. Generate question sentences orally.	Orally rehearse a recount for a personal diary. Retell a story using actions.  History: in groups, perform The Gunpowder Plot.				the rest of the class and to a wider audience. Evaluate performances and reflect on learning.
<b>ENGLISH Reading:</b>	<b>Class reader:</b> Children are read to daily from a wide range of texts. <b>Texts read during English lessons:</b> Somebody Swallowed Stanley, Sarah Roberts The Night Pirates, Peter Harris <b>Poetry:</b> Seaside Poetry  <b>Plazoom Comprehension</b>	<b>Class reader:</b> Children are read to daily from a wide range of texts.  <b>Texts read during English lessons:</b> The Christmas Story  <b>Plazoom Comprehension</b>	<b>Class reader:</b> Children are read to daily from a wide range of texts.  <b>Texts read during English lessons:</b> Beegu, Alexis Deacon  <b>Group guided reading.</b>  <b>Plazoom Comprehension</b>	<b>Class reader:</b> Children are read to daily from a wide range of texts.  <b>Texts read during English lessons:</b> Little Red and the Very Hungry Lion by Alex T Smith Goldilocks and The Three Bears The Gingerbread Man Countdown, Eric Finney Mrs Sprockett's Strange Machine, Michaela Morgan Down by the School Gate, Wes Magee  <b>Group guided reading</b>	<b>Class reader:</b> Children are read to daily from a wide range of texts. Rabbit and Bear, Julian Gough <b>Texts read during English lessons:</b> All About Elephants Don't Let The Pigeon Stay Up Late!, Mo Willems Don't Let The Pigeon Drive The Bus!, Mo Willems  <b>Group guided reading</b>  <b>Plazoom Comprehension</b>	<b>Class reader:</b> Children are read to daily from a wide range of texts.  <b>Texts read during English lessons:</b> The Gruffalo, Julia Donaldson The Best of Friends  <b>Group guided reading</b>  <b>Plazoom Comprehension</b>



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				Plazoom Comprehension		
<b>ENGLISH Writing</b>	<p><b>Fiction:</b> <i>Somebody Swallowed Stnaley, Sarah Roberts</i> Re-tell stories. Compose and write simple sentences.</p> <p><b>Fiction: Fantasy Stories:</b> <i>The Night Pirates, Peter Harris</i> Talk for Writing Retell and perform the story. Use phonic knowledge to write sentences and write narratives using the story structure.</p> <p><b>Poetry: Seaside Poetry</b> <i>At the Seaside by Robert Louis Stevenson</i> New vocabulary and sound effects. Use real and invented words to</p>	<p><b>Non- fiction</b> <i>Who Lives Here?</i> Link text to own experiences. Use maps to recall the sequence and ask questions about events in the eBook. Learn about different uses for capital letters and use these in own writing. Compose factual sentences about animals and write a nature diary following a model.</p> <p><b>Well Known Stories</b> <i>The Christmas story</i> Talk for Writing Retell and perform the story. Use phonic knowledge to write sentences and a letter relaying events.</p>	<p><b>Fiction</b> <i>Beegu, Alexis Deacon</i> Talk for Writing Retell and perform the story. Use phonic knowledge to write sentences and write narratives using the story structure.</p> <p><b>Word Detectives</b> Investigate spelling patterns and generate own spelling rules.</p>	<p><b>Traditional and Fairy Tales</b></p> <p><b>Little Red and the Very Hungry Lion</b> <i>Alex T Smith</i> <b>The Gingerbread Man</b> <b>Goldilocks and The Three Bears</b> Retell and perform the story. Use phonic knowledge to write sentences and write narratives using the story structure.</p> <p><b>Poetry: Pattern and Rhyme</b> <i>Countdown, Eric Finney</i> <i>Mrs Sprockett's Strange Machine, Michaela Morgan</i> <i>Down by the School Gate, Wes Magee</i> Explore poems with pattern and rhyme.</p>	<p><b>Non- fiction: Non-Chronological Reports</b> <i>All About Elephants</i> Explore the big question: <i>Why do elephants have big ears?</i> Read an interactive eBook, find information and learn how to write labels and captions. Answer the big question, plan and write own reports based on a model.</p> <p><b>Non-fiction: Instructions</b> <i>Don't Let the Pigeon Stay Up Late! Mo Willems</i> <i>Don't Let the Pigeon Drive a Bus! Mo Willems</i> <i>Boris and Sid are Bad, Ruth Merttens</i> Plan and write own instruction text based on a model.</p>	<p><b>Cumulative Repetitive Stories: <i>The Gruffalo, Julia Donaldson</i></b> Retell and perform the story. Use phonic knowledge to write sentences and write narratives using the story structure.</p> <p><b>Fiction: Storytellers</b> <i>The Best of Friends</i> Introduce the traditional tale from ancient India. Select words to describe the characters vividly. Identify good storytelling technique. Plan and compose a written retelling of the story.</p>

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	<p>describe how things feel. Construct sentences to describe how things feel and sound. Create short narratives and poems. Experiment with sound and rhythm to recite a poem as a group.</p>			<p>Enjoy performing a range of poetry. Invent new rhyming words and focus on spelling patterns. Experiment with sound and rhythm when reciting poems.</p> <p><b>Recount</b> – writing about our school trip to Mountfitchet Castle.</p>		
<b>ENGLISH Phonics and Spelling</b>	<p><b>Unlocking Letters and Sounds</b> <b>Revise Phase 4</b> Adding -s and -es as a plural marker for nouns Adding -s and -es as a third person singular marker for verbs Revisit where -s and -es are added Adding the suffix -ing to verbs Adding the suffix -ed to verbs</p>	<p><b>Unlocking Letters and Sounds</b> <b>Phase 5a</b> New graphemes for reading: ay ou ie ea Teach the days of the week <b>CEW</b> oh their New graphemes for reading: oy ir ue (as in glue) ue (as in cue) <b>CEW</b> people said so New graphemes for reading: aw wh ph ew (as in blew) <b>CEW</b> Mr Mrs have</p>	<p><b>Unlocking Letters and Sounds</b> <b>Phase 5a (mastery)</b> Revise new graphemes for reading: ay ou ie ea Revise the days of the week Teach correct use of -nk <b>CEW</b> oh their Revise new graphemes for reading: oy ir ue (as in glue) ue (as in cue) Teach correct use of ph <b>CEW</b> People said so</p>	<p><b>Unlocking Letters and Sounds</b> <b>Phase 5b</b> Alternative pronunciations of known graphemes for reading: a (as in acorn), a (as in fast), a (as in was), e (as in he) <b>CEW</b> water, where, who, again little one Alternative pronunciations of known graphemes for reading: i (as in mind), o (as in no),</p>	<p><b>Unlocking Letters and Sounds</b> <b>Phase 5C</b> Alternative spellings of phonemes: /ch/ (as in picture), /ch/ (as in catch), /j/ (as in fudge), /m/ (as in lamb) <b>CEW</b> oh Teach alternative spellings of phonemes: /n/ (as in gnat), /n/ (as in knit), /r/ (as in wrap), /s/ (as in listen) <b>CEW</b> their</p>	<p><b>Unlocking Letters and Sounds</b> <b>Phase 5C</b> Alternative spellings of phonemes: /oo/ (as in could), /oo/ (as in put), /ai/ (as in day), /ai/ (as in came), /ee/ (as in sea) Alternative spellings of phonemes: /ee/ (as in these), /ee/ (as in happy), /ee/ (as in chief), /ee/ (as in key) <b>CEW</b> called asked Alternative spellings of phonemes: /igh/ (as in pie), /igh/ (as in by),</p>

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	<p>Adding the suffix -er to verbs to change them to a noun</p> <p>Revisit adding the suffixes -ed and -er to verbs</p> <p>Adding the suffix -er to adjectives</p> <p>Adding the suffix – est</p> <p>Adding the prefix un- to verbs</p> <p>Adding the prefix un- to adjectives</p> <p>Reading words with contractions</p>	<p>New graphemes for reading: ew (as in few) oe au ey</p> <p>New phoneme /zh/</p> <p><b>CEW</b> looked called like</p> <p>New graphemes for reading: a-e, e-e, i-e, o-e</p> <p><b>CEW</b> called some come</p> <p>Teach new graphemes for reading: u-e (as in flute) u-e (as in cube)</p> <p><b>CEW</b> asked were there</p>	<p>Revise new graphemes for reading: aw wh ph ew (as in blew)</p> <p>Teach correct use of -wh</p> <p><b>CEW</b> Mr Mrs have</p> <p>Revise new graphemes for reading: ew (as in few) oe au ey</p> <p>Teach correct use of -tch</p> <p><b>CEW</b> looked called like</p> <p>Revise new graphemes for reading: a-e e-e i-e o-e</p> <p>Teach correct use of -ve</p> <p><b>CEW</b> called some come</p> <p>Revise new graphemes for reading: u-e (as in flute) u-e (as in cube)</p> <p>Revise all Phase 5a)</p> <p>Assess and review correct use of NC letters/suffixes</p> <p><b>CEW</b> asked were there</p>	<p>u (as in unit), u (as in put)</p> <p><b>CEW</b> thought, through, mouse, work do</p> <p>Alternative pronunciations of known graphemes for reading: ow (as in snow), ie (as in chief), ea (as in head), er (as in her)</p> <p><b>CEW</b> many, laughed, because when what</p> <p>Alternative pronunciations of known graphemes for reading: ou (as in you), ou (as in could), ou (as in mould), y (as in by), y (as in gym)</p> <p><b>CEW</b> different, any, eyes out</p> <p>Alternative pronunciations of known graphemes for reading: y (as in very), ch (as in school), ch (as in chef), c (as in cell), g (as in gent), ey (as in they) <b>CEW</b> friends, once, please</p>	<p>Teach alternative spellings of phonemes: /s/ (as in house), /z/ (as in please), /u/ (as in some), /i/ (as in happy)</p> <p>Teach alternative spellings of phonemes: /i/ (as in donkey), /ear/ (as in here), /ear/ (as in beer), /ar/ (as in father)</p> <p><b>CEW</b> people</p> <p>Teach alternative spellings of phonemes: /ar/ (as in half), /air/ (as in there), /air/ (as in pear), /air/ (as in bare), /or/ (as in all)</p> <p><b>CEW</b> Mr Mrs</p> <p>Teach alternative spellings of phonemes: /or/ (as in four), /or/ (as in caught), /ur/ (as in learn), /ur/ (as in word)</p> <p><b>CEW</b> looked</p>	<p>/igh/ (as in like), /oa/ (as in low)</p> <p>Alternative spellings of phonemes: /oa/ (as in toe), /oa/ (as in bone), /(y)oo/ (as in cue), /(y)oo/ (as in tune)</p> <p>Alternative spellings of phonemes: /(y)oo/ (as in stew), /oo/ (as in clue), /oo/ (as in June), /oo/ (as in blew)</p> <p>Alternative spellings of phonemes: /sh/ (as in special), /sh/ (as in station), /sh/ (as in sugar), /sh/ (as in chef)</p> <p>.</p>

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<b>ENGLISH Grammar and Punctuation</b>	Put words together to make sentences Finger spaces Capital letters Full stops Introduce the question mark and the term 'punctuation' Introduce the concept of a question and a 'question-sentence' Generate 'question sentences' orally, developing a 'feel' for their construction	Put words together to make sentences Finger spaces Capital letters Full stops Use joining words like 'and' Capital letters for names, places, the days of the week and the word 'I' Practise saying the days of the week, developing auditory memory	Put words together to make sentences Finger spaces Capital letters Full stops Use joining words like 'and' Question marks Exclamation marks Capital letters for names, places, the days of the week and the word 'I'	Put words together to make sentences Finger spaces Capital letters Full stops Use joining words like 'and' Question marks Exclamation marks Capital letters for names, places, the days of the week and the word 'I' Add suffixes '-ing', '-ed', and '-er' to words Investigate how the prefix 'un-' changes the meaning of a word Investigate the spelling rule for adding '-s' or '-es' as a plural marker for nouns. Investigate how the suffixes '-ing', '-ed', '-er' and '-est' can be added to some words without changing the spelling	Put words together to make sentences Finger spaces Capital letters Full stops Use joining words like 'and' Question marks Exclamation marks Capital letters for names, places, the days of the week and the word 'I' Use the prefix -un.	Put words together to make sentences Finger spaces Capital letters Full stops Use joining words like 'and' Question marks Exclamation marks Capital letters for names, places, the days of the week and the word 'I' Review and revise the concept of punctuation (capital letter, full stop, question mark, exclamation mark) Revisit the idea of punctuation marks to relate spoken expression to written punctuation
<b>ENGLISH Handwriting</b>	<b>Nelson Handwriting</b>	<b>Nelson Handwriting</b>	<b>Nelson Handwriting</b>	<b>Nelson Handwriting</b>	<b>Nelson Handwriting</b>	<b>Nelson Handwriting</b>

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit 1: introducing letter families, set 1 c o a d g f s q e Unit 2: practising letter families, set 1 families, set 1 c o a d g f s q e Unit 3: introducing letter families, set 2 i l t j u y	Unit 4: practising letter families, set 2 i l t j u y Unit 5: introducing letter families, set 3 b h k m n p r Unit 6: practising letter families, set 3 b h k m n p r	Unit 7: introducing letter families, set 4 v w x z Unit 8: practising letter families, set 4 v w x z Unit 9: practising capital letters E F H I T L Unit 10: practising capital letters A K M N V W X Y Z	Unit 11: practising capital letters B C G O Q S P R U J Unit 12: practising numbers Unit 13: introducing break letters Unit 14: practising consistent size and height of small letters	Unit 15: diagonal join to set 1 letters: ed Unit 16: diagonal join to set 1 and 2 letters: ig Unit 17: diagonal join to set 3 letters: ar Unit 18: diagonal join to set 4 letter: aw	Unit 19: diagonal join to set 1: ef Unit 20: diagonal join to set 2: il Unit 21: diagonal join to set 3: ck, tch Unit 22: to form and join w: wa Unit 23: practising the join: oo Unit 24: horizontal join to set 3: or, ore
<b>MATHS</b>	<p><b>Number: place value within 10 – weeks 1-5</b></p> <p>Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 10 in numerals and words.</p> <p>Given a number, identify one more or one less.</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>Number: addition and subtraction within 10 – weeks 6-10</b></p> <p>Represent and use number bonds and related subtraction facts within 10.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p>	<p><b>Number: place value within 20 – weeks 1-5</b></p> <p>Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.</p> <p>Count, read and write numbers to 20 in numerals and words.</p> <p>Given a number, identify one more or one less.</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>Number: addition and subtraction within 20 – weeks 4-6</b></p> <p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20, including zero.</p>	<p><b>Number: multiplication and division – weeks 1-3</b></p> <p>Count in multiples of twos, fives and tens. • Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p><b>Number: fractions – weeks 4-5</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>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).</p> <p>Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].</p>			

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Add and subtract one digit numbers to 10, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p><b>Geometry: shape – week 11</b></p> <p>Recognise and name common 2-D shapes, including: (e.g. rectangles (including squares), circles and triangles).</p> <p>Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres).</p>		<p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</p> <p><b>Number: place value within 50 – weeks 7-8</b></p> <p>Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.</p> <p>Count, read and write numbers to 50 in numerals.</p> <p>Given a number, identify one more or one less. 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>Count in multiples of twos, fives and tens.</p> <p><b>Measurement: weight and volume – weeks 11-12</b></p> <p>Measurement: Length and Height Measure and begin to record lengths and heights.</p> <p>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).</p> <p><b>Measurement: length and height – weeks 9-10</b></p> <p>Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume.</p> <p>Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].</p>		<p><b>Geometry: position and direction – week 6</b></p> <p>Describe position, direction and movement, including whole, half, quarter and three quarter turns.</p> <p>Number: place value within 100 – weeks 7-8</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals.</p> <p>Given a number, identify one more and one less.</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, most, least.</p> <p><b>Measurement: money – week 9</b></p> <p>Recognise and know the value of different denominations of coins and notes.</p> <p><b>Measurement: time – weeks 10-11</b></p> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</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> <p>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later].</p> <p>Measure and begin to record time (hours, minutes, seconds).</p>	

