

Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English: Text 1</b>	Stone Age Boy (non-linear time sequence)	The Dark	The Secret of Black Rock	The Incredible Book Eating Boy	Escape from Pompeii	Various Non-Fiction : Volcanoes
Audience and Purpose	To entertain For children	To persuade and inform For parents	To entertain To persuade	To entertain	Year 3 – to entertain	To inform Year 2 pupils
Skills Taught (Exploring structure / Success criteria)	To know how to use inverted commas to punctuate direct speech To know whether to use a/an To know how to use apostrophes for possession and contraction (Y2) To know how to use the present and past tense (Y2) To know how to use paragraphs to group related material To know how to describe simple settings and characters and outline a coherent simple plot	To know how to express time, place and cause using prepositions [for example, before, after, during, in, because of] prepositions To know how to use inverted commas to punctuate direct speech To know how to use apostrophes of possession	To know how to express time, place and cause using: <ul style="list-style-type: none"> <li>• conjunctions</li> <li>• adverbs</li> <li>• prepositions</li> </ul>	To know how to use inverted commas to punctuate direct speech To know how to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although To know how to form nouns using a range of prefixes (for example super-, anti-, auto-)	To know how to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although To know how to use fronted adverbials with a comma To know how to express time, place and cause using prepositions [for example, before, after, during, in, because of]	To know how to use paragraphs as a way to group related material, with headings and sub-headings To know how to use a wider range of conjunctions (including when, if, because, although) To know how to use fronted adverbials with a comma To know how word families are based on common words, showing how words are related in form and meaning.
Writing Outcome	Write a time-slip narrative	Write a piece of advice for parents.	Write an adventure story	Write a superpower story	Setting Description Eye-witness narrative of Pompeii explosion	Write a non-chronological report and online non-fiction book about volcanoes
<b>English: Text 2</b>	The Dot	The King that Banned the Dark	Sea creature non-fiction The Sea Below my Toes	Advertisements	Museum information	The Lost Thing by Shaun Tan
Audience and Purpose	To entertain and to learn and perform a poem by heart	To inform	To inform:	To persuade	Visitors	Y3 – to entertain
Skills Taught (Exploring structure / Success criteria)	To know how to use commas in a list To know how to use the present perfect form of verbs instead of the simple past To know elements of poetry including repeated patterns and alliteration	Inverted commas to punctuate direct speech Expressing time, place and cause using: conjunctions [for example, when, before, after, while, so, because],	Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] Use of a/an according to whether the next word begins with a consonant or vowel Word families based on common words, showing how	Expressing time, place and cause using adverbs [for example, then, next, soon, therefore]	Expressing time, place and cause using: <ul style="list-style-type: none"> <li>• conjunctions</li> <li>• adverbs</li> <li>• prepositions</li> </ul> Paragraphs as a way to group related material	Inverted commas to punctuate direct speech Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

	<p>To identify words and phrases that spark interest in the reader</p> <p>To use poetic devices including similes, metaphors and descriptive language</p>	<p>adverbs [for example, then, next, soon, therefore]</p>	<p>words are related in form and meaning.</p> <p>Paragraphs as a way to group related material</p> <p>Headings and sub-headings</p>		<p>Headings and sub-headings</p>	<p>Use expanded noun phrases and similes to describe</p> <p>Use present and past tense accurately, with some use of the present perfect form in contrast to the simple past tense</p> <p>use apostrophes for contraction and singular possession, mostly accurately</p> <p>use conjunctions, prepositions and adverbs to express time and cause</p>
Writing Outcome	Write a poem including metaphors	News report for the adults in the story	Write a fact-file about a sea creature	Snack advertisement	Recount of museum trip	Setting and character descriptions