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>SCIENCE</b>	<p><b>Human Body</b> Identify and name the different parts of the body and start to explore what different things bodies can do. Find out about each of the five senses through engaging activities and investigations.</p> <p><b>Tweet of the Week</b> Learning about different British bird species.</p>	<p><b>Seasonal Changes</b> Explore how weather and day length affect animals and humans. Use own experiences and information provided to come to conclusions about how living things adapt to seasonal changes.</p> <p><b>Curriculum link:</b> <a href="#">geography</a></p> <p><b>Tweet of the Week</b> Learning about different British bird species.</p>	<p><b>Everyday Materials</b> Identify, name and sort materials and learn about their properties. Distinguish between an object and the material from which it is made. Compare a variety of everyday materials according to properties through scientific exploration.</p> <p><b>Tweet of the Week</b> Learning about different British bird species.</p>	<p><b>Identifying Animals</b> Identify, classify and compare mammals, birds, reptiles, amphibians and fish. Become familiar with the terms carnivore, herbivore and omnivore.</p> <p><b>Tweet of the Week</b> Learning about different British bird species.</p>	<p><b>Identifying Plants</b> Observe, identify, compare, classify and describe UK plants. Become familiar with different types of plants, including wild plants, garden plants and trees. Observe how plants change over time.</p> <p><b>Tweet of the Week</b> Learning about different British bird species.</p>	<p><b>Why is Nature Special?</b> Experience the wonder and explore the importance of nature.</p> <p><b>Tweet of the Week</b> Learning about different British bird species.</p>
<b>COMPUTING</b>	Technology Around Us	Digital Painting	Digital Writing	Grouping Data	Moving a Robot	Introduction to Animation.
<b>ONLINE SAFETY</b>	<p>Project EVOLVE is used across the school to assess and plan appropriate lessons linked to the eight strands in Education for a Connected World.</p> <ul style="list-style-type: none"> <li>• Self-image and Identity</li> <li>• Online Relationships</li> <li>• Online Reputation</li> <li>• Online Bullying</li> <li>• Managing Online Information</li> <li>• Health, Well-being and Lifestyle</li> <li>• Privacy and Security</li> <li>• Copyright and Ownership</li> </ul> <p>ProjectEVOLVE resources each of the 330 statements from UK Council for Internet Safety's (UKCIS) framework "Education for a Connected World" with perspectives; research; activities; outcomes; supporting resources and professional development materials. PSHE days at the beginning of each term are used to assess children's knowledge in 2/3 strands and from outcomes personalised lessons are taught to meet the children's needs.</p>					

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>HISTORY</b>		<p><b>Guy Fawkes: legacy of the Gunpowder Plot</b></p> <p>Who was Guy Fawkes? Discover why Bonfire Night is celebrated and why lots of the people living in England didn't like King James I.</p>	<p><b>The History of Toys</b></p> <p>Explore the history of toys. Think about and discuss favourite toys before looking at what toys were like in the past and how they are different to toys today.</p>	<p><b>Castle life: medieval castles</b></p> <p>Explore the history of medieval castles and the Normans, where castles are built, who lived in castles and the structure of castles.</p> <p><b>Enrichment:</b> Mountfichet Castle visit</p> <p><b>Curriculum link:</b> DT</p>		
<b>GEOGRAPHY</b>	<p><b>My World and Me</b></p> <p>Understand where the seven continents of the world are and how their proximity to the equator or the poles affects their climate. Learn about the five oceans. Visit different countries and explore their climate and land features.</p>	<p><b>Seasonal Changes</b></p> <p><b>Curriculum link:</b> science</p>			<p><b>Where Do I Live?</b></p> <p>Locate the United Kingdom on a world map and explore the features of the countries and capital cities of the UK, before finding out more about local area.</p> <p><b>Enrichment:</b> Saffron Walden town walk with local historian.</p>	<p><b>Animals Around the World</b></p> <p>Explore the coastal habitats of different animals. Place animals on their native continent and in their preferred climates. Discover how animals' appearance and behaviour changes with the seasonal changes and investigate the national animals of the UK and other countries.</p> <p><b>Curriculum link:</b> science</p>
<b>MUSIC</b>	Identifying changes in music	Christmas Nativity Preparation	Focus on pitch: Ascending and descending	Developing rhythmic understanding through musical games	Infant Summer concert preparation	Exploring Timbre and Texture through musical trains



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>ART</b>	<p><b>Drawing: Mark Making</b> Learn simple skills such as holding a pencil correctly for drawing before exploring mark making with a variety of mediums and materials. Learn about the famous artist Paul Klee, imitating his techniques in own piece of art.</p>	<p><b>Print: Make a Robot from 2D Shapes</b> Inspired by artist Ithell Colquhoun's painting The Game of the Year (1953), create a robot made from printing 2D shapes. <b>Curriculum link: maths</b> <b>Drawing:</b> Christmas cards <b>Textiles:</b> weaving wall hanging calendar.</p>		<p><b>Painting: Colour Creations</b> Learn about primary colours, secondary colours, colour mixing, and light and shade. Explore the work of artists who use colours in interesting ways, namely Kandinsky and Mondrian.</p>	<p><b>Painting. Collage, Sculpture: Yayoi Kusama</b> Explore different ways of creating dots using a variety of materials. Create collages and a clay pumpkin sculpture.</p>	
<b>DT</b>	<p><b>Aspect: Food</b> Preparing Fruit and vegetables. Design, make and evaluate a fruit salad (product) for themselves (user) for healthy snack (purpose).</p>		<p><b>Aspect: Structures</b> Freestanding Structures Design, make and evaluate a castle (product) for Reception or Year 1 aged children (user) for imaginative play (purpose).</p>	<p><b>Aspect: Food</b> Preparing and cooking vegetables. Design, make and evaluate soup (product) for themselves (user) for healthy eating (purpose).</p>		<p><b>Aspect: Mechanical Systems</b> Sliders and Levers. Design, make and evaluate a storyboard (product) for a younger child (user) for pleasure (purpose).</p>
<b>PE</b>	<p>Foundation and multi skills Gymnastics</p>	<p>Bat and ball multi skills. Catch Dance</p>	<p>Foundation and multi skills Gymnastics</p>	<p>Foundation and multi skills, overhand throw Dance</p>	<p>Throwing and catching, multi skills Gymnastics</p>	<p>Bat and ball multiskills Dance</p>

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>ENRICHMENT</b>	Pirates and Mermaids Day  Tweet of the Week	Indian Dance Workshop  Tweet of the Week	RSPB Big Garden (School) Birdwatch  Tweet of the Week	Mountfitchet Castle Visit Toy Museum Visit Radwinter Dance Festival  Tweet of the Week	Saffron Walden Town Walk  Tweet of the Week	Forest School  Tweet of the Week

## Year 2 Curriculum Map 2023-2024

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
<b>RE</b>	Beginnings	Signs and symbols Preparing	Books Thanksgiving	Opportunities	Spread the Word Rules	Treasures Islam – prayer at home Judaism- Shabbat
<b>PSHE</b>	<b>Being me in my world</b>  Identify hopes and dreams for the year. Understand rights and responsibilities in school and class.	<b>Celebrate Difference</b>  Understand some ways in which boys and girls are different and accept that this is OK. Understand differences make us special and unique.	<b>Dreams and Goals</b>  Choose realistic goals and how to achieve them. Persevere when find tasks difficult. Understand how working with others help them learn.	<b>Healthy Me</b>  Make healthy choices. Importance of safe use of medicines. Know which foods my body needs to be healthy.	<b>Relationships</b>  Accept that everyone’s family is different. Understand that there are acceptable and unacceptable forms of physical contact within a family. Recognise and appreciate people who can help me in	<b>Journey in Love</b>  Recognise the joy and friendship of belonging to a diverse community. Describe ways of being safe in communities. Celebrate ways of meeting God in our communities.

					my family, my school and my Community.	
<b>English Spoken language</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>					
<b>English Reading</b>	<p><b>Through Shared class reading and Guided group reading-</b> listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction, become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales, discuss the sequence of events in books, be introduced to non-fiction books that are structured in different ways, recognise simple recurring literary language in stories and poetry, discuss and clarify the meanings of words, link new meanings to known vocabulary, discuss their favourite words and phrases, continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear, understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher: checking that the text makes sense to them as they read and correcting inaccurate reading, make inferences on the basis of what is being said and done, answer and ask questions, predict what might happen on the basis of what has been read so far, participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, take turns and listen to what others say, explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p><b>Quality texts- ‘Flat Stanley’. Books by Roald Dahl- Matilda, Charlie and the Chocolate Factory, the BFG. A Christmas Carol by Charles Dickens</b></p> <p><b>In addition through individual daily/3 times weekly reading -</b>  apply phonic knowledge and skills, read accurately by blending the sounds in words, read accurately words of two or more syllables, read words containing common suffixes, read common exception words, read most words quickly and accurately, read aloud books, build up their fluency and confidence in word reading,</p>					
<b>Reading</b>	<b>Plazoom</b>	<b>Plazoom</b> Exploring Poetry	<b>Plazoom</b> Exploring Non-fiction	<b>Plazoom</b> Exploring Poetry	<b>Plazoom</b> Exploring Non-fiction	<b>Plazoom</b> Exploring Fiction

	<p>Exploring Non-fiction Text: 'Janus - God of New Beginnings' by Jo Franklin Exploring Fiction Text: 'Corine's First Day' by Jo Franklin</p>	<p>Text: 'New Baby' by Josha Seigal</p>	<p>Text: 'Talent in the House' by Ross Montgomery Exploring Fiction Text: 'A Very Inventive Family' by Ross Montgomery</p>	<p>Text: 'Families' by Sue Hardy-Dawson</p>	<p>Text: 'Khalsa Aid: How Sikhs care for others' by Lucy Strange</p>	<p>Text: 'Diary of a Paramedic' by Lucy Strange Exploring Poetry Text: 'The Lady with the Lollipop' by Sue Hardy-Dawson</p>
<p><b>English</b>  <b>Composition</b></p>	<p>Fiction- <b>Summer Read- 'Dread Cat' by Michael Rosen.</b> Write a character description using adjectives and adverbs, write a poem using adjectives and adverbs, write an explanation report keeping mice safe from cats.</p> <p>Fiction – <b>What would you do?</b>- Write a letter in role and write story based on own experiences.</p> <p><b>-Talk for Writing- 'Harry's Purple Crayon'.</b> Retell story, writing narratives about personal experiences and those of others</p>	<p>-Non-fiction- <b>All about Orang-utans-</b> Write instructions, non-chronological report</p> <p>Poetry – <b>Pattern, Rhythm and Rhyme-</b> write whole class poetry</p> <p><b>Christmas-</b>writing about real events</p>	<p>- Fiction – <b>Tales with a twist-</b>, writing narratives including traditional tales from other cultures</p>	<p>-Non-fiction- <b>Does chocolate grow on trees?</b> -Explanation text- Plan and write explanation texts.</p> <p><b>Talk for Writing- 'The Talking Papaya-</b> Retell story, writing narratives about personal experiences and those of others</p>	<p><b>Big Write- 'The disgusting sandwich' &amp; 'Diary of a killer cat.'</b> (preparation for SATs) - writing for different purposes and genres- narrative, letter, character description, instructions, book review), planning, writing, making simple additions, revisions and corrections, reading aloud with appropriate intonation</p>	<p>Fiction-<b>Muddles and Mishaps-</b> Write an advert, Write instructions, Write narratives about personal experiences.</p> <p>Poetry-<b>Silly stuff-</b> Write, edit and evaluate stanzas and poems based on models.</p>

<p><b>English</b></p> <p><b>Grammar</b></p>	<p>capital letters and full stops, statement sentences, exclamation sentences, command sentences, question sentences, commas in lists</p>	<p>expanded noun phrases, past and present tense, past and present progressive subordination, co-ordination</p>	<p>compound nouns, formation of nouns using suffixes such as –ness, –er, -full, -less, -ment,</p>	<p>adjectives to adverbs, adverbs, apostrophes for contractions, singular possession, apostrophes revision</p>	<p>Revision of previous terms, practise tests for SATs</p>	<p>Go over areas of weakness highlighted in tests</p>
<p><b>English</b></p> <p><b>Spelling</b></p>	<p><b>ULS-Phase 5a-spelling recap</b></p> <p><b>ULS-Phase 5c mastery</b></p>	<p><b>Read write inc</b> -or sound spelt a before l or ll , soft c , adding suffix –y , adding suffix –ly , red words, homophones, n sound spelt kn and gn , igh spelt y</p>	<p><b>Read write inc</b> -, adding suffix –ing , the j sound , homophones, contractions and apostrophes, the u sound spelt o and the or sound spelt ar after w</p>	<p><b>Read write inc</b> - adding suffix –ed, possessive apostrophes, r sound spelt wr, adding suffixes er or est, ee sound spelt ey, red words, homophones</p>	<p><b>Read write inc</b> - adding suffix –ness, words ending in –le, words ending in –el, words ending in –al,</p>	<p><b>Read write inc</b> -suffix –ful, suffix –less, suffix –ment, words ending in –tion, adding the suffix –es, words ending in –il and words where s makes zh sound, homophones, ir sound spelt or after w</p>
<p><b>English</b></p> <p><b>Handwriting</b></p>	<p><b>Y1 revision-beginning joins</b>          Diagonal join to Set 1 letters ed, eg, ac          Diagonal join to Set 1 and 2 letters id, iu, ig, iy          Diagonal join to Set 3 letters ar, an, am, ap          Diagonal join to Set 4 letters aw, ew, ex, ux          Diagonal join to the top of Set 1 letters if, ef, ief</p>	<p><b>Y1 revision-beginning joins</b>          Diagonal join -To form and join from the letter w wa, wo, fo, fa          Practising the horizontal join oon, oom          Horizontal join to Set 3 letters or, ore, orn          Practising the fourth join to Set 1 letters of, ff          Practising the fourth join to Set 2 letters wl, vl, rl</p>	<p><b>Y2 joins</b>          practising joining to the top ai, ay, ey          practising the join from the letter e ee, ea, ey          practising joining from the letter i ie, ide, igh          practising the horizontal join oa, ow, oe          practising the size and height of letters oo, ue, ew          practising joining from the letter o oi, ou, oy</p>	<p><b>Y2 joins</b>          practising joining to the letter a ea, ear, ead          practising joining to the letter r er, ir, ur          practising the horizontal join ou, out, ow          practising small letters: same height and size or, aw, au          practising joining to the letter r ar, air, are</p>	<p><b>Y2 joins</b>          practising printing whole alphabet          practising joining to/from the letter c ice, ace, cel          practising writing the letter g age, dge, nge, gen          practising the diagonal join le, el, al, il          practising the two ways of joining the letter s sh, as, es          practising joining to the letter y ky, hy, ly</p>	<p><b>Y2 joins</b>          reviewing the four handwriting joins kn, mb, wr, wh          practising joining from the letter w war, wan, wap          practising correct height and size of letters ily, ely, kly          punctuation I'm, I'll, he's, she's          practising joining to/from the letter i cian, sion, tion</p>

	Diagonal join to the top of Set 2 letters il, ai, ail Diagonal join to the top of Set 3 letters ck, ch, tch	Practising break letters b, p, z, j, g, q, y Revising the four handwriting joins ai, al, ow, ol	practising capital letters whole alphabet	practising joining to ascenders al, all, alk practising joining from the letter o ot, on, oe	practising joining to the letter g ting, ring, king	practising joining to/from the letter s less, ness practising joining from the letter e er, ier, est, iest
<b>Maths</b>	<p><b>Place value-</b> Read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a two digit number (tens, ones) Identify, represent and estimate numbers using different representations including the number line</p> <p><b>Addition and subtraction-</b> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally,</p>	<p><b>Money-</b> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p><b>multiplication-</b> Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and</p>	<p><b>Multiplication and division-</b> Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>	<p><b>Shape-</b> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p><b>Fractions-</b> Recognise, find,</p>	<p><b>Length and height-</b> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =.</p> <p><b>Position and direction-</b> Use mathematical vocabulary to describe position, direction and</p>	<p><b>Time -</b> 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. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time.</p> <p><b>Mass, capacity and temperature</b> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and</p>

	<p>including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<p>arrays with the support of the teacher.</p>	<p><b>Statistics-</b> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totaling and comparing categorical data.</p>	<p>name and write fractions <math>\frac{1}{3}, \frac{1}{4}, \frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p>	<p>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>Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p><b>Consolidation and problem-solving-</b></p>	<p>record the results using &gt;, &lt; and =.</p>
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<b>Science</b>	Living Things	Uses of everyday materials	Plants:-Growing plants	Inventors and inventions	Animals (including humans) Feeding and exercise	Habitats (forest school link)
<b>Computing</b>	<p><b>Online Safety</b></p> <p>Project EVOLVE is used across the school to assess and plan appropriate lessons linked to the eight strands in Education for a Connected World.</p> <ul style="list-style-type: none"> <li>• Self-image and Identity</li> <li>• Online Relationships</li> <li>• Online Reputation</li> <li>• Online Bullying</li> <li>• Managing Online Information</li> <li>• Health, Well-being and Lifestyle</li> <li>• Privacy and Security</li> <li>• Copyright and Ownership</li> </ul> <p>ProjectEVOLVE resources each of the 330 statements from UK Council for Internet Safety's (UKCIS) framework <a href="#">“Education for a Connected World”</a> with perspectives; research; activities; outcomes; supporting resources and professional development materials. PSHE days at the beginning of each term are used to assess children’s knowledge in 2/3 strands and from outcomes personalised lessons are taught to meet the children’s needs.</p>					
	<p><b>Computing systems and networks-information technology around us.</b></p> <p>In this unit, learners will look at information technology at school and beyond. Learners will investigate how information technology improves our world, and they will</p>	<p><b>Creating media-digital photography.</b></p> <p>Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may</p>	<p><b>Programming A – Robot algorithms</b></p> <p>This unit develops pupils’ understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Pupils will use given commands in different orders to investigate how the order affects the outcome. Pupils will also learn about design in programming. They will develop artwork and test it for use in a</p>	<p><b>Data information-pictograms.</b></p> <p>Learners will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term ‘attribute’ and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and</p>	<p><b>Creating media-making music.</b></p> <p>Learners will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.</p>	<p><b>Programming A – Programming quizzes</b></p> <p>Learners begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to</p>



	learn about using information technology responsibly. <b>(internet safety)</b>	not be real. <b>(internet safety)</b>	program. They will design algorithms and then test those algorithms as programs and debug them.	finally block diagrams. Learners will use the data presented to answer questions.		their programming projects.
<b>Art</b>	<p><b>Paper Art</b>(4 lessons) To be able to use paper to create a collage. To be able to use papier mâché to create a sculpture. To be able to create sculptures from paper.</p> <p><b>Investigating Materials</b> (3 lessons) To investigate a range of materials and their properties. To experiment with a variety of ways in which to join materials together. To use magnifying glasses to explore how fabrics were constructed. To experiment with warps and wefts to create a weaving out of paper.</p>	<p>Christmas activity- card printing</p> <p>Make a clay animal for the Nativity scene ( to tie in with science- living things- EOU assessment)</p>	<p><b>Can Buildings speak</b> To identify shapes in a variety of buildings. To be able to use a viewfinder to identify patterns and features in buildings. To use different printing techniques and tools to create an image of a building. To gather a variety of patterns in a building using rubbings. To design, make and evaluate a clay tile to represent our school</p>	<p><b>Vincent Van Gogh</b> To express their own views on art To practise using different brush strokes in the style of the artist. To use charcoal, pastels and acrylic paints to create a picture in the style of Van Gogh</p> <p><b>lesson 4 from paper art topic-</b> Mothers day gift/card- making paper beads</p>		<p><b>Andy Goldsworthy</b> (part of Forest School topic) To develop observational skills in drawing natural objects using different media. To express their own views in art. To create a work of art using natural objects in the style of Andy Goldsworthy.</p>

<b>DT</b>	Homemade burger	Gingerbread biscuits  <b>Textiles-Delightful Decorations</b> To practise cutting and sewing skills To design, make and evaluate a Christmas decoration	Pea soup  <b>Mechanisms-wheels and Axles- making fire-engines</b> Explore the uses of fire engines Explore ways of making ales and axle holders Deign and follow a plan for making a fire engine Evaluate finished product	Vegetable pasta bake	Summer salad	<b>Aspect: Food</b> Preparing Fruit and Vegetables. Design, make and evaluate a Vegetable kebabs (BBQ) (product) for themselves (user) for a celebration (End of SATs party).
<b>Music</b>	Singing Games  Sing with a sense of the shape of the melody, and perform simple patterns and accompaniments using a steady pulse or ostinato.  Recognise and explore the ways sounds can be combined and used expressively.	preparation for KS1 Christmas concert.  Sing with a sense of the shape of the melody, and perform simple patterns and accompaniments using a steady pulse or ostinato.  Recognise and explore the ways sounds can be combined and used expressively	Tuned Percussion Represent sounds with symbols <i>including some standard rhythmic notation.</i>  Recognise how the musical elements can be used to create different moods and effects and communicate ideas.	Compound rhythms Sing with expression and perform simple melodic and rhythmic parts.	Preparation for the infant summer concert Improvise repeated patterns and combine several layers of sound with an awareness of the combined effect.  Recognise how the different musical elements are combined and used expressively.	making music with traditional stories Make improvements to their own work, commenting on the intended effect.  Describe, and compare different kinds of music (including live and recorded music) using an appropriate musical vocabulary.

<p><b>PE</b></p>	<p><b>(Games)</b> Throwing and Catching</p> <p>Multi Skills</p> <p>Football skills (4 wks)</p> <p><b>(Gym) Basic actions</b> ≡</p> <p>Control &amp; co-ordination, repeat sequences of gymnastic actions, move smoothly from stillness to travelling</p> <p><b>Travelling in diff pathways (2), low apparatus (2), high apparatus (2)</b></p> <p>ECC Scheme of Work p.140-143</p> <p>Fundamental Movement skills- Climb</p>	<p><b>(Games)</b> Football, Foot dribbles, Kick Football skills (3 wks)</p> <p><b>(Gym) Basic actions=</b> Control &amp; co-ordination, repeat sequences of gymnastic actions, move smoothly from stillness to travelling</p> <p><b>Travelling in diff pathways (2), low apparatus (2), high apparatus (2)</b></p> <p>ECC Scheme of Work p.140-143</p> <p>Fundamental Movement skills- Climb</p>	<p><b>(Games)</b></p> <p>Multi Skills , One-handed, two-handed strike</p> <p>Handball skills (3 wks)</p> <p><b>(Gym) Basic actions</b> ≡Control &amp; co-ordination, repeat sequences of gymnastic actions, move smoothly from stillness to traveling</p> <p><b>Turning &amp; rotating, rocking &amp; rolling (5)</b></p> <p>ECC Scheme of Work p.144-146Fundamental Movement skills- Forward rolls</p>	<p><b>(Games)</b></p> <p>Tag-Rugby Overhand throw, Handball skills (2 wks)</p> <p><b>(Gym) Basic actions =</b></p> <p>Control &amp; co-ordination, repeat sequences of gymnastic actions, move smoothly from stillness to traveling</p> <p><b>Turning &amp; rotating, rocking &amp; rolling (5)</b></p> <p>ECC Scheme of Work p.144-146</p> <p>Fundamental Movement skills- Forward rolls</p>	<p><b>(Games)</b></p> <p>Multiskills Continuous leap, Vertical jump Cricket skills</p> <p><b>(Gym) Basic actions</b> ≡Control &amp; co-ordination, repeat sequences of gymnastic actions, move smoothly from stillness to travelling</p> <p><b>Supporting body weight, Balance &amp; Symmetry (5)</b></p> <p>ECC Scheme of Work p.147-151</p>	<p><b>(Games)</b></p> <p>Multiskills , Sprint run, Cricket skills</p> <p><b>(Gym) Basic actions</b> ≡Control &amp; co-ordination, repeat sequences of gymnastic actions, move smoothly from stillness to travelling</p> <p><b>Supporting body weight, Balance &amp; Symmetry (5)</b></p> <p>ECC Scheme of Work p.147-151</p>
<p><b>History</b></p>		<p>Florence Nightingale and Edith Cavell</p>	<p>Great Fire of London</p>			<p>Mary Seole</p>
<p><b>Geography</b></p>	<p>Map Makers</p>			<p>Seas and Coasts</p>	<p>Australia</p>	
<p><b>Enrichment Activities</b></p>			<p><b>History off the Page day – Great Fire of London</b></p>			<p><b>Forest School- Science links (Habitats) Art links (Andy Goldsworthy)</b></p>

# Year 3 Curriculum Map 2023-2024

Year 3	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
RE	Judaism  Homes	Promises  Visitors	Islam  Journeys	Listening & Sharing  Giving all	Energy  Choices	Special places
PSHE and RSE	<p><b>Being Me in My World</b></p> <p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p> <p><b>Zones of Regulation</b></p> <p><b>Project Evolve</b></p>	<p><b>Celebrating Difference</b></p> <p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p> <p><b>Zones of Regulation</b></p> <p><b>Project Evolve</b></p>	<p><b>Dreams and Goals</b></p> <p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p> <p><b>Zones of Regulation</b></p> <p><b>Project Evolve</b></p>	<p><b>Healthy Me</b></p> <p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices</p> <p><b>Zones of Regulation</b></p> <p><b>Project Evolve</b></p>	<p><b>Relationships</b></p> <p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family</p> <p><b>Zones of Regulation</b></p> <p><b>Project Evolve</b></p>	<p><b>Journey in Love</b></p> <p>To describe and give reasons how friendships make us feel happy and safe. To describe and give reasons why friendships can break down, how they can be repaired and strengthened. To celebrate the joy and happiness of living in friendship with God and others. Resource "Journey in Love"</p> <p><b>Zones of Regulation</b></p> <p><b>Project Evolve</b></p>
<b>ENGLISH Spoken Language:</b>	<ul style="list-style-type: none"> <li>Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action.</li> <li>Participate in discussion about books that are read to them and those that can be read for themselves, taking turns and listening to what others say.</li> </ul>					

**Reading:*****Word reading***

In a context of whole-class, group and 1:1 reading:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

***Comprehension***

In a context of whole-class, group and 1:1 reading:

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
  - retrieve and record information from non-fiction
  - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

<b>Writing: Composition</b>	<p><i>Plan their writing by:</i></p> <ul style="list-style-type: none"> <li>-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>-discussing and recording ideas Draft and write by:</li> <li>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) -organising paragraphs around a theme</li> <li>-in narratives, creating settings, characters and plot</li> <li>-in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by:</li> <li>-assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>-proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>-proof-read for spelling and punctuation errors</li> <li>-read aloud their 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>
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<b>Instructions</b>	<b><i>Nell and the Cave Bear by Martin Brown</i></b>	<b><i>Roger McGough Collections Christina Rossetti Collections</i></b>	<b><i>Ask Dr K Fisher by Claire Llewellyn</i></b>	<b><i>Storm ebook by Kevin Crossley-Holland</i></b>	<b><i>St George and the Dragon</i></b>	<b><i>Where in the World ebook</i></b>
-understand what we use instructions for and find features of instructions -use imperative verbs as a command -write a set of instructions using the correct features	-draft and write their own versions of The Sound Collector.  -compose class and individual poems, editing and improving their work as part of the process.	<b>Performance and Shape Poetry</b>	<b>Letter Writing</b>  -draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence constructions  -evaluate and edit by assessing the effectiveness of their own writing and suggesting improvements	<b>Adventure Stories</b>  -discussing writing similar to that which they are planning  -discussing and recording ideas	<b>Legends</b>  -creating settings, characters and plot  -evaluate and edit by assessing the effectiveness of their own writing and suggesting improvements	<b>Non-chronological reports</b>  -using simple organisational devices to present information using paragraphs and headings.  -evaluate and edit by assessing the effectiveness of their own writing and suggesting improvements
<b>Poetry</b>						
-descriptions of a mammoth based on structure of Tolkien's Oliphant						
<b>Information text</b>						

	<p>-write a report on bear cubs -using simple organisational devices to present information using paragraphs and headings.</p> <p><b><i>Paddington by Michael Bond</i></b></p> <p><b>Stories with familiar settings</b> -planning and writing a description of setting, and planning and writing a conversation using direct speech and correct punctuation. -evaluate and edit by assessing the effectiveness of their own writing and suggesting improvements</p>					
<p><b>Writing: Transcription- Spelling/Phonics</b></p>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>- use further prefixes and suffixes and understand how to add them (English Appendix 1) -spell further homophones</li> <li>-spell words that are often misspelt (English Appendix 1)</li> <li>- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - 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>					

	Revision of suffixes already learnt in Y2.  Commonly misspelled words	Prefixes dis- in- im- anti- super- sub- re-  Y3/4 statutory spellings	Commonly misspelled words specifically homophones	Y3/4 statutory spellings  Suffixes –ous –ly –ion –ian	Commonly misspelled words  Words ending in –ture, adding –ation to form nouns	Y3/4 statutory spellings  'c' spelt ch, 'sh' spelt ch, short 'l' spelt y
<b>Writing: Transcription- Handwriting</b>	<i>Pupils should be taught to:</i>					
	<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 their handwriting [for example, by ensuring 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>					
	Letter formation, break letters, forming ascenders and descenders, joining to small letters, tall letters,	from l , to y, forming s, joining from i, spacing between letters	writing t, forming double letters, joining to e, k, second join	Joining from e, horizontal join, joining from a	Practising punctuation, joining to y, r, w	Forming numerals, silent letters, joining from f, capital letters
<b>Writing Vocabulary, Grammar and Punctuation</b>	<i>Pupils should be taught to:</i> Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using the present perfect form of verbs in contrast to the past tense</li> <li>- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials</li> </ul> learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by: <ul style="list-style-type: none"> <li>-using commas after fronted adverbials</li> <li>-indicating possession by using the possessive apostrophe with plural nouns</li> <li>-using and punctuating direct speech</li> <li>- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>					



	<p>Revising nouns, verbs and adjectives</p> <p>Past, present and future tense</p> <p>using and punctuating direct speech</p>	<p>Word families</p> <p>Using conjunctions, adverbs and prepositions</p> <p>Choosing nouns and pronouns appropriately</p>	<p>Articles</p> <p>Different sorts of sentences and revising basic sentence punctuation</p> <p>Adverbs of time</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions</p> <p>Using and punctuating direct speech</p>	<p>Fronted adverbials</p> <p>Using and punctuating direct speech Prepositions</p>	<p>Present perfect form of verbs</p> <p>Introducing perfect form</p>
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<b>MATHS</b>	<b>Place Value</b>	<b>Addition and Subtraction</b>	<b>Multiplication and Division</b>	<b>Fractions</b>	<b>Fractions</b>	<b>Shape</b>
	<p>Represent numbers to 100 Partition numbers to 100 Number line to 100 Hundreds Represent numbers to 1,000 Partition numbers to 1,000 Flexible partitioning of numbers to 1,000 Hundreds, tens and ones Find 1, 10 or 100 more or less Step</p> <p>Number line to 1,000 Estimate on a number line to 1,000 Compare numbers to 1,000 Order numbers to 1,000 Count in 50s</p>	<p>Add 2-digit and 3-digit numbers Subtract a 2-digit number from a 3-digit number Complements to 100 Estimate answers Inverse operations Make decisions</p>	<p>Consolidate 2, 4 and 8 times tables Comparing Statements Related calculations Multiply 2-digits by 1-digit Divide 2-digits by 1-digit Scaling How many ways?</p>	<p>Make equal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Unit fractions Non-unit fractions Equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math> Count in fractions</p>	<p>Making the whole Tenths Count in tenths Tenths as decimals Fractions on a number line Fractions of a set of objects Equivalent fractions Compare fractions Order fractions Add fractions</p>	<p>Turns and angles Right angles in shapes Compare angles Draw accurately Horizontal and vertical Parallel and perpendicular Recognise and describe 2-D shapes Recognise and describe 3-D shapes Make 3-D shapes</p>
	<b>Addition and Subtraction</b>	<b>Multiplication and Division</b>	<b>Length and Perimeter</b>	<b>Mass and Capacity</b>	<b>Money</b>	<b>Statistics</b>
	<p>Apply number bonds within 10 Add and subtract 1s Add and subtract 10s Add and subtract 100s Spot the pattern Add 1s across a 10</p>	<p>Multiplication – equal groups Use arrays Multiples of 2 Multiples of 5 and 10 Sharing and grouping Multiply by 3 Divide by 3 The 3 times-table Multiply by 4 Divide by 4 The 4 times-table Multiply by 8 Divide by 8 The 8 times-table The 2, 4 and 8 times-tables</p>	<p>Measure length Measure length (m) Equivalent lengths- m &amp; cm Equivalent lengths- mm &amp; cm Compare lengths Add lengths Subtract lengths Measure perimeter Calculate perimeter</p>	<p>Compare mass Measure mass Add and subtract mass Compare volume Measure capacity Compare capacity Add and subtract capacity Temperature</p>	<p>Count money (pence) Count money (pounds) Pounds and pence Convert pounds and pence Add money Subtract money Give change</p>	<p>Make tally charts Draw pictograms (2, 5 and 10) Interpret pictograms (2, 5 and 10) Pictograms Bar charts Tables</p>
					<b>Time</b>	
					<p>O'clock and half past Quarter past and quarter to Months and years Hours in a day Telling the time to 5 minutes</p>	

	<p>Add 10s across a 100 Subtract 1s across a 10</p> <p>Subtract 10s across a 100 Make connections</p> <p>Add two numbers (no exchange)</p> <p>Subtract two numbers (no exchange)</p> <p>Add two numbers (across a 10)</p> <p>Add two numbers (across a 100)</p> <p>Subtract two numbers (across a 10)</p> <p>Subtract two numbers (across a 100)</p>				<p>Telling the time to the minute</p> <p>Using a.m. and p.m.</p> <p>24-hour clock</p> <p>Finding the duration</p> <p>Comparing durations</p> <p>Start and end times</p> <p>Measuring time in seconds</p>	
<b>SCIENCE</b>	<p><b>Light:</b> Light and shadows</p>	<p><b>Rocks:</b> Rocks, and soil</p>	<p><b>Animals (including humans)</b> Movement and feeding</p>	<p><b>Magnets and forces</b></p>	<p><b>Plants:</b> What plants need</p>	<p><b>Plants:</b> Parts of plants</p>
<b>ONLINE SAFETY</b>	<p><b>Project EVOLVE</b> is used to assess and plan appropriate lessons linked to the eight strands in Education for a Connected World.</p> <ul style="list-style-type: none"> <li>• Self-image and Identity</li> <li>• Online Relationships</li> <li>• Online Reputation</li> </ul>					

- Online Bullying
- Managing Online Information
- Health, Well-being and Lifestyle
- Privacy and Security
- Copyright and Ownership

ProjectEVOLVE resources each of the 330 statements from UK Council for Internet Safety's (UKCIS) framework "Education for a Connected World" with perspectives; research; activities; outcomes; supporting resources and professional development materials. PSHE days at the beginning of each term are used to assess children's knowledge in 2/3 strands and from outcomes personalised lessons are taught to meet the children's needs.