<b>Spelling</b>	<p>To know that the long /ai/ sound can be spelled with ei, ey and ai</p> <p>To know that words with the /ur/ sound can be spelled with ear</p> <p>To know how to differentiate and spell common homophones and near homophones- here hear heel heal main mane mail male knot not berry bury brake break meet meat ball bawl fair fare</p>	<p>To know how to spell adverbs using the suffix -ly when the root word:</p> <p>Has no change</p> <p>Ends in y with more than one syllable</p> <p>Ends in le</p> <p>Ends in ic or al</p> <p>Is an exception to the rule</p> <p>To know how to spell statutory spellings- believe appear often group breath continue arrive women describe height</p>	<p>To know how to spell the short /i/ sound with 'y'</p> <p>To know how to add suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable with a stressed or unstressed final consonant.</p> <p>To know to create negative meanings using prefixes mis and dis.</p> <p>To know that the /k/ sound can be spelled with 'ch'.</p>	<p>To know how to differentiate and spell common homophones- grate great grown groan plain plane peace piece rain reign scent sent vain vein rode road steel steal waist waste</p> <p>To know the meaning of the prefixes 'bi' and 're'.</p> <p>To know that the /g/ sound can be spelled 'gue' and the /k/ sound spelled 'que'</p> <p>To know that words with a /sh/ sound can be spelled with 'ch'</p> <p>To know how to spell statutory spellings- address busy business heart fruit breathe strange complete extreme forwards</p>	<p>To know how to spell common words ending in -ary</p> <p>To know that the short /u/ sound can be spelled with 'o' or 'ou'.</p> <p>To know some word families based on common words, showing how words are related in form and meaning.</p>	<p>To know how to spell common words ending in -al</p> <p>To know how to spell common words ending in a /zhuh/ sound with 'sure'</p> <p>To know how to spell common words ending in a /chuh/ sound with 'ture'</p> <p>To know how to spell words that include silent letters (island answer write wrapper knife knock thumb doubt half calm build guide guard wheat whale honest whirl gnome gnaw surprise)</p>

<b>Whole Class Reading</b>	The Wild Robot	The Wild Robot	The Secret Lake (complexity of time)	Cloud-Busting (resistant texts)	Charlie Small	Leonora Bolt Secret Inventor (diverse)
<b>WCR extracts and supporting texts</b>	<p><u>Narrative</u> Stig of the Dump Krag and the Beast</p> <p><u>Non-Fiction</u> Skara Brae The Stone Age Stone Houses Diwali Recipe</p> <p><u>Black History Month</u> Benjamin Zephaniah biography and poems (Poepple Need People) Super-Nova (graphic novel) Alex Wharton poetry</p> <p><u>National Poetry Day</u> Roger The Dog An Emerald is as Green as Grass From a Railway Carriage</p>	<p><u>Narrative</u> Smoot, The Rebellious Shadow The Lighthouse Keeper's Lunch</p> <p><u>Poetry</u> My Shadow The Sky is Black Tonight Grace Nichols – Sun is Laughing Lighthouse (song) Something Told The Wild Geese (poem)</p> <p><u>Non-Fiction</u> Amazing Eyes What is Light How a Lighthouse Works Christmas traditions</p>	<p>Classics: Winnie the Pooh Charlotte's Web Stuart Little Non-Fiction All About the Iron Age Hillforts Perfect Pancakes recipe blog Broken Bones (Health website) Nutrition</p> <p>Poetry The Sound Collector Maggie and Milly and Molly and May</p>	<p>Non-Fiction Extracts: Types of Rock How a Fossil is Formed Famous Fossils Soil Books: The Street Beneath My Feet Stone Girl Bone Girl</p> <p>Poetry The Owl and the Pussycat</p>	<p>Romulus and Remus Non-Fiction All About The Romans Gladiators Food and Drink Hadrian's Wall Boudicca</p> <p>Picture books: Angry Arthur Little Beauty – Anthony Browne</p> <p>Poetry I am Angry – Michael Rosen</p>	<p>Non-Fiction Why are tomatoes a fruit? Lightning Tremors A Poo a Gnu and You: Volcanoes</p> <p>Poetry Colonel Fazackerly Butterworth-Toast</p> <p>Archaic trad tales e.g. The Little Match Girl</p>
<b>Maths</b>  <b>White Rose</b>	<p><b>Place Value Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• Read and write numbers using hundreds, tens, and ones</li> <li>• Understand the role of zero as a placeholder</li> <li>• To know how to partition numbers using standard (e.g. <math>345 = 300 + 40 + 5</math>) and flexible methods (e.g. <math>345 = 200 + 100 + 45</math>)</li> <li>• To know how to use part-whole models to explore different ways of composing numbers</li> </ul>	<p><b>Addition and Subtraction Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• To know how to subtract across tens and hundreds using place value understanding</li> <li>• To know how to find complements to 100</li> <li>• To know how to estimate answers and check them using inverse operations</li> <li>• To know how to solve missing number</li> </ul>	<p><b>Multiplication and Division Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• To identify multiples of 10.</li> <li>• To know how to use place value understanding to multiply and divide by 10.</li> <li>• To know how to derive related multiplication and division facts (e.g. <math>3 \times 4 = 12</math> leads to <math>3 \times 40 = 120</math>).