<b>COMPUTING</b>						
	<p><b>Computing Systems and Networks- Connecting Computers</b></p> <p>During this unit, learners develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They also compare digital and non-digital devices. Following this, learners are introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. The unit concludes with learners discovering the benefits of</p>	<p><b>Creating Media- Animation</b></p> <p>Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p>	<p><b>Programming Sequence in Music</b></p> <p>This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in</p>	<p><b>Data and Information Branching Databases</b></p> <p>During this unit, learners will develop their understanding of what a branching database is and how to create one. They will gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions. The learners will create physical and on-screen branching databases. Finally, they will evaluate the effectiveness of branching databases and will decide what types of data should be</p>	<p><b>Creating Media- Desktop Publishing</b></p> <p>During this unit, learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own</p>	<p><b>Programming Events and Actions</b></p> <p>This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of <b>Pen</b> blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of</p>

	connecting devices in a network.		a structured manner. Learners also apply stages of program design through this unit.	presented as a branching database.	template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.	lines. The unit concludes with learners designing and coding their own maze-tracing program.
<b>ART</b>	<b>Investigating patterns</b>		<b>Portraying Relationships and Picasso Cubism</b>	Clay coil pots-history	<b>Sculpture-</b> Can we change places	
<b>DESIGN AND TECHNOLOGY</b>	Cookies	Winter Salad and dressing  <b>Textiles-</b> 2D shape to 3D product Christmas stockings	Minestrone soup	<b>Food</b> Healthy and Varied Diet	Cakes for afternoon tea concert	<b>Structures</b> Shell structures Shell structures using CAD
<b>MUSIC</b>	<b>Class Band:</b>  Transition from musical games to 'Three Little Birds' (class band)  Links with PSHE 'Positivity in Challenges'	<b>Christmas preparation:</b>  Songs in unison and 2-part harmony	Introduction to the violin supported by Essex Music Services.  Class performance to parents based on 'One Day Like This'.		Music of Vivaldi in preparation for the Year 3 Afternoon Tea concert.  Listening, historical context and Baroque era	Preparation and performance of summer show.

<p><b>PE</b> Indoor</p>	<p><b><u>Gymnastics</u></b> Travelling- stepping sequences, shaped jumps use of benches and elevation, to include transference of weight.  Rolls, types and execution/ progression.  <b>Bi-weekly swimming lessons</b></p>	<p><b><u>SWITCHES TO OUTDOOR FOR FIRST WEEK</u></b>  <b><u>Cross Country Trials</u></b>  Event preparation  <b><u>Indoor Athletics</u></b>  Develop Eveque based skills. Develop early balance, jumping and throwing skills.  Use of adapted equipment to develop jumps and speed. Introduce challenges.  <b>Bi-weekly swimming lessons</b></p>	<p><b><u>Dance</u></b> Country Dancing. Developing use of different Country Dance styles to learn techniques and routines.  <b>Bi-weekly swimming lessons</b></p>	<p><b><u>Gymnastics</u></b> Body management techniques, in line with the Key Steps gymnastics. Developing base skills into routines.  <b>Bi-weekly swimming lessons</b></p>	<p><b><u>Rounders</u></b> Types of throw required, movement round the bases, catching skills/long barrier techniques. Developing game play.  <b>Bi-weekly swimming lessons</b></p>	<p><b><u>Athletics</u></b> Running techniques to cover sprint and middle distancedifferences.  Development of jumping/throwing techniques in preparation for quad kid and district sports trials  Sports Day preparation and groupings- differentiation for ability.  <b>Bi-weekly swimming lessons</b></p>
<p><b>Outdoor</b></p>	<p><b><u>Football</u></b> Striking/kicking skills developing into game play  <b><u>Handball</u></b> Last two weeks</p>	<p><b><u>Tag Rugby</u></b> Throwing/catching based skills developing into game play.  <b><u>Handball</u></b> Last two weeks</p>	<p><b><u>SWITCHES TO INDOOR</u></b>  <b><u>Primary Sportshall Athletics</u></b> Running event trials and event preparation.</p>	<p><b><u>Hockey</u></b> Stick coordination and passing/striking skills.  <b><u>Handball</u></b> Last two weeks</p>	<p><b><u>Cricket</u></b> Development of bowling and batting techniques. Event preparation and trials.</p>	<p><b><u>Cricket</u></b> <b><u>Athletics</u></b> Sports Day preparation.  <b><u>Handball</u></b> Last week.</p>



<b>FRENCH</b>	Phonics - vowels first. Numbers 1-12. How to ask and give their age. Other key phonic sounds. Pencil case items. (They are made aware of gender through colour coding.) Verb forms 'j'ai – I have', 'il/elle est – it is' and implicitly encounter the negative forms of these.		La Fête des Rois Animals and colours. The linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). The key verbs are 'il/elle est' (he/she/it is), 'ils sont' (they are), il y a (there is/are).		The Very Hungry Caterpillar in French. Numbers, days of the week, fruits and foods.	
<b>HISTORY</b>	<b>Changes from the Stone Age to the Iron Age in Britain</b>		<b>The Romans in Britain-</b> invasion, changes and achievements	<b>The Romans in Britain-</b> changes and achievements (continued),  Boudicca		
<b>GEOGRAPHY</b>		<b>Comparing the physical and human geography of the UK and Italy</b>			<b>Continents of the World</b> <b>Physical geography of Europe</b>	<b>Orienteering-</b> Fieldwork skills
<b>ENRICHMENT ACTIVITIES</b>	<b>Cambridge Museums visit</b>			<b>Roman Day</b>	<b>Young Shakespeare</b>	<b>Visit to Audley End Gardens</b>

# Y4 Curriculum Map 2023-2024

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>RE</b>	Domestic Church – family: <b>PEOPLE</b>  Baptism / confirmation – belonging: <b>CALLED</b>  <b>Judaism</b>	Baptism / Confirmation – belonging: <b>CALLED</b>  Advent/Christmas –Loving: <b>GIFT</b>	Local church – <b>COMMUNITY</b>  Eucharist – relating: <b>GIVING &amp; RECEIVING</b>	Eucharist – relating: <b>GIVING &amp; RECEIVING</b>  Lent/Easter – giving <b>SELF DISCIPLINE</b>	Pentecost – serving: <b>NEW LIFE</b>  Reconciliation – inter-relating: <b>BUILDING BRIDGES</b>  <b>Islam</b>	Reconciliation- inter-relating: <b>BUILDING BRIDGES</b>  Universal church – world: <b>GOD’S PEOPLE</b>
<b>PSHE and RSE</b>	<b>JIGSAW: Being Me in My World</b>  Being part of a class team  Being a school citizen Rights, responsibilities and democracy (school council)  Rewards and consequences  Group decision-making Having a voice.  What motivates behaviour   <b>Zones of regulation</b>	<b>JIGSAW: Celebrating Difference</b>  Challenging assumptions  Judging by appearance Accepting self and others  Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	<b>JIGSAW: Dreams and Goals</b>  Hopes and dreams Overcoming disappointment.  Creating new, realistic dreams  Achieving goals  Working in a group Celebrating contributions  Resilience  Positive attitudes  <b>Zones of regulation</b>	<b>JIGSAW: Healthy Me</b>  Healthier friendships  Group dynamics  Smoking  Alcohol  Assertiveness  Peer pressure  Celebrating inner strength   <b>Zones of regulation</b>	<b>JIGSAW: Relationships</b>  Jealousy  Love and loss  Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends  Showing appreciation to people and animals   <b>Zones of regulation</b>	<b>Journey in Love (RSE):</b>  God loves us in our differences         <b>Zones of regulation</b>



	<p><b>ProjectEVOLVE</b> – education for a connected world</p>	<p><b>Zones of regulation.</b></p> <p><b>ProjectEVOLVE</b> – education for a connected world</p>	<p><b>ProjectEVOLVE</b> – education for a connected world</p>	<p><b>ProjectEVOLVE</b> – education for a connected world</p>	<p><b>ProjectEVOLVE</b> – education for a connected world</p>	<p><b>ProjectEVOLVE</b> – education for a connected world</p>
<p><b>ENGLISH</b></p> <p><b>Spoken Language</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Ask reasoned questions to improve his/her understanding of a text.</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> </ul>					
<p><b>ENGLISH</b></p> <p><b>Speaking and Listening</b></p>	<p>Class reader: Participating in discussions, including discussing impact of authors' use of language on reader.</p> <p>Texts used during English lessons: Participate in discussions, deduce and infer information or events from the text.</p>	<p>Class reader: Verbal comprehension.</p> <p>Texts used during English lessons: Participate in discussions, deduce and infer information or events from the text. Discuss structure and organisation, authors intent and retrieving information and</p>	<p>Class reader: Consider and evaluate different viewpoints. Speculate, hypothesise, imagine and explore ideas.</p> <p>Persuasive speech to be Eco Committee rep, debate.</p>	<p>Class reader: verbal comprehension</p> <p>Fantasy story: Drawing inferences, explaining/discussing their understanding of what they have read.</p> <p>Read a range of story openings, describing</p>	<p>Class reader: Deduce and infer information, discussing ideas and thoughts.</p> <p>Play scripts</p> <p>Drama: freeze frame, action clip, role play based on the play script being studied and pupils' written play script.</p>	<p>Class reader: Verbal comprehension</p> <p>Newspaper reports: Participating in discussions, presentations, performances, role play, improvisations and debates. Participating actively in conversations; Articulating and justifying answers.</p>

	Plan and write a story set in another culture. Share stories.	referencing with quotations.	Learning and reciting poetry. Free verse poetry	characters & settings		Learning and reciting poetry. Performance poetry
<b>ENGLISH Reading:</b>	<p><b>Reading challenge:</b></p> <p>Launch</p> <p><b>Guided Reading Sessions:</b></p> <ul style="list-style-type: none"> <li>• Predict and summarise what will happen in a text.</li> <li>• Retrieve information using quotation or reference from the text.</li> <li>• Deduce and infer information</li> <li>• Identify and comment on the structure and organisation of texts, including grammatical and presentational features.</li> <li>• Explain and comment on</li> </ul>	<p><b>Reading challenge:</b></p> <p>Continue</p> <p><b>Guided Reading Sessions:</b></p> <ul style="list-style-type: none"> <li>• Predict and summarise what will happen in a text.</li> <li>• Retrieve information using quotation or reference from the text.</li> <li>• Deduce and infer information</li> <li>• Identify and comment on the structure and organisation of texts, including grammatic</li> </ul>	<p><b>Reading challenge:</b></p> <p>Continue</p> <p><b>Guided Reading Sessions:</b></p> <ul style="list-style-type: none"> <li>• Predict and summarise what will happen in a text.</li> <li>• Retrieve information using quotation or reference from the text.</li> <li>• Deduce and infer information</li> <li>• Identify and comment on the structure and organisation of texts, including grammatic</li> </ul>	<p><b>Reading challenge:</b></p> <p>Continue</p> <p><b>Guided Reading Sessions:</b></p> <ul style="list-style-type: none"> <li>• Predict and summarise what will happen in a text.</li> <li>• Retrieve information using quotation or reference from the text.</li> <li>• Deduce and infer information</li> <li>• Identify and comment on the structure and organisation of texts, including grammatic</li> </ul>	<p><b>Reading challenge:</b></p> <p>Continue</p> <p><b>Guided Reading Sessions:</b></p> <ul style="list-style-type: none"> <li>• Predict and summarise what will happen in a text.</li> <li>• Retrieve information using quotation or reference from the text.</li> <li>• Deduce and infer information</li> <li>• Identify and comment on the structure and organisation of texts, including grammatic</li> </ul>	<p><b>Reading challenge:</b></p> <p>Continue</p> <p><b>Guided Reading Sessions:</b></p> <ul style="list-style-type: none"> <li>• Predict and summarise what will happen in a text.</li> <li>• Retrieve information using quotation or reference from the text.</li> <li>• Deduce and infer information</li> <li>• Identify and comment on the structure and organisation of texts, including grammatic</li> </ul>

	<p>the writers' uses of language.</p> <ul style="list-style-type: none"> <li>Identify and comment on the authors' intent, viewpoints and overall effect on the reader.</li> <li>Relate texts to others they have read and discuss.</li> </ul>	<p>al and presentational features.</p> <ul style="list-style-type: none"> <li>Explain and comment on the writers' uses of language.</li> <li>Identify and comment on the authors' intent, viewpoints and overall effect on the reader.</li> <li>Relate texts to others they have read and discuss.</li> </ul>	<p>al and presentational features.</p> <ul style="list-style-type: none"> <li>Explain and comment on the writers' uses of language.</li> <li>Identify and comment on the authors' intent, viewpoints and overall effect on the reader.</li> <li>Relate texts to others they have read and discuss.</li> </ul>	<p>al and presentational features.</p> <ul style="list-style-type: none"> <li>Explain and comment on the writers' uses of language.</li> <li>Identify and comment on the authors' intent, viewpoints and overall effect on the reader.</li> <li>Relate texts to others they have read and discuss.</li> </ul>	<ul style="list-style-type: none"> <li>Explain and comment on the writers' uses of language.</li> <li>Identify and comment on the authors' intent, viewpoints and overall effect on the reader.</li> <li>Relate texts to others they have read and discuss.</li> </ul>	<p>nal features.</p> <ul style="list-style-type: none"> <li>Explain and comment on the writers' uses of language.</li> <li>Identify and comment on the authors' intent, viewpoints and overall effect on the reader.</li> <li>Relate texts to others they have read and discuss.</li> </ul>	
	<p><b>Comprehension lessons:</b></p>						
	<p><b>Work based on summer read – The Last Bear – Hannah Gold</b></p>	<p><b>Comprehension lessons:</b></p>	<p><b>Comprehension lessons:</b></p>	<p><b>Comprehension lessons:</b></p>	<p><b>Comprehension lessons:</b></p>	<p><b>Comprehension lessons:</b></p>	
	<p><b>Plazoom theme: Remembrance</b></p>	<p><b>Plazoom theme: Remembrance</b></p>	<p><b>Plazoom theme: Co-operation</b></p>	<p><b>Plazoom theme: Co-operation</b></p>	<p><b>Plazoom theme: Co-operation</b></p>	<p><b>Work based on class reader – Can you see me? – Libby Scott &amp; Rebecca Westcott</b></p>	
	<p>National Memorial Arboretum – James Nichol (<i>Non-Fiction</i>)</p> <p>The Letter – James Nichol (<i>Fiction</i>)</p>	<p>The Letter – James Nichol (<i>Fiction</i>)</p> <p>Teeth – Sue Hardy-Dawson (<i>poetry</i>)</p>	<p>Working Together – Dan Smith (<i>Non-fiction</i>)</p> <p>Tanvi's Garden – Dan Smith (<i>Fiction</i>)</p>	<p>Tanvi's Garden – Dan Smith (<i>Fiction</i>)</p> <p>The Worst Team - Joshua Seigal (<i>poetry</i>)</p>	<p>Tanvi's Garden – Dan Smith (<i>Fiction</i>)</p> <p>The Worst Team - Joshua Seigal (<i>poetry</i>)</p>	<p><b>Plazoom theme: Rags to Riches</b></p> <p>Andrew Carnegie - Steel Magnate and Patron Saint of Libraries' by</p>	
						<p><b>Comprehension lessons:</b></p>	

	<p><b>Class reader:</b></p> <p>Charlie and the Chocolate Factory – Roald Dahl</p> <p><b>Texts read during English lessons:</b></p> <p>Malala’s Magic Pencil - Malala Yousafzai</p> <p>Cloud Tea Monkeys - Elspeth Graham</p> <p>Journey to Jo'Burg – Beverley Naidoo</p>	<p><b>Class reader:</b></p> <p>Charlie and the Chocolate Factory – Roald Dahl</p> <p><b>Texts read during English lessons:</b></p> <p>The Great Kapok Tree – Lynne Cherry</p> <p>Persuasive letters</p>	<p><b>Class reader:</b></p> <p>The Lion, the Witch and the Wardrobe – C. S Lewis</p> <p><b>Texts read during English lessons:</b></p> <p>The Magic Box, Kit Wright</p> <p>Examples of instructions</p>	<p><b>Class reader:</b></p> <p>The Lion, the Witch and the Wardrobe – C. S continue</p> <p><b>Texts read during English lessons:</b></p> <p>The Lion, the witch and the Wardrobe, C. S. Lewis</p>	<p>Margaret Bateson-Hill (Non-fiction)</p> <p><b>Class reader:</b></p> <p>Can you see me? – Libby Scott &amp; Rebecca Westcott</p> <p><b>Texts read during English lessons:</b></p> <p>The boy, the Mole, the Fox and the Horse – Charlie Mackesy (PSHE)</p> <p>A Midsummer Night’s Dream – William Shakespeare</p>	<p><b>Plazoom – Rags to Riches</b></p> <p>The Tale of Dick Whittington’ by Margaret Bateson-Hill</p> <p><b>Class reader:</b></p> <p>Can you see me? – Libby Scott &amp; Rebecca Westcott continued</p> <p><b>Texts read during English lessons:</b></p> <p>If I had Wings – Pie Corbett (poem)</p>
<p><b>ENGLISH Writing</b></p>	<p><b>The Last Bear – Hannah Gold (summer read &amp; link with science: Dangers to living things)</b></p> <ul style="list-style-type: none"> <li>- to make inferences about a characters’ thoughts and feelings.</li> <li>- to write from a character’s point of view about their feelings and thoughts.</li> <li>- to write a poem.</li> <li>- to write a narrative.</li> </ul>	<p><b>Structured Poetry: Creating Images</b></p> <ul style="list-style-type: none"> <li>- Use poetic devises, alliteration, onomatopoeia, similes, metaphors</li> <li>- Plan, draft, edit and write an original poem using Grace Nichols’ as a model.</li> </ul> <p><b>Non-Fiction: The Great Kapok Tree</b></p>	<p><b>Free verse poetry: The Magic Box</b></p> <ul style="list-style-type: none"> <li>-Draft and write their own poems using models</li> </ul> <p><b>Fiction: Fantasy - Lion Witch and the Wardrobe</b></p> <ul style="list-style-type: none"> <li>-Develop editing and proof-reading skills. Plan, edit and write a new episode of the</li> </ul>	<p><b>Non-Fiction: Instructions</b></p> <ul style="list-style-type: none"> <li>-Identify the features of instructions.</li> <li>-generate rhetorical questions, imperative verbs.</li> <li>- write in chronological order</li> <li>-plan, draft and upskill instructions.</li> </ul>	<p><b>Fiction: Shakespeare Study (historical) Play scripts – A midsummer Night’s Dream</b></p> <ul style="list-style-type: none"> <li>- A study into the life and works of William Shakespeare. - To draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences</li> </ul>	<p><b>Non-Fiction: Newspaper reports</b></p> <ul style="list-style-type: none"> <li>- Explore features of a newspaper report. - Plan and write a newspaper report using simple organisational devices to present information (numbers, paragraphs and headings). - Evaluate and edit.</li> </ul>

	<ul style="list-style-type: none"> <li>- to write a diary entry.</li> <li>- to make predictions based on details stated and implied.</li> <li>- to write a formal letter.</li> </ul> <p><b>Fiction: Stories from other cultures</b></p> <ul style="list-style-type: none"> <li>- Read examples of stories from different cultures and traditions.</li> <li>- Deduce differences in patterns of relationships, customs and attitudes.</li> <li>- Look at an author's use of language to create a sense of place.</li> <li>- Use fronted adverbials followed by a comma.</li> <li>- Use synonym skills to write interesting and descriptive sentences.</li> <li>- Paragraph</li> <li>- Plan, edit and write a new opening chapter to Journey to Jo'burg.</li> <li>- Evaluate / self /peer-assess.</li> </ul>	<p><b>(persuasive writing)</b></p> <ul style="list-style-type: none"> <li>-to identify the features of persuasive writing.</li> <li>- To gather information and ideas for a persuasive piece of writing</li> <li>- To know how to structure and draft a persuasive letter.</li> <li>- To know how to edit and improve a persuasive letter.</li> </ul>	<p>fantasy story they have studied.</p>	<p><b>Explanation text – Wallace &amp; Gromit</b></p> <ul style="list-style-type: none"> <li>- Familiarise with explanation texts and instructions. -</li> <li>To plan and write instructions and an explanation using simple organisational devices to present information (numbers, paragraphs and headings). -</li> <li>Evaluate and edit</li> </ul>	<p>with evidence. - Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of text that they have studied. - Evaluate and edit.</p>	<p><b>Performance Poetry</b></p> <ul style="list-style-type: none"> <li>-Draft, write and perform their own poems using models</li> </ul>
<p><b>ENGLISH Spelling</b></p>	<ul style="list-style-type: none"> <li>- Prefix <i>in-</i> and <i>dis-</i></li> <li>- Adding <i>im</i> to root words</li> </ul>	<ul style="list-style-type: none"> <li>- Adding –<i>ation</i> to verbs to form nouns</li> </ul>	<ul style="list-style-type: none"> <li>- Adding the prefix anti-</li> </ul>	<ul style="list-style-type: none"> <li>- Adding the prefix auto-</li> <li>- Adding the suffix –<i>ly</i></li> </ul>	<ul style="list-style-type: none"> <li>- Words ending in –<i>ous</i></li> </ul>	<ul style="list-style-type: none"> <li>- Adding the suffix –<i>ion</i> (1)</li> </ul>

	<ul style="list-style-type: none"> <li>beginning with <i>m</i> or <i>p</i></li> <li>- Adding the suffix –ous</li> <li>- Adding the suffix –ly</li> <li>- Words ending in –ture</li> <li>- Homophones</li> </ul>	<ul style="list-style-type: none"> <li>- Words with the c sound spelt ch</li> <li>- Words with the sh sound spelt ch</li> <li>- Adding the suffix –ion</li> <li>- adding the suffix –ian</li> <li>- adding the prefix re-</li> <li>- adding the prefix re-</li> </ul>	<ul style="list-style-type: none"> <li>- Adding the prefix super-</li> <li>- Adding the prefix sub-</li> <li>- Adding the prefix mis-</li> <li>- Words ending in –sure</li> </ul>	<ul style="list-style-type: none"> <li>- Adding the prefix inter-</li> <li>- Words with the ay sound spelt eigh, ei, ey</li> </ul>	<ul style="list-style-type: none"> <li>- Words with the s sound spelt sc</li> <li>- Words ending in zhun spelt –sion</li> <li>- Adding il- and revising un-, in-, mis-, dis-</li> <li>- The c sound spelt –que and the g sound spelt –gue</li> <li>- Adding ir- to words beginning with r</li> </ul>	<ul style="list-style-type: none"> <li>- Adding the suffix –ion (2)</li> <li>- Revision</li> <li>- Homophones</li> <li>- Yr3/4 statutory words</li> </ul>
<b>ENGLISH Grammar and Punctuation</b>	<p><b>GR</b> - Y3 grammar revision, conjunctions, adverbs, paragraphs and pronouns</p> <p><b>P</b> – Revision and continued use of capital letters, commas, full stops, question marks and exclamation marks.</p>	<p><b>GR</b> – Fronted adverbials, subordinate and main clauses, dictionary work</p> <p><b>P</b> – Commas after fronted adverbials.</p>	<p><b>GR</b> – Determiners, prepositions, prepositional phrases, expanded noun phrases</p> <p><b>P</b> – Commas when writing a list (as part of expanded noun phrases).</p>	<p><b>GR</b> – Direct speech, standard English, dictionary/thesaurus work</p> <p><b>P</b> – Inverted commas and other punctuation to indicate direct speech.</p>	<p><b>GR</b> – Apostrophes, subordinate &amp; main clauses (Revision) tenses (present, perfect, past)</p> <p><b>P</b> – Apostrophes for contraction and possession.</p>	<p><b>GR</b> – Dictionary &amp; thesaurus work, consolidation of Y4 grammar (Magic Box project)</p> <p><b>P</b> – Consolidation of Y4 punctuation.</p>
<b>ENGLISH Handwriting</b>	<p><b>Nelson Handwriting</b></p> <p>Unit 1 - Joining from the letter e</p>	<p>Unit 8: Speedwriting</p>	<p>Unit 15: joining from the letter i</p>	<p>Unit 20: consistency in forming and joining letters</p>	<p>Unit 25: Practising speedwriting</p>	<p>Revision</p>

	<p>Unit 2 - Joining to and from the letter s</p> <p>Unit 3 - writing letters at the correct size and height</p> <p>Unit 4 - double letters</p> <p>Unit 5 - consistency in spacing</p> <p>Unit 6: using a diagonal join</p> <p>Unit 7: Horizontal join joining to the letter y</p>	<p>Unit 9: Practising the size and height of letters</p> <p>Unit 10: spacing within words</p> <p>joining to and from the letter w</p> <p>Unit 11: joining from the letter m</p> <p>Unit 12: joining to the letter a from the letter w</p> <p>Unit 13: using a diagonal joining line</p> <p>Unit 14: Practising speedwriting</p>	<p>Unit 16: diagonal join to ascenders</p> <p>Unit 17: joining to and from the letter f</p> <p>Unit 18: joining to and from the letter e</p> <p>Unit 19: Practising punctuation</p>	<p>Unit 21: printing to make captions</p> <p>Unit 22: joining to and from the letter v</p> <p>Unit 23: Practising break letters</p> <p>Unit 24: Practising drafting and editing</p>	<p>Unit 26: Practising printing to make a poster</p> <p>Remaining weeks will be revision</p>	
<p><b>MATHS</b></p>	<p><b>Place Value</b></p> <p>Represent numbers to 1,000</p> <p>Partition numbers to 1,000</p> <p>Number line to 1,000</p> <p>Thousands</p> <p>Represent numbers to 10,000</p> <p>Partition numbers to 10,000</p>	<p><b>Measurement: Area</b></p> <p>What is area?</p> <p>Count squares</p> <p>Make shapes</p> <p>Compare areas</p> <p><b>Multiplication and division (A)</b></p> <p>Multiples of 3</p>	<p><b>Multiplication and division (B)</b></p> <p>11 and 12 times-table</p> <p>Multiply 3 numbers</p> <p>Factor pairs</p> <p>Efficient multiplication</p> <p>Written methods</p> <p>Multiply 2-digits by 1-digit</p>	<p><b>Fractions</b></p> <p>Unit and non-unit fractions</p> <p>What is a fraction?</p> <p>Tenths</p> <p>Count in tenths</p> <p>Equivalent fractions</p> <p>Fractions greater than 1</p> <p>Count in fractions</p>	<p><b>Decimals</b></p> <p>Make a whole</p> <p>Write decimals</p> <p>Compare decimals</p> <p>Order decimals</p> <p>Round decimals</p> <p>Halves and quarters</p> <p><b>Money</b></p> <p>Pounds and pence</p>	<p><b>Geometry: Shape</b></p> <p>Interpret charts</p> <p>Comparison, sum &amp; difference</p> <p>Introducing line graphs</p> <p>Line graphs</p> <p><b>Statistic</b></p> <p>Interpret charts</p> <p>Comparison, sum &amp; difference</p>

	<p>Flexible partitioning of numbers to 10,000</p> <p>Find 1, 10, 100, 1,000 more or less</p> <p>Round to the nearest 10, 100 or 1,000</p> <p><b>Addition &amp; subtraction</b></p> <p>Add and subtract 1s, 10s, 100s and 1,000s</p> <p>Add up to two 4-digit numbers – no exchange</p> <p>Add two 4-digit numbers – one exchange</p> <p>Add two 4-digit numbers – more than one exchange</p> <p>Subtract two 4-digit numbers – no exchange</p> <p>Subtract two 4-digit numbers – one exchange</p> <p>Subtract two 4-digit numbers – more than one exchange</p> <p>Efficient subtraction</p>	<p>Multiply and divide by 6</p> <p>6 times-table and division facts</p> <p>Multiply and divide by 9</p> <p>9 times-table and division facts</p> <p>The 3, 6 and 9 times-tables</p> <p>Multiply and divide by 7</p> <p>7 times-table and division facts</p> <p>11 times-table and division facts</p> <p>12 times-table and division facts</p> <p>Multiply by 1 and 0</p> <p>Divide a number by 1 and itself</p> <p>Multiply three numbers</p>	<p>Multiply 3-digits by 1-digit</p> <p>Divide 2-digits by 1-digit</p> <p>Divide 2-digits by 1-digit</p> <p>Divide 3-digits by 1-digit</p> <p>Correspondence problems</p> <p><b>Measurement: Length &amp; perimeter</b></p> <p>Equivalent lengths - m and cm</p> <p>Equivalent lengths - mm and cm</p> <p>Kilometres</p> <p>Add lengths</p> <p>Subtract lengths</p> <p>Measure perimeter</p> <p>Perimeter on a grid</p> <p>Perimeter of a rectangle</p> <p>Perimeter of rectilinear shapes</p>	<p>Add fractions</p> <p>Add 2 or more fractions</p> <p>Subtract fractions</p> <p>Subtract 2 fractions</p> <p>Subtract from whole amounts</p> <p>Fractions of a set of objects</p> <p>Calculate fractions of a quantity</p> <p>Problem solving – calculate quantities</p> <p><b>Decimals</b></p> <p>Recognise tenths and hundredths</p> <p>Tenths as decimals</p> <p>Tenths on a place value grid</p> <p>Tenths on a number line</p> <p>Divide 1-digit by 10</p> <p>Divide 2-digits by 10</p> <p>Hundredths</p>	<p>Ordering money</p> <p>Estimating money</p> <p>Four operations</p> <p><b>Time</b></p> <p>Hours, minutes and seconds</p> <p>Years, months, weeks and days</p> <p>Analogue to digital – 12 hour</p> <p>Analogue to digital – 24 hour</p>	<p>Introducing line graphs</p> <p>Line graphs</p> <p><b>Geometry: Position and direction</b></p> <p>Describe position</p> <p>Draw on grid</p> <p>Move on a grid</p> <p>Describe movement on a grid</p>
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	<p>Estimate answers</p> <p>Checking strategies</p>			<p>Hundredths as decimals</p> <p>Hundredths on a place value grid</p> <p>Divide 1 or 2-digits by 100</p>		
<p><b>SCIENCE</b></p>	<p><b><u>Danger to Living Things</u></b></p> <ul style="list-style-type: none"> <li>- Recognise that living things can be grouped in a variety of ways.</li> <li>- Identify, construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>- Recognise that environments can change and that this can sometimes pose dangers to living things. ( link to The Last Bear – Hannah Gold – English)</li> </ul>	<p><b><u>Human Nutrition</u></b></p> <ul style="list-style-type: none"> <li>- Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>- Identify the different types of teeth in humans and their simple functions.</li> <li>- Describe how teeth and gums have to be cared for in order to keep them healthy</li> </ul>	<p><b><u>Changes of State</u></b></p> <ul style="list-style-type: none"> <li>- Compare and group materials (solids, liquids and gases).</li> <li>- Observe that some materials change state when they are heated or cooled</li> <li>- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p><b><u>Grouping Living Things</u></b></p> <ul style="list-style-type: none"> <li>- Exploring, using and making classification keys.</li> <li>- Grouping living things and comparing their location.</li> <li>- Collect data about living things (Investigation).</li> </ul>	<p><b><u>Sound</u></b></p> <p><u>Vibrations</u></p> <ul style="list-style-type: none"> <li>- Identify how sounds are made</li> <li>- Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>- Sounds travel away from their source in all directions.</li> </ul> <p><u>Pitch</u></p> <ul style="list-style-type: none"> <li>- Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>- exploring how pitch can be altered.</li> </ul> <p><u>Muffling/blocking sounds</u></p> <ul style="list-style-type: none"> <li>- Recognise that vibrations from</li> </ul>	<p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>- Recognise that a switch opens and closes a circuit.</li> <li>- Recognise some common conductors and insulators, and associate metals with being good conductors.</li> <li>- Electricity can be dangerous.</li> </ul>

					<p>sounds travel through a medium to the ear.</p> <p>- Sound travel can be reduced by changing the material that the vibrations travel through. - - Sound travel can be blocked.</p>	
<b>COMPUTING</b>	<p>The Internet</p> <p>E-Safety</p> <p>Project Evolve</p>	<p>Audio editing</p> <p>Project Evolve</p>	<p>Photo editing</p> <p>Project Evolve</p>	<p>Data logging</p> <p>Project Evolve</p>	<p>Repetition in shapes</p> <p>Project Evolve</p>	<p>Repetition in games</p> <p>Project Evolve</p>
<b>HISTORY</b>	<p>The Anglo-Saxons vs. the Vikings</p>		<p>Early Islamic Civilisation (including Islamic art)</p>		<p>The life and significance of St Thomas More (mini unit)</p>	
<b>GEOGRAPHY</b>		<p>Our European neighbours</p>		<p>Exploring Madagascar</p> <p>(Cross-curricular link with African Art)</p>		<p>Investigating coasts/Plants of the world</p> <p>Orienteering (PE)</p>
<b>FRENCH</b>	<p>Recap classroom instructions</p> <p>Numbers 1-31</p> <p>Months and dates</p> <p>Asking for and giving birthdays</p>		<p>Shapes</p> <p>Colours and simple agreement of adjectives</p> <p>Prepositions of place</p> <p>Il y a, il a/ ella a ...</p>		<p>French alphabet</p> <p>Family members</p> <p>'J'ai un/une..qui s'appelle..' I have a ... called ...</p> <p>Parts of the face</p>	