</li> <li>• To know how to compare multiplication and division expressions using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>.</li> <li>• To know how to identify the number of groups and the size of each group in a</li> </ul>	<p><b>Fractions Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• To know how to identify and describe unit fractions by recognising equal parts of a whole.</li> <li>• To know how to compare and order unit fractions by reasoning about the size of the denominator.</li> <li>• To know how to identify and describe non-unit fractions</li> </ul>	<p><b>Fractions Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• To know how to add fractions with the same denominator within one whole.</li> <li>• To know how to subtract fractions with the same denominator within one whole.</li> <li>• To know how to use bar models and number lines to support addition and subtraction of fractions.</li> </ul>	<p><b>Time Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• To know how to read and write Roman numerals from I to XII on a clock face.</li> <li>• To know how to tell the time to the nearest 5 minutes and to the nearest minute on an analogue clock.</li> <li>• To know how to read and write time on a 12-hour digital clock using the correct format (e.g. 3:45).</li> </ul>

<ul style="list-style-type: none"> <li>• Identify and estimate positions of numbers on lines up to 1,000</li> <li>• Understand intervals and scales, including counting in 1s, 10s, 50s, and 100s</li> <li>• Use place value knowledge to compare and order numbers.</li> <li>• To use symbols (&lt;, &gt;, =) and the words “ascending” and “descending”</li> <li>• To know how to find 1, 10 or 100 more or less than a number</li> <li>• Recognise how changes in each digit affect the overall number</li> <li>• Use place value charts and counters to visualise changes</li> <li>• Count in multiples</li> <li>• Count in 50s and 100s confidently</li> <li>• Recognise patterns and connections to times tables</li> <li>• Use inverse operations and estimation to check answers</li> </ul> <p><b>Addition and Subtraction Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• To know how to apply number bonds within 10 and extend them to tens and hundreds</li> <li>• To know how to add and subtract 1s, 10s, and 100s mentally and across boundaries (e.g. crossing a ten or hundred)</li> <li>• To know how to spot patterns and make connections between</li> </ul>	<p>problems and multi-step word problems</p> <p>To know how to make decisions about which operation and method to use</p> <p><b>Multiplication and Division Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• To know how to recognise and describe equal groups using repeated addition</li> <li>• To know how to use arrays to represent multiplication and explore commutativity</li> <li>• To know how to identify and generate multiples of 2, 5, and 10</li> <li>• To know how to distinguish between sharing and grouping in division contexts</li> <li>• To know how to multiply and divide by 3, 4, and 8 using mental and written strategies</li> <li>• To know how to use known facts to derive related facts (e.g. doubling or halving strategies)</li> <li>• To know how to interpret word problems involving multiplication and division</li> </ul>	<p>multiplication or division context.</p> <ul style="list-style-type: none"> <li>• To know how to multiply a 2-digit number by a 1-digit number with and without exchanging.</li> <li>• To know how to divide a 2-digit number by a 1-digit number using partitioning.</li> <li>• To know how to divide a 2-digit number by a 1-digit number when there is a remainder.</li> <li>• To know how to link multiplication and division facts and understand their relationships.</li> <li>• To know how to solve scaling problems (e.g. “3 times as many”) using a bar model.</li> <li>• To know how to solve correspondence problems by listing combinations and using multiplication to find totals.</li> </ul> <p><b>Length and Perimeter Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• To know how to measure length using metres and centimetres.</li> <li>• To know how to measure length using millimetres.</li> <li>• To know how to measure and record lengths in centimetres and millimetres.</li> <li>• To know how to choose appropriate units (mm, cm, m) for measuring different objects.</li> </ul>	<p>using numerators and denominators.</p> <ul style="list-style-type: none"> <li>• To know how to recognise when a fraction is equal to one whole (numerator = denominator).</li> <li>• To know how to find the missing part to complete one whole using fractions.</li> <li>• To know how to compare and order non-unit fractions with the same denominator.</li> <li>• To know how to interpret and represent fractions using real-life scales (e.g. mass, volume, length).</li> <li>• To know how to identify fractions on number lines by counting equal intervals.</li> <li>• To know how to count forwards and backwards in fractions on a number line.</li> <li>• To know how to find equivalent fractions using number lines and bar models.</li> <li>• To know how to explain why two fractions are equivalent using visual representations.</li> </ul> <p><b>Mass and Capacity Knowledge and Skills</b></p>	<ul style="list-style-type: none"> <li>• To know how to partition a whole into unit and non-unit fractions.</li> <li>• To know how to find the missing part of a whole when given a fraction.</li> <li>• To know how to find unit fractions of a set of objects using division.</li> <li>• To know how to find non-unit fractions of a set of objects by multiplying the unit fraction.</li> <li>• To know how to use bar models and known multiplication/division facts to support reasoning.</li> <li>• To know how to solve problems involving fractions of amounts in real-life contexts (e.g. money, time, mass, capacity).</li> </ul> <p><b>Money Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• To recognise and understand the value of coins and notes in pounds and pence.</li> <li>• To know how to read and write amounts of money using £ and p notation.</li> <li>• To know how to compare amounts of</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to use and understand am and pm to distinguish between morning and afternoon times.</li> <li>• To know how to identify and use the relationships between seconds, minutes, hours, days, weeks, months, and years.</li> <li>• To know how to convert between minutes and seconds, and between hours and minutes.</li> <li>• To know how to identify the number of days in each month and understand leap years.</li> <li>• To know how to calculate durations of time using start and end times.</li> <li>• To know how to find a start or end time given a duration.</li> <li>• To know how to solve problems involving time, including comparing durations and converting between units.</li> <li>• To know how to calculate durations of time using start and end times.</li> <li>• To know how to find a start or end time given a duration.</li> </ul>
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	<p>related facts (e.g. <math>3 + 2 = 5</math>, so <math>30 + 20 = 50</math>)</p> <ul style="list-style-type: none"> <li>• To know how to use column addition and subtraction for 2-digit and 3-digit numbers</li> <li>• To know how to perform calculations with and without exchanges (e.g. regrouping when digits exceed 9)</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to link the 2, 4, and 8 times-tables through doubling strategies</li> <li>• To know how to identify whether numbers are multiples of 2, 4, or 8</li> <li>• To know how to recognise patterns in multiplication and division facts</li> <li>• To know how to partition numbers flexibly to simplify calculations (e.g. <math>7 \times 3 = 5 \times 3 + 2 \times 3</math>)</li> <li>• To know how to use inverse operations to check answers</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to use rulers, metre sticks, tape measures, and trundle wheels accurately.</li> <li>• To know how to compare and reason about the size of millimetres, centimetres, and metres.</li> <li>• To know how to convert between metres and centimetres, and cm and mm</li> <li>• To know how to compare, add and subtract lengths given in different units by converting them to the same unit.</li> <li>• To know how to use bar models and part-whole models to support length calculations.</li> <li>• To know how that perimeter is the distance around the outside of a closed 2-D shape.</li> <li>• To know how to measure the perimeter of shapes using rulers and other tools.</li> <li>• To know how to calculate the perimeter of regular and irregular shapes by adding side lengths.</li> <li>• To know how to use properties of shapes (e.g. equal sides in squares and rectangles) to find missing lengths and calculate perimeter efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to read and interpret scales divided into equal intervals.</li> <li>• To know how to measure mass in kilograms and grams, including mixed units.</li> <li>• To know how to identify equivalent masses (e.g. <math>1 \text{ kg} = 1,000 \text{ g}</math>).</li> <li>• To know how to compare masses using grams and kilograms.</li> <li>• To know how to add and subtract masses using kilograms and grams.</li> <li>• To know how to measure capacity and volume in millilitres.</li> <li>• To know how to measure capacity and volume in litres and millilitres.