	Cultural understanding: Le Jour de St Nicolas & La Fête de Lumières in Lyon		Create and describe own Matisse style pictures in French.		Describing hair and eyes  Describing monsters  Cultural understanding: Y4 French day (focusing on Paris)	
<b>MUSIC</b>	Performing Anglo-Saxon and Viking Music: tuned percussion and ukulele  Curriculum links with history	Singing Christmas songs encompassing a variety of genres. Performing Caribbean music.  Curriculum links with RE	Nina's Blues – ready for next term Curriculum links with SMSC	Using water and rivers as a stimulus for listening, performing, and composing music. Curriculum links with Geography	Exploring music of the Middle East  Curriculum links with history	Preparation and performance of summer show.
<b>ART</b>		<b>Indian Art</b> Artist: Padma Shri Sita Devi  (Madhubani style painting)  Drawing; Painting; pastels; 3-D	<b>Islamic Art</b> (incorporated in the history unit, Early Islamic Civilisation)	<b>African Art</b> Artist: Esther Mahlangu  Drawing, painting, block printing, 3-D sculpture		<b>Plant Art</b> Artist: Georgia O'Keeffe  Drawing; Painting;
<b>DT</b>	Aspect: <b>Electrical Systems</b> Focus: <b>Simple circuits and switches</b> Purpose: To create a <b>light up Christmas box</b>  Cooking: Fruity coleslaw		Aspect: <b>Mechanical Systems</b> Focus: <b>Levers and Linkages</b> Purpose: To create a <b>pop up story book page</b> for The Lion, The Witch and The Wardrobe to encourage others to read it  Cooking: Chicken noodle soup Cakes & biscuits for tea concert		Aspect: <b>Food</b> Focus: <b>Healthy and varied diet</b> Purpose: To create a new and healthy <b>snack bar</b> option for Year 3 to sample	

<b>PE</b>	<b>INDOOR</b>	Dance – chocolate theme  <b>Bi-weekly swimming lessons</b>	Gym – body shape  <b>Bi-weekly swimming lessons</b>	Gym – Body Control  <b>Bi-weekly swimming lessons</b>	Gym – receiving body weight/sequencing  <b>Bi-weekly swimming lessons</b>	<b>Bi-weekly swimming lessons</b>	<b>Bi-weekly swimming lessons</b>
	<b>OUTDOOR</b>	Games – striking & games	Games – Football and Tag Rugby	Games – Ball Skills	Games – Football, rugby, netball skills	Games- rounders, cricket, tennis  Orienteering	Games – rounders, cricket, handball  Athletics
<b>ENRICHMENT</b>		Those History People – Anglo-Saxon and Viking Day (history)	Dr Bowers – human digestive system (science)  Visit from a local dentist (science)  Italy Day (geography)	Altru Drama - Early Islamic Civilisation Day (history)	The Young Shakespeare Company- A Midsummer Night’s Dream (English)	Dr Bowers – ear (science)	Walton-on-the-Naze (geography fieldwork study)  Y4 French Day (French/Geography)

## Year 5 Curriculum Map 2023-2024

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PROJECT EVOLVE – ONLINE SAFETY</b>	<p>Project EVOLVE is used across the school to assess and plan appropriate lessons linked to the eight strands in Education for a Connected World.</p> <ul style="list-style-type: none"> <li>• Health, Well-being and Lifestyle</li> <li>• Privacy and Security</li> <li>• Copyright and Ownership Self-image and Identity</li> <li>• Online Relationships</li> <li>• Online Reputation</li> <li>• Online Bullying</li> <li>• Managing Online Information</li> </ul> <p>ProjectEVOLVE resources each of the 330 statements from UK Council for Internet Safety's (UKCIS) framework “Education for a Connected World” with perspectives; research; activities; outcomes; supporting resources and professional development materials. PSHE days at the beginning of each term are used to assess children’s knowledge in 2/3 strands and from outcomes personalised lessons are taught to meet the children’s needs.</p>					
<b>R.E</b>	<p><b>Come and See:</b> Ourselves and Life Choices</p>	<p><b>Come and See:</b> Life Choices completed and Hope  Faith study: Judaism</p>	<p><b>Come and See:</b> Mission and Memorial  Sacrifice</p>	<p><b>Come and See:</b> Memorial Sacrifice completed.  Sacrifice</p>	<p><b>Come and See:</b> Transformation  Faith study: Islam (Diary entry: link with Literacy)</p>	<p><b>Come and See:</b> Freedom &amp; Responsibility and Stewardship.</p>

<p><b>P.S.H.E and R.S.E</b></p>	<p><b>Jigsaw –Being Me in My World</b></p> <p>My Year Ahead</p> <p>Being a citizen in my country</p> <p>Rewards and consequences</p> <p>responsibilities</p> <p>Our learning Charter</p> <p>Owning our Learning Charter</p>	<p><b>Jigsaw – Celebrating Difference</b></p> <p>Different cultures</p> <p>Racism</p> <p>Rumours and name-calling</p> <p>Types of bullying</p> <p>Does money matter?</p> <p>Celebrating Differences across the world</p>	<p><b>Jigsaw – Dreams and Goals</b></p> <p>When I grow up</p> <p>Investigate jobs and careers</p> <p>My dream job</p> <p>Dream job and how to get there</p> <p>Dreams and goals in different cultures</p> <p>Supporting others (charity)</p> <p>Rallying support</p>	<p><b>Jigsaw – Healthy Me</b></p> <p>Smoking, including vaping Alcohol and anti-social behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Healthy me</p>	<p><b>Jigsaw – Relationships</b></p> <p>Recognising me</p> <p>Safety with online communities</p> <p>Being in an online community</p> <p>Online gaming and gambling</p> <p>My relationship with technology</p> <p>Staying safe and healthy on line (<a href="#">link to Computing</a>)</p>	<p><b>Journey in Love – R.S.E</b></p> <p>To show knowledge and understanding of emotional relationship changes as we grow and develop.</p> <p>To show knowledge and understanding of the physical changes in puberty. To celebrate the joy of growing physically and spiritually.</p> <p>(<a href="#">link to Science</a>)</p>
<p><b>ENGLISH Spoken Language</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>					

<p><b>ENGLISH</b></p> <p><b>Speaking and Listening</b></p>	<p><b>Class reader:</b> Participating in discussions about characters and plot including discussing impact of authors' use of language on reader.</p> <p>Role play.</p> <p>Persuasive speeches for Class Council.</p> <p><b>Wordsmith :</b> Discussing and asking questions about a specific animal migration.</p> <p>Sharing non-chronological reports.</p> <p>Plazoom Comprehension: Role play and discussion linked to texts.</p>	<p><b>Class reader:</b> Verbal comprehension while reading 'Friend or Foe - a story which raises an issue or dilemma.</p> <p>Story writing: Read a range of story openings, verbally describing and comparing characters &amp; settings.</p> <p>Plazoom Comprehension: Role play and discussion linked to texts.</p>	<p><b>Class reader:</b> Consider and evaluate different viewpoints.</p> <p>Speculate, hypothesise, imagine and explore ideas.</p> <p>Discuss the features of different persuasive texts.</p> <p>Plazoom Comprehension: Role play and discussion linked to texts.</p>	<p>Class reader continued: Verbal comprehension.</p> <p>Learning and reciting poetry.</p> <p><b>Wordsmith:</b> Performance poetry: Reciting and learning a selection of poems.</p> <p>Children to present a poem that they have written and learnt to the class.</p> <p>Plazoom Comprehension: Role play and discussion linked to texts.</p>	<p><b>Myths &amp; Legends:</b> Drawing inferences, explaining, discussing their understanding of what they have read.</p> <p>Drama: role play including freeze frame based on myths.</p> <p>Sharing and comparing characters and plots in different myths.</p> <p>Plazoom Comprehension: Role play and discussion linked to texts.</p>	<p><b>Poetry:</b> children to learn and present a class rap based on a myth.</p> <p><b>Reports:</b> Participating in discussions and presentations, participating actively in conversations, articulating and justifying answers.</p> <p>Plazoom Comprehension: Role play and discussion linked to texts.</p>
<p><b>ENGLISH</b></p> <p><b>Reading</b></p>	<p><b>Rumblestar by Abi Elphinstone – Summer Read</b></p> <p>Comprehension and written work linked to text</p>	<p><b>Friend or Foe – Michael Morpurgo</b></p> <p>Comprehension work using inference and deduction to answer questions</p>	<p><b>'Oranges in No Man's Land.'</b></p> <p>Read aloud and to understand the meaning of new words .</p>	<p>Class reader continued.</p> <p><b>'Oranges in No Man's Land.'</b></p> <p>Reading Pie Corbett's advert for a Wizard school and discussing</p>	<p><b>Wordsmith Greek Myths</b> eBook.</p> <p>Using inference and prediction &amp; comparing actions in myths.</p> <p>Discussing the impact of the</p>	<p>Class reading of a <b>range of myths</b> and comparing versions.</p> <p>Reading challenge completed</p> <p><b>Wordsmith:</b> <b>'Ultimate Rap.'</b></p>

	<p>Discussing and recommending texts read.</p> <p><b>Wordsmith: Animals on the Move’.</b> Reading the interactive e-book using the skills of skimming and scanning to find answers to questions and using the organisational features to find specific information.</p> <p><b>Romeo and Juliet –</b> Young Shakespeare Company workshop. Read aloud and to understand the meaning of new words that they meet</p> <p>Plazoom Comprehension.</p>	<p>based on theme and character.</p> <p>How figurative language is used.</p> <p>Reading challenge continued.</p> <p>Reading different narrative adventure stories and comparing story openings and common features.</p> <p>Plazoom Comprehension</p>	<p>Asking questions to improve understanding.</p> <p>Drawing inferences. Predicting from details stated and implied.</p> <p>Wordsmith: Poetry by Michael Rosen and Charles Causley. Read, improvise and perform poetry.</p> <p>Reading challenge ongoing.</p> <p>Plazoom Comprehension</p>	<p>persuasive language and techniques used.</p> <p>Reading challenge completed.</p> <p>Read aloud and to understand the meaning of new words that they meet</p> <p>Plazoom Comprehension:</p>	<p>authors’ use of language on reader.</p> <p>Reading challenge started.</p> <p>Plazoom Comprehension:</p>	<p>Reading and reciting a number of raps.</p> <p><b>Wordsmith: Ultimate Explorers</b> .Read aloud and to understand the meaning of new words. Skim and scan for key information</p> <p>Plazoom Comprehension</p>
<p><b>ENGLISH Writing</b></p>	<p><b>Recount- assessment task</b></p> <p>Work related to the summer read - Rumblestar by Abi Elphinstone</p> <p><b>Non- Chronological reports of an animal migration.</b> Draft and write by: Selecting appropriate</p>	<p><b>Writing: Modern fiction- writing an adventure story/</b> Stories that raise issues or dilemmas.</p> <p>Describe settings, characters and atmosphere and integrate dialogue to convey character</p>	<p><b>Structural &amp; Narrative poetry</b></p> <p>Wordsmith: Collected poems by Michael Rosen and Charles Causley. To write and perform narrative poems in the style of St. Thomas Water by Charles Causley and Top Board by Michael Rosen.</p>	<p><b>Persuasive writing</b></p> <p>Analysing a range of adverts and using these as models to produce an original advert that uses a range of persuasive devices.</p> <p><b>Pie Corbett unit: Wizard school</b> To develop understanding of</p>	<p><b>Fiction:</b></p> <p><b>Myths &amp; Legends (linked to Greek History and Art).</b> Guided writing to develop character and setting descriptions.</p> <p>Writing their own myths selecting appropriate</p>	<p><b>Myths: Completion of myths.</b></p> <p><b>Wordsmith: ‘Ultimate Rap’.</b> Writing own raps and performing.</p> <p><b>Wordsmith: Writing: Reports –</b> Ultimate Explorers. Comparing reports and recap the key</p>



	<p>grammar and vocabulary,</p> <p>Understanding how such choices can change and enhance meaning</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining</p> <p><b>Play scripts</b> – Romeo and Juliet</p> <p><b>Dictionary and thesaurus work to build vocabulary.</b></p>	<p>and advance the action.</p> <p>-In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement -Distinguish between the language of speech and writing and choose the appropriate register.</p> <p>Proof-read for spelling and punctuation errors</p> <p><b>Poetry:</b> Reading and writing their own versions of</p>	<p>To write an alternative version of 'Isabel met a bear' by Ogden Nash. All poetry writing will involve drafting, writing, editing and peer review.</p> <p><b>Dictionary and thesaurus work to build vocabulary.</b></p>	<p>persuasive techniques.</p> <p>Children to write their own persuasive advert for another type of school. This will involve drafting, writing, editing and peer review.</p> <p><b>Dictionary and thesaurus work to build vocabulary.</b></p>	<p>grammar and vocabulary,</p> <p>Understanding how such choices can change and enhance meaning</p> <p>Will use myths read to help with describing settings and characters and to develop plots.</p> <p>All myth writing will involve drafting, writing, editing and peer review.</p> <p><b>Dictionary and thesaurus work to build vocabulary.</b></p>	<p>features of an information text.</p> <p>Plan and write an explorers handbook.</p> <p><b>Dictionary and thesaurus work to build vocabulary.</b></p>
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		the poem 'slowly' (Use to enhance work on adverbs)				
		<b>Dictionary and thesaurus work to build vocabulary.</b>				
<b>ENGLISH Spelling</b>	Silent letters b and t, words ending with o, s and ough, plurals-ves, ies,, spelling rules and Year 3 & 4 word list reinforced. to avoid repetition	Prefixes: cir, trans, tele, im, mis, re, auto, able, double consonant, homophones, spelling rules and Year 3 & 4 word list reinforced. Converting nouns or adjectives into verbs.	-ie, -ible, -ent, -ant, -ence, Family words, RWI orange words and words from Year 5 & 6 word list	Double letters, -tion, -sion, -cious, homophones, root words, RWI orange words and words from Year 5 & 6 word list	-tious, -cial, -tial, French words, silent letters, ough/augh, root words, RWI orange words and words from Year 5 & 6 word list.	-tious, -cial, -tial, French words, silent letters, ough/augh, root words, RWI orange words and words from Year 5 & 6 word list.
<b>ENGLISH Grammar and Punctuation</b>	Revision of sentence punctuation.  Identifying sentence types: statement, question and command  Identifying word classes: noun (common, proper, collective and abstract), adjective, verb (introducing modal verbs) and adverbs	Reinforcement of the punctuation and rules needed when writing direct speech  Using standard English Revision of key grammatical vocab: e.g adverbials & conjunction  Relative clauses: who, which, where, when and whose.	Range of clause structures varying their position within a sentence  FANBOYS coordinating conjunctions. Reinforce commas for lists, dialogue and separating clauses.  To revise the two uses for the apostrophe: contraction and possession	The use of commas for clarity  Coordinating and subordinating conjunctions reinforced.  To revise work on prepositions  To consolidate all punctuation marks	Proof reading to make improvements to written pieces.  Revision of apostrophes  Building cohesion within in a paragraph, using words like, firstly, after this  Linking ideas across paragraphs.  Using dashes, commas or dashes	Proof reading to make improvements to written pieces  Revision of apostrophes  Building cohesion within in a paragraph using words like, firstly, after this Linking ideas across paragraphs  Using dashes, commas or dashes to show parenthesis

	<p>Reinforce the term 'expanded noun phrases &amp; stress the role of adjectives &amp; descriptive phrases in enhancing meaning.</p> <p>Revision of determiner - when to use a or an. Choosing pronouns</p>				to show parenthesis	
<b>ENGLISH Handwriting</b>	<p>Handwriting: revision of the four joins and assessment to ensure legibility, fluency and speed.</p>	<p>Practising punctuation</p> <p>Practice of slanting writing and capital letters</p>	<p>Reinforce spacing and practising fluency, speed and legibility.</p> <p>Ensure diagonal joins and horizontal joins are correct.</p>	<p>Reinforce forming letters at the correct height and size with correct spacing and orientation of all letters.</p>	<p>Practising indenting to write paragraphs and consolidating previous work.</p>	
<b>MATHS</b>	<p><b>Place Value and Addition and Subtraction</b></p> <p>1000s, 100s, 10s and 1s numbers to 10,000 Rounding to the nearest 10 and 100 and 1000, compare and order numbers to 100,000, round numbers within 100,000 counting in 10s, 100s, 1,000s, 10,000s, and 100,000s compare, order and round numbers to one</p>	<p><b>Multiplication and division Consolidation</b></p> <p>Multiples/Common multiples, Factors-Common Factors Prime numbers, Square numbers, Cube numbers</p> <p>Multiply and divide by 10, 100 and 1,000, Multiples of 10, 100 and 1</p> <p>Equivalent fractions</p>	<p><b>Multiplication, Division, Fractions, Decimals and Percentages</b></p> <p>Multiply up to a 4-digit number by a 1-digit number.</p> <p>Multiply a 2-digit number by a 2-digit number.</p> <p>multiply a 3-digit number by a 2-digit number.</p> <p>Multiply a 4-digit number by a 2-digit number</p>	<p><b>Multiplication, Division, Fractions, Decimals and Percentages, Statistics Consolidation</b></p> <p>Equivalent fractions and decimals</p> <p>Thousandths as fractions and decimals</p> <p>Order and compare decimal</p> <p>Round to the nearest whole number, round to 1</p>	<p><b>Shape Position and Direction</b></p> <p>Understand and use degrees, classify and estimate angles Measure angles up to 180°.</p> <p>Draw lines and angles accurately, calculate angles around a point, on a straight line and find lengths and angles in shapes.</p>	<p><b>Converting Units, Volume, Negative numbers Consolidation</b></p> <p>Understand negative numbers Count through zero in 1s and multiples. Compare and order negative numbers. Kilograms and kilometres Millimetres and millilitres Convert between metric and imperial units</p>