</li> <li>• To know how to identify equivalent capacities (e.g. <math>1 \text{ litre} = 1,000 \text{ ml}</math>).</li> <li>• To know how to compare capacities and volumes using appropriate units.</li> <li>• To know how to add and subtract capacities and volumes using litres and millilitres.</li> <li>• To know the difference between capacity (maximum a</li> </ul>	<p>money using <math>&lt;</math>, <math>&gt;</math> and <math>=</math>.</p> <ul style="list-style-type: none"> <li>• To know how to convert between pounds and pence using the fact that <math>\text{£}1 = 100\text{p}</math>.</li> <li>• To know how to express amounts in both pence and in pounds and pence.</li> <li>• To know how to add amounts of money using coins, notes, and written methods.</li> <li>• To know how to subtract amounts of money using coins, notes, and written methods.</li> <li>• To know how to exchange 100p for <math>\text{£}1</math> when adding or subtracting.</li> <li>• To know how to calculate change from a given amount using subtraction.</li> <li>• To know how to use number lines and part-whole models to find the difference between amounts.</li> <li>• To know how to apply knowledge of money in real-life contexts such as shopping.</li> </ul> <p><b>Statistics Knowledge and Skills</b></p>	<ul style="list-style-type: none"> <li>• To know how to solve problems involving time, including comparing durations and converting between units.</li> </ul> <p><b>Shape Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>• To know how to describe and make quarter, half, three-quarter and full turns in clockwise and anticlockwise directions.</li> <li>• To know how to recognise and describe angles as a measure of turn.</li> <li>• To know how to identify and describe right angles in shapes and turns.</li> <li>• To know how to compare angles and identify those greater or less than a right angle.</li> <li>• To know how to use a right-angle checker to classify angles as acute, right or obtuse.</li> <li>• To know how to measure and draw lines accurately using centimetres and millimetres.</li> <li>• To know how to draw 2-D shapes accurately using a ruler and given measurements.</li> </ul>
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				<p>container can hold) and volume (amount currently held).</p> <ul style="list-style-type: none"> <li>• To know how to solve problems involving mass and capacity using all four operations.</li> <li>• To know how to estimate and reason about mass and capacity using real-life contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to interpret pictograms using keys with values greater than 1.</li> <li>• To know how to read and understand symbols representing halves, quarters, and three-quarters.</li> <li>• To know how to draw pictograms using appropriate symbols and keys.</li> <li>• To know how to interpret bar charts with different scales (e.g. 1, 2, 5, 10).</li> <li>• To know how to read values from bar charts and answer one- and two-step questions.</li> <li>• To know how to draw bar charts accurately using given data.</li> <li>• To know how to label axes and choose appropriate scales for bar charts.</li> <li>• To know how to collect data using tally charts or tables.</li> <li>• To know how to interpret two-way tables by reading rows and columns.</li> <li>• To know how to use two-way tables to</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to identify and draw horizontal and vertical lines.</li> <li>• To know how to identify and draw parallel and perpendicular lines.</li> <li>• To know how to identify lines of symmetry in 2-D shapes.</li> <li>• To know how to recognise and describe 2-D shapes using properties such as sides, angles, symmetry, and types of lines.</li> <li>• To know how to draw polygons using given properties and measurements.</li> <li>• To know how to recognise and describe 3-D shapes using properties such as faces, edges, vertices, and curved surfaces.</li> </ul>
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					<p>answer one- and two-step questions.</p> <ul style="list-style-type: none"> <li>To know how to calculate totals and differences using information from a table.</li> </ul>	