	<p>million, roman numerals to 1,000.</p> <p>Add two 4-digit numbers one exchange with one or more exchange</p> <p>Add whole numbers with more than 4 digits (column method), subtract two 4-digit numbers - one or more exchange, subtract whole numbers with more than 4 digits (column method).</p> <p>Round to estimate and approximate, Inverse operations (addition and subtraction), multi-step addition and subtraction problems.</p>	<p>Convert improper fractions to mixed numbers and visa- versa</p> <p>Compare and order fractions less than and greater than 1</p> <p>Add and subtract fractions with the same denominator</p> <p>Add fractions including mixed numbers</p>	<p>Solve problems with multiplication.</p> <p>Divide a 4-digit number by a 1-digit number, divide with remainders, efficient division, solve problems with multiplication and division.</p> <p>Multiply a unit fraction and non-unit fraction by an integer, multiply a mixed number by an integer, calculate a fraction of a quantity.</p> <p>Decimals up to 2 decimal places, equivalent fractions and decimals (tenths) equivalent fractions and decimals (hundredths).</p>	<p>decimal place, understand percentages as fractions and decimals.</p> <p>Perimeter of rectangles, perimeter of rectilinear shapes, perimeter of polygons, area of rectangles, area of compound shapes, estimate area</p> <p>Draw line graphs, read and interpret line graphs, read and interpret tables, two-way tables, read and interpret timetables.</p>	<p>Read and plot coordinates</p> <p>Problem solving with coordinates</p> <p>Translation with coordinates</p> <p>Lines of symmetry</p> <p>Reflection</p> <p>Use known facts to add and subtract decimals within 1</p> <p>Complements to 1</p> <p>Add and subtract decimals</p> <p>Decimal sequences</p> <p>Multiply and divide by 10, 100 and 1,000</p> <p>Multiply and divide decimals</p>	<p>Convert units of time</p> <p>Calculate with timetables</p> <p>Cubic centimetres</p> <p>Compare volume</p> <p>Estimate volume</p> <p>Estimate capacity</p>
<b>SCIENCE</b>	<p><b>Earth, Sun and Moon</b></p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Describe the movement of the</p>	<p><b>Forces</b></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between</p>	<p><b>Properties and Changes of Materials.</b></p> <p>Compare and group together everyday materials on the basis of their properties, including</p>	<p><b>Changes of State.</b></p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through</p>	<p><b>Types of change</b></p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p>	<p><b>Life Cycles of Plants &amp; Animals.</b></p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p>

	<p>Earth, and other planets, relative to the Sun in the solar system. Investigation in shadows</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Describe the movement of the Moon relative to the Earth</p>	<p>the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, which acts between moving surfaces. Design a parachute.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</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>Ice melting investigation</p>	<p>filtering, sieving and evaporating</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Dissolving investigation</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>Investigation irreversible change</p>	<p>Describe the changes as humans develop to old age.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Learn about the work of the scientist Jane Goodall, and discuss her work.</p> <p>Recording the growth of a plant over time.</p>
<b>COMPUTING</b>	<p><b>Computing Systems and Networks</b></p> <p>Sharing Information</p>	<p><b>Creating Media</b></p> <p>Video Production</p>	<p><b>Programming A</b></p> <p>Selection in Physical Computing</p>	<p><b>Data and Information</b></p> <p>Flat File Databases</p>	<p><b>Creating Media</b></p> <p>Introduction to Vector Graphics</p>	<p><b>Programming B</b></p> <p>Selection in Quizzes</p>
<b>HISTORY</b>	<p>Mini-unit on the first civilisations in China, India, Egypt and the Middle East.</p> <p>Depth study on Ancient Egyptians: their influence and legacy.</p> <p>Timelines</p>	<p><b>Ancient Egyptians</b></p> <p>Newspaper report: Discovery of Tutankhamun's tomb</p>			<p><b>Ancient Greeks:</b> Influence and legacy including language, political ideas, architecture</p> <p>Timelines</p> <p><a href="#">(link to English and Art)</a></p>	

<b>GEOGRAPHY</b>			<b>Water and International trade:</b> link to Eco about water conservation and includes a study of the work of Water Aid and FairTrade.	<b>Rivers</b> Map work & fieldwork at Epping Forest) and links to past work about the river Nile.		Study of <b>North America</b> Compare and contrast to UK
<b>FRENCH</b>	Revision of numbers 1-31. Recap classroom instructions. Numbers 1-60 Armistice Day Food and drink vocabulary. They learn how to say when mealtimes are and what they usually have, comparing with eating habits in France. They learn how to give their opinions of different food and drink.		Introduction to “er” verbs Candlemas Sports and opinions. Dictionary work to look up unknown words. 'Je joue', 'je fais', 'c'est' and 'il y a ' with sports. They learn how to say which sports they like/dislike doing,		Dictionary work to look up ice cream flavours. Revision of drinks and opinion. Café menus. Role-play work for ordering drinks and ice cream. Prices (and relevant number work) in euros.	
<b>MUSIC</b>	Suzuki Variations <a href="#">Curriculum links with science</a>	Preparation for Spirit of Christmas and school Christmas concerts. More challenging songs in unison and 2-part harmony with class band accompaniments <a href="#">Curriculum links with R.E</a>	African Music – Songs and instrumental playing as an introduction to improvising and composing: <a href="#">Curriculum links with Geography focussing on the African continent.</a> <a href="#">Highlighting important physical features from Africa.</a>	Using water and rivers as a stimulus for listening, performing, and composing music. <a href="#">Curriculum links with Geography</a>	Using Leitmotif to compose music for a Greek myth <a href="#">Curriculum link to English, history and Art</a>	Preparation and performance of summer show.
<b>ART</b>	<b>Still Life</b>	<b>Christmas cards/calendar.</b>	<b>Clay Bowl</b>	<b>Work linked to Easter:</b>	<b>Talking Textile</b>  Telling of a Greek Myth using fabric,	

	<p>Develop a painting from a drawing using sketch book</p> <p>Mix appropriate colours. Colour Mix and match colours to create atmosphere and light effects.</p> <p>Identify primary secondary, complementary and contrasting colours.</p> <p>Work with complementary colour.</p> <p>Artist study: Cezanne and Van Gogh</p>		<p>Shape and form clay from imagination to create a clay bowl.</p> <p>Plan through drawing in sketch-book.</p> <p>Develop skill in using clay.</p> <p>Produce patterns and textures</p> <p>Select appropriate tools.</p> <p>.</p>	<p>Lenten Promise posters and Easter cards.</p>	<p>paint, collage materials – collaborative class work.</p> <p>Plan through drawing in sketch-book</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p> <p>Repeated Pattern Foam Printing Repeated pattern on to calico</p> <p>Create polystyrene printing blocks after sketching ideas in sketchbook (<a href="#">link to History and English</a>)</p>	
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<b>DT</b>	<b>Food technology</b>	<b>Mechanical Systems</b>	<b>Food technology</b>	<b>Food</b>	<b>Food technology</b>	<b>Frame Structures</b>
	<p>Chicken Caesar Salad</p> <p>Hygiene, kitchen safety rules</p> <p>Nutrition</p>	<p><b>To design a moving toy with a CAM mechanism</b></p> <p>Generate ideas for design</p> <p>Draw a design</p> <p>Produce step by step plans</p> <p>Compare final product to original design</p> <p>Produce list of all tools</p> <p>Consider the view of others to improve</p>	<p>Cakes for the Tea Concert</p>	<p><b>To design a loaf of bread</b></p> <p>To explore ideas and design for purpose.</p> <p>To write a recipe for bread</p> <p>Select and combine ingredients</p> <p>To use utensils and equipment appropriately</p> <p>To understand seasonality and source of ingredients</p> <p>Evaluate with reference to the design brief</p>	<p>Spaghetti Bolognese</p> <p>Hygiene, kitchen safety rules.</p> <p>Nutrition, using a knife safely</p> <p>Safety around boiling water</p>	<p><b>Bridge Building</b></p> <p>Develop a design through discussion and prototypes</p> <p>Design the structure and formulate a plan</p> <p>Select appropriate tools</p> <p>Strengthen, stiffen and reinforce the structure.</p> <p>Evaluate the product</p>



<p><b>PE</b></p>	<p><b>Gymnastics-</b> Team work Working together and demonstrating good collaborative skills to carry out a range of gymnastic movements. Carrying out a group floor performance.</p> <p><b>Bi-weekly swimming lessons</b></p> <p><b>Football:</b> Striking/kicking skills developing into game play</p> <p><b>Handball</b></p>	<p><b>Cross Country Trials</b> Event preparation.</p> <p><b>Indoor athletics</b> Undertaking activities and trying to improve scores: Hop, skip and jump, standing long jump, push ball, high jump, side jumps, step ups</p> <p><b>Bi-weekly swimming lessons</b></p> <p><b>Tag Rugby:</b> Throwing/catching based skills developing into game play.</p> <p><b>Handball</b></p>	<p><b>Gymnastics-</b> Symmetry &amp; Asymmetry Developing a sequence of symmetrical shapes and movements on floor and apparatus. Developing a sequence of jumps.</p> <p><b>Bi-weekly swimming lessons</b></p> <p><b>Primary Sportshall Athletics</b> Running event trials and event preparation.</p>	<p><b>Dance:</b> Water Cycle Practising a range of movements using musical stimuli. Using simple motifs and movement patterns to structure dance phrases on their own and in groups.</p> <p><b>Bi-weekly swimming lessons</b></p> <p><b>Hockey:</b> Stick coordination and passing/striking skills.</p> <p><b>Handball</b></p>	<p><b>Rounders:</b> Types of throw required, movement round the bases, catching skills/long barrier techniques. Developing game play.</p> <p><b>Dance:</b> Theseus and the Minotaur Working creatively and imaginatively individually, with a partner and in groups to retell a Greek myth, responding imaginatively to musical stimuli.</p> <p><b>Bi-weekly swimming lessons</b></p> <p><b>Cricket:</b> Development of bowling and batting techniques. Event preparation and trials.</p>	<p><b>Athletics:</b> Running techniques to cover sprint and middle distance-differences. Development of jumping/throwing techniques in preparation for quad kid and district sports trials</p> <p>Sports Day preparation and groupings-differentiation for ability.</p> <p>Techniques in preparation for quad kid and district sports trials</p> <p><b>Tennis:</b> Bouncing the ball on ground and in air. Hit the ball using backhand and forehand. Developing a tennis rally</p> <p><b>Bi-weekly swimming lessons</b> <b>Cricket:</b> Development of skills.</p> <p><b>Handball</b></p>
<p><b>ECO</b></p>	<p>Work linked to air pollution and conservation.</p>					<p>Organic practices, harvesting &amp; tasting produce.</p>

<p><b>Enrichment</b></p>	<p><b>Space Day</b>          Knowledge of the planets through drama</p> <p><b>Romeo and Juliet</b>          Young Shakespeare Company</p>	<p><b>Egyptian Day</b>          Dressing as Egyptians          Learning about mummification          Designing death masks          Making papyrus          Translating and writing hieroglyphics          The Legend of Isis and Osiris</p>		<p><b>Epping Forest Field Centre</b>          Study of the Brook river          Finding the source of the river          Investigating soil types          Taking measurements of the river using scientific method and equipment          Making predications          Gathering data</p>	<p><b>The History People - Ancient Greek Day</b>          Exploration of how the Greeks resisted the Persian invasion and what they wanted to preserve through a combination of practical activities, drama and role-play.          Making a wax tablet          Fresco painting          Mosaic making          Pottery making          Pottery Painting          Making a charm</p>	
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# Y6 Curriculum Map 2023-2024

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>RELIGIOUS EDUCATION</b>	Loving; Other faith Judaism; Vocation &Commitment	Vocation &Commitment (continued); Expectations	Sources; Unity	Unity (continued); Death and New Life	Witnesses; Healing;	Healing (continued); Common Good Other faith: Islam
<b>PSHE and RSE</b>  Personal, Social, Health Education  Relationships and Sex Education	<b>Being Me in My World</b> Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling  <b>Well-being: Yoga bugs- The Victorians</b>	<b>Celebrating Difference</b> Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	<b>Dreams and Goals</b> What are my dreams and goals? Steps to success Coping when things don’t go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life  <b>Yoga Bugs: All About our heart</b>	<b>Healthy Me</b> Healthy choices about my emotional health Managing stress Attitudes towards drugs Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	<b>Relationships</b> My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families  <b>Yoga Bugs: SATs preparation</b>	<b>R.S.E Journey in Love</b> To develop a secure understanding that stable and caring relationships, which may be of different types, are the heart of happy families.  To explain how human life is conceived.  To show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships  Crucial Crew workshops.

<p><b>ENGLISH</b></p> <p><b>Spoken Language</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>					
<p><b>ENGLISH</b></p> <p><b>Speaking and Listening</b></p>	<p>Class reader: Participating in discussions including discussing impact of authors' use of language on reader.</p> <p>Persuasive speeches at House Captain elections</p>	<p>Class reader: Oral comprehension</p> <p>Maintain attention and participate actively in conversations.</p>	<p>Class reader: Consider and evaluate different viewpoints.</p> <p>Debate: Participating in discussions and presentations. Participating actively in conversations; articulate and justify answers, arguments and opinions</p>	<p>Class reader continued: Oral comprehension.</p> <p>Respond to comments.</p> <p>Speak audibly and fluently with increasing command of standard English.</p>	<p>Class Reader Drawing inferences, explaining/discussing their understanding of what they have read.</p>	<p>Class Reader Drama: role play, including freeze frame, based on WW2</p> <p>Learning and reciting poetry. Performance poetry Perform in end of year play- learn lines and act out script.</p>
<p><b>ENGLISH</b></p> <p><b>Reading:</b></p>	<p>Summer Read: <i>Brightstorm</i> by Vashti Hardy</p> <p><i>Harry Potter</i>- J.K Rowling Extracts: Theme of magic- look at magical settings</p>	<p>Use copies of First News to analyse articles Comprehension skills</p> <p>Myths: <i>The Glass Knight</i></p>	<p><i>The Great Debate</i> Persuasive language Participate in debate based on reading</p> <p>Read aloud and to understand the meaning of new</p>	<p>Wordsmith: Fantastic, Funny, Frightening Explore new words in context Scanning for key information e.g. looking for descriptive words</p>	<p><i>Letters from the Lighthouse</i>- Emma Carroll Extracts <i>Carrie's War</i>- Nina Bawden Examine use of flashbacks</p> <p>Read aloud and to understand the</p>	<p>Extracts <i>Paradise Barn</i>- Victor Watson <i>Goodnight Mr Tom</i> – Michelle Magorian Making comparisons within and across texts e.g. similar events</p>