Science	<p><b>Forces and Magnets Knowledge</b></p> <ul style="list-style-type: none"> <li>To know how objects move on different surfaces</li> <li><b>To know that gravity and friction affect movement.</b></li> <li>To know that some forces require contact, and some do not, giving examples</li> <li><b>To know that objects attract and repel in relation to objects and other magnets</b></li> <li>To know which materials are magnetic and which aren't</li> <li>To know how magnets work</li> </ul> <p><b>Scientific Skills</b></p> <ul style="list-style-type: none"> <li>Conducting a comparative fair test.</li> <li>Recording and Interpreting Data</li> <li>Use scientific vocabulary</li> </ul>	<p><b>Light Knowledge</b></p> <ul style="list-style-type: none"> <li>Know that dark is the absence of light</li> <li>know that light is needed to see</li> <li>Know that light is reflected from a surface</li> <li><b>Know how a shadow is formed</b></li> <li>Know that shadow size can change and explain why</li> <li>Know the danger of direct sunlight and describe how to keep protected</li> </ul> <p><b>Scientific Skills</b></p> <ul style="list-style-type: none"> <li>Observing – pattern seeking</li> </ul>	<p><b>Animals including Humans Knowledge</b></p> <ul style="list-style-type: none"> <li><b>Know the importance of a nutritious, balanced diet</b></li> <li><b>Know how nutrients, water and oxygen are transported within animals and humans</b></li> <li>Know about the skeletal system of a human and name some of the bones</li> <li>Know muscular system of humans</li> <li>Know how to classify animals using a branching database</li> </ul> <p><b>Scientific Skills</b></p> <ul style="list-style-type: none"> <li>Grouping and classifying</li> <li>Using secondary sources of information</li> </ul>	<p><b>Rocks and Soils Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how to classify groups of rocks based on their appearance and physical properties, giving a reason.</li> <li>Know how fossils are formed.</li> <li>Know how soil is made.</li> <li><b>Know and explain the difference between sedimentary and igneous rock.</b></li> <li>Know how different rocks can be useful to us</li> </ul> <p><b>Scientific Skills</b></p> <ul style="list-style-type: none"> <li>Grouping and Classifying</li> <li>Using secondary sources of information</li> </ul>	<p><b>Plants Term 5 Knowledge</b></p> <ul style="list-style-type: none"> <li><b>Know the function of various parts of flowing plants and trees</b></li> <li><b>Know the needs of different plants for survival</b></li> <li>Know how water is transported within plants</li> <li>Know the life cycle of different plants, especially the importance of flowers</li> </ul> <p><b>Scientific Skills</b></p> <ul style="list-style-type: none"> <li>To ask scientific questions based on observations</li> <li>To know how to decide which types of scientific enquiry are suitable for answering specific questions</li> <li>Observing changes over time</li> <li>Recording and Interpreting data</li> </ul>	
Computing	Connecting Computers Knowledge	Sequence in Music Knowledge	Branching Databases Knowledge	Desktop Publishing Knowledge	Events and Actions Knowledge	Stop-Frame Animation Knowledge

	<ul style="list-style-type: none"> <li>• <b>To identify input and output devices</b></li> <li>• To recognise how digital devices can change the way we work</li> <li>• <b>To explain how a computer network can be used to share information</b></li> <li>• To recognise the physical components of a network</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• To explore how digital devices can be connected</li> <li>• To explain how digital devices function</li> </ul> <p><b>Digital Citizenship</b> Device-Free moments</p>	<ul style="list-style-type: none"> <li>• To identify that commands have an outcome</li> <li>• <b>To explain that a program has a start</b></li> <li>• <b>To recognise that a sequence of commands can have an order</b></li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• To explore a new programming environment (Scratch)</li> <li>• To change the appearance of my project</li> <li>• To create a project from a task description</li> </ul> <p><b>Digital Citizenship</b> Putting a STOP to online meanness</p>	<ul style="list-style-type: none"> <li>• To identify the object attributes needed to collect relevant data</li> <li>• <b>To know that a branching database depends on yes/no questions</b></li> <li>• To explain why it is helpful for a database to be well structured</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• To create questions with yes/no answers</li> <li>• To create a branching database</li> <li>• To identify objects using a branching database</li> <li>• To compare the information shown in a pictogram with a branching database</li> </ul> <p><b>Digital Citizenship</b> Who is in your online community?</p>	<ul style="list-style-type: none"> <li>• <b>To recognise how text and images convey information</b></li> <li>• To recognise that text and layout can be edited</li> <li>• To consider the benefits of desktop publishing</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• To choose appropriate page settings</li> <li>• To add content to a desktop publishing publication (Microsoft Word and PowerPoint)</li> <li>• To consider how different layouts can suit different purposes</li> </ul> <p><b>Digital Citizenship</