	<p>Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence. Compare characters, language, plot techniques Comprehension</p> <p><i>Romeo and Juliet</i> – Young Shakespeare Company workshop.</p> <p>Read aloud and to understand the meaning of new words that they meet</p> <p>Plazoom Comprehension: Coventry Cathedral</p>	<p><i>The Lambton Worm</i>- look at structure of text Explore figurative language</p> <p>Read aloud and to understand the meaning of new words that they meet</p> <p>Plazoom Comprehension: Better Than a Box of Gold Poetry: Together Again</p>	<p>words that they meet</p> <p>Plazoom Comprehension: The Conservation Conundrum Poetry: Letter From a Lemur</p>	<p>associated with a setting</p> <p>Read aloud and to understand the meaning of new words that they meet</p> <p>Plazoom Comprehension: Class 10's Blog: How We Saved the Plazoom Oak</p>	<p>meaning of new words that they meet</p> <p>Plazoom Comprehension: Matamorphosis Poetry: Many Roads</p>	<p>in different books, such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i>.</p> <p>Poems- read aloud and learn by heart</p> <p>Read aloud and to understand the meaning of new words that they meet</p> <p>Plazoom Comprehension: A New Beginning</p>
<p><b>ENGLISH Writing</b></p>	<p><b>Fiction</b> Summer Read: <i>Brightstorm</i> by Vashti Hardy Newspaper articles Diary entries Descriptive writing Information texts about wolves Reports about famous expeditions Biographies of famous explorers Job applications- crew members</p> <p><i>Harry Potter</i> –</p>	<p><b>Non- Fiction: Journalistic writing;</b> Scripts- news bulletins-select the appropriate form and use other similar writing as models for their own - use further organisational and presentational devices to structure text and to guide the reader</p>	<p><b>Non-Fiction- <i>The Great Debate</i></b> <b>Discussion texts- write balanced and persuasive arguments on controversial issues;</b> add depth to paragraphs; using other similar writing as models -note and develop initial ideas, drawing on reading and research where necessary</p>	<p><b>Fiction writing <i>Fantastic, Funny, Frightening</i></b> -compare style in different genres. - explore formal and informal language. -develop editing, proof-reading and peer-review skills. - use other similar writing as models to write stories for younger readers. -perform their own compositions</p>	<p><b>Non-Fiction: Letters Informal – letters from evacuees linked to WW2 topic.</b> <b>Text: Letters from the Lighthouse by Emma Carroll</b> <b>Letter writing</b> formal/informal letters - identify the audience for and purpose of the writing</p>	<p><b>Poetry</b> e.g. Ted Hughes, John Asgard Free Verse; explore similes, metaphors, personification Change vocabulary to enhance effects. -Write own poems -Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>

	<p><b>-Instruction writing potions/spells; adverts for wands and brooms</b>          -use organisational and presentational devices to structure text  <b>-Recount- memories: use the pensieve device to write a memory from their own experience</b>  <b>Recount- (HP studio visit)</b> use a wide range of devices to build cohesion within and across paragraphs  <b>-Character descriptions</b>          Select appropriate grammar and vocabulary, describe characters and integrate dialogue to convey character and advance the action</p> <p><b>Non- Fiction This is Your Life Biography/auto-biography; Diary writing.</b>          Independent research project_ -identify the audience for and purpose of the writing, select the appropriate form and</p>	<p><b>Fiction: Description- mythical creatures</b>  <b>Story: Defeating the Monster-</b>          write own myth based on the structure of <i>The Glass Knight</i> and <i>The Lambton Worm</i>.          - in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action          - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed          - ensuring the consistent and correct use of tense throughout a piece of writing          - ensure correct subject and verb agreement          - distinguish between the language of speech</p>	<p>- use further organisational and presentational devices to structure text          - ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Dictionary and thesaurus work to build vocabulary.</p>	<p>- assess the effectiveness of their own and others' writing</p> <p>Character descriptions          Link to Miss Trunchbull from <i>Matilda</i>, Mr Wonka from <i>Charlie and the Chocolate Factory</i> by Roald Dahl and Madame Olympia from <i>Which Witch</i> by Eva Ibbotson.          Dictionary and thesaurus work to build vocabulary.</p>	<p>-use a wide range of devices to build cohesion within and across paragraphs          - proof-read for spelling and punctuation errors</p> <p><b>Fiction: diary writing from WW2</b></p> <p><b>Autobiography: Year Book Memories</b>          -write from personal experience.</p> <p><b>Extended story- Mysteries of Harris Burdick.</b>          selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning          - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>Dictionary and thesaurus work to build vocabulary.</p> <p>English transition work:          personification.          Linked to Alice in Wonderland.</p> <p><b>Play scripts WW2</b>          Evacuees: write own playscript - techniques; footnotes; stage directions          - select the appropriate form and use other similar writing as models for their own          -noting and developing initial ideas, drawing on reading and research where necessary          - using further organisational and presentational devices to structure text and to guide the reader</p>
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	<p>use other similar writing as models for their own - note and develop initial ideas, draw on reading and research where necessary</p> <p><b>Dictionary and thesaurus work to build vocabulary.</b></p> <p><b>Shakespeare: Romeo and Juliet</b>- interactive theatre by Young Shakespeare Company</p>	<p>and writing and choose the appropriate register - proof-read for spelling and punctuation errors</p> <p><b>Non-chronological report - write a report about your mythical creature</b> - select the appropriate form and use other similar writing as models for their own</p> <p>Dictionary and thesaurus work to build vocabulary.</p> <p><b>Poetry: Hands Around the Christmas Tree by A F Harrold</b></p>			<p>Dictionary and thesaurus work to build vocabulary.</p>	
<b>ENGLISH Spelling</b>	<p>Suffixes: ious, able, ible, ial, ant, ent, homophones;</p>	<p>Prefixes: tele, circum. co, re</p>	<p>ie, ei, ough; word roots, double letters, and endings sub,</p>	<p>prefixes, suffixes, qu, tricky words Revision- Y5/6 spelling list.</p>	<p>Silent letters: kn, ps, mn, gn, wr</p>	<p>homophones ending in se or ce.</p>
<b>ENGLISH Grammar and Punctuation</b>	<p>Revision of Word classes: nouns, verbs, adjectives, adverbs. Active/passive voice. Expanded noun phrases</p> <p>Punctuation: Colons for lists</p>	<p>Sentence structure; Modal verbs perfect verb forms; progressive tense Noun/verb use Synonyms/Antonyms Subject/Object Adverbials</p>	<p>Perfect and progressive tense Relative clauses Determiners Pronouns Prepositions Commas to avoid ambiguity</p>	<p>Active and passive voice revision; synonyms, antonyms. Grammar revision of KS2 objectives. Subjunctive tense</p> <p>Punctuation:</p>	<p>Revision of subjunctive tense; ellipsis. Standard English. Revision of progressive and perfect tense. Revision of active and passive voice.</p>	<p>Use a range of devices for cohesion- repetition, connectives; develop sentences using more than one subordinate clause.</p>

	Apostrophes; colons; semi-colons, direct speech	Active and passive voice  Punctuation – bullet points.	Subordinating and coordinating conjunctions Punctuation: brackets; dashes; hyphens.	Parenthesis Revision of higher level punctuation		
<b>ENGLISH Handwriting</b>	Developing an individual style Revising slanted writing Practising keeping letters in correct proportion Practising writing fluently and legibly forming and joining descenders	Forming and joining the letter t joining to and from the letter o Practising punctuation Practice of slanting writing Capital letters	Practising spacing Practising writing instructions Practising fluency, speed and legibility Diagonal joins and horizontal joins	Forming letters at the correct height and size Leaving the correct space between letters joining to the letter r Practising printing	Practising paragraphs Writing double letters Spacing within words Ensuring letters are the correct proportion	Practising presentation Practising fluency Practising speedwriting
<b>MATHS</b>	Place value to 10,000,000; four rules; x and ÷ by 10, 100 and 1000; rounding; Multiplication and division 4 digits Brackets and algebra. 2D and 3D shapes; circles; Angles- missing angles in triangles and quadrilaterals, angles on a straight line Perimeter and area.- rectangles and compound shapes Volume	+ - x ÷ fractions; percentages; ratio; inverse operations; sequences; formulae; negative nos. Converting measures mm, cm, m, km. ml, litres; g, kg. Miles to km parallel lines; symmetry; nets Co-ordinates in four quadrants; reflecting on x and y axis.	Subtraction of large 7 digit nos. Equivalent fractions/decimals; factors, multiples, prime nos; money; Division by 2 digit nos.; Translating shapes;	Averages; line graphs, pie charts; Decimal multiplication problems; describing functions and no. sequences; ratios; algebra puzzles Coordinates; calculating angles using a protractor Opposite angles are equal	Decimal place value; positive and negative nos; fractions and percentages; algebra; scaling; multiplying and dividing by two digit numbers; multiplying by integers and decimals; Reading scales and measures problems; properties of 2D shapes; area, perimeter, volume.	Financial capability- money and budgeting, best value. Banking and salaries. Time zones around the world – interpreting graphs. Use division to find fractions of amounts; divide 4 digit nos. by 2 digit nos. Multiplication and division investigation; dividing with a decimal remainder; unusual multiplication methods; binary nos.; magic squares; Fibonacci sequence; %



						puzzles; word problems. Pattern in maths: Shape tessellations and circle patterns with compass
<b>SCIENCE</b>	Evolution and inheritance	Living Things and their Habitats Micro-organisms	Animals including humans – the body	Human Body-keeping healthy	Electricity	Light SWCHS Transition unit: Spinners investigation Surface tension investigation
<b>PROJECT EVOLVE – ONLINE SAFETY</b>	<p>Project EVOLVE is used across the school to assess and plan appropriate lessons linked to the eight strands in Education for a Connected World.</p> <ul style="list-style-type: none"> <li>• Health, Well-being and Lifestyle</li> <li>• Privacy and Security</li> <li>• Copyright and Ownership Self-image and Identity</li> <li>• Online Relationships</li> <li>• Online Reputation</li> <li>• Online Bullying</li> <li>• Managing Online Information</li> </ul> <p>Project EVOLVE resources each of the 330 statements from UK Council for Internet Safety's (UKCIS) framework “Education for a Connected World” with perspectives, research, activities, outcomes, supporting resources and professional development materials. PSHE days at the beginning of each term are used to assess children’s knowledge in 2/3 strands and personalised lessons are taught from outcomes to meet the children’s needs.</p>					
<b>COMPUTING</b>	<b>Communication</b> Computing systems and networks- Communication and collaboration  <b>Project Evolve</b> online safety Self image	<b>Web Page Creation</b> Websites  <b>Project Evolve:</b> Online reputation	<b>Variables in Games</b> How to improve a game by using variables  <b>Project Evolve:</b> Online bullying Managing health and well-being	<b>Introduction to Spreadsheets</b> Create a spreadsheet to plan an event  <b>Project Evolve:</b> Managing online information	<b>3D Modelling</b> Construct a digital 3D model of a physical object  <b>Project Evolve:</b> Online relationships	<b>Sensing</b> Design a project that uses inputs and outputs on a controllable device  <b>Project Evolve:</b> Copyright and ownership Privacy and security

<b>HISTORY</b>	The Victorians – life and family of Victoria, life for children in Victorian times	The Victorians – changes in Victorian Britain			World War II – causes of the war, life for women and families during the war	World War II – life for women and families (continued) Changes in Britain from 1945
<b>GEOGRAPHY</b>			The World – Continents- countries-capitals South America Study	Time zones - Mountain Regions- Climate Zones Main features of continents - highest/ longest/deepest etc.		
<b>FRENCH</b>	Alphabet & spelling in French. Recap classroom instructions & personal questions. Recap numbers 1-60. (Extension numbers to 100). Weather & seasons. Describe the climate in different parts of France. Compass points. French poem about Autumn and perform it in small groups.		Countries that border France and flags – recap of colours and agreements. Introduction to regular ER verbs – verb habiter. Languages of European countries. Habiter + à/en/au/dans – when to use each.		Describe where they & others live - practising the key structures 'c'est' & il y a beaucoup de ... Extension of ER verbs – verb aimer. Places in a town, and how to build sentences saying what there is (il y a) and what there is not (il n'y a pas de).  Develop online dictionary skills & memory skills – poem challenging racism Cher Frère Blanc by Léopold Sédar Senghor – first Senegalese President. Recap of the idea of La Francophonie from last year's French-geography day.	
<b>MUSIC</b>	Class ensemble, preparation and performance. Class choir and instrumental: J Pachelbel/The Farm, incorporating ukuleles.	Christmas preparation: More challenging songs in unison and 2-part harmony Class band arrangement to accompany Christmas song	Class Band: Motown  Performance/instrumental skills, playing together, and improvising	Creative composing unit.	Preparation for KS2 summer show	Preparation and performance of summer show.
<b>ART</b>	William Morris- tiling; repeating patterns.	Silk Painting; Sketch books:	A Sense of Place: Landscapes	Landscapes- Kurt Jackson	Landscapes- Blitz	

	<p>Silk painting. Skills: using view finders; pattern making; identify motifs; tracing; repeating patterns; observational drawing; printing; colour-mixing; resist techniques.</p> <p>Digital wallpaper made from tile.</p>	<p>observational drawing. Shading. Clay dragons. Skills: shading Modelling with clay, pinching, rolling, making clay sphere by moulding around a bowl, using tools to hollow and smooth; make and join clay using slip; biscuit firing; create a wash for a base then mix acrylic paint with metallic paint to create burnished effect.</p>	<p>Skills: perspective, foreground/background use of colour to create depth. Aerial and vertical perspective. Use of viewfinders, use of grids; create thumbnail sketches; use of watercolours; brush strokes.</p>	<p>Clarice Cliff Skills: colour mixing; block colour; poster paints.</p>	<p>Skills: Pastels and charcoal use; silhouettes; graduating colours for background.</p>
<p><b>DT</b></p>	<p>Aspect: <b>Textiles</b> Focus: Combining different fabric shapes Purpose: Design, make and evaluate a bag</p> <p>Cooking: Design, make and evaluate cakes for special event (afternoon tea concert for Y6 parents)</p>	<p>Aspect: <b>Food technology</b> Focus: Celebrating culture and seasonality Purpose: Make a meal eg. Burrito salad bowl for family dinner</p>		<p>Aspect: <b>Electrical Systems</b> Focus: Monitoring and Control Purpose: Design, make and evaluate an alarm</p> <p>Cooking: Design, make and evaluate cheese scone or eggless sponge using World War 2 recipe.</p>	

PE	INDOOR	<p><b>Gymnastics</b> Travelling – Review of rolls and sequence building. Use of benches and "A" frames for elevation.</p> <p>Moving to run jump land preparation for vaulting.</p> <p>Introduction to Vault and basic transitions.</p> <p><b>Bi-weekly swimming lessons</b></p>	<p><b>SWITCHES TO OUTDOOR FOR FIRST WEEK</b></p> <p><b>Cross Country Trials</b> Event preparation</p> <p><b>Primary Sportshall Athletics</b> Start Eveque based skills building to the UKA Academy awards ladder of success badge scheme.</p> <p><b>Bi-weekly swimming lessons</b></p>	<p><b>Primary Sportshall Athletics</b> Continuation of badge scheme development, leading to event trials/preparation.</p> <p><b>Bi-weekly swimming lessons</b></p>	<p><b>SWITCHES TO OUTDOOR</b></p> <p><b>Netball</b> Throwing/Footwork/shooting and defending skills. Developing into game play.</p> <p><b>Bi-weekly swimming lessons</b></p>	<p><b>Alternate</b></p> <p><b>Rounders</b> Types of throw required, movement round the bases, catching skills/long barrier techniques. Developing game play.</p> <p><b>Bi-weekly swimming lessons</b></p>	<p><b>Weeks</b></p> <p><b>Athletics</b> Running techniques to cover sprint and middle distance-differences. Development of jumping/throwing techniques in preparation for quad kid and district sports trials</p> <p>Sports Day preparation and groupings-differentiation for ability.</p> <p><b>Bi-weekly swimming lessons</b></p>
		OUTDOOR	<p><b>Football</b> Striking/kicking skills developing into game play</p> <p><b>Handball</b> Last two weeks</p>	<p><b>Tag Rugby</b> Throwing/catching based skills developing into game play.</p> <p><b>Handball</b> Last two weeks</p>	<p><b>SWITCHES TO INDOOR</b></p> <p><b>Primary Sportshall Athletics</b> Running event trials and event preparation.</p>	<p><b>Hockey</b> Stick coordination and passing/striking skills.</p> <p><b>Handball</b> Last two weeks</p>	<p><b>Cricket</b> Development of bowling and batting techniques. Event preparation and trials.</p>

<p><b>ENRICHMENT</b></p>	<p><b>Sept 20<sup>th</sup> Visit to Harry Potter Studios</b> – link to English writing lessons- descriptions, recount instructions.</p> <p><b>Wand making-</b> DT link to Harry Potter</p> <p><u>Making Structures:</u> strengthening paper. Skills: rolling paper to strengthen; use of glue gun to create texture and pattern; use of masking tape to mould.</p> <p><b>Young Shakespeare Company</b> interactive theatre: Romeo and Juliet</p>	<p><b>Victorian Day-</b> history link Children dress up and spend the day in a Victorian classroom- slate writing, ink pen writing, Victorian games, drill.</p>	<p><b>Jan 11<sup>th</sup> 2024</b> <b>Visit to the Welcome Genome Science campus, Hinxton,</b> for Marvellous Microbes workshop-</p> <p>Possible visit by doctor to talk about the heart</p>		<p><b>Tie-dye T-shirts-</b> Skills: Use resist technique using elastic bands. Create patterns. Dye material.</p>	<p><b>July 3<sup>rd</sup>-5<sup>th</sup> 2024</b> <b>Residential Visit to Grafham Water-</b> team building and water-based activities, including kayaking, sailing, climbing, archery, mountain-biking, challenge activities.</p> <p>Crucial Crew PSHE workshops- to teach children how to stay safe and make the right personal choices (themes include road safety, online safety, fire safety, vaping awareness, age of criminal responsibility, healthy relationships, anti-social behaviour and good citizenship).</p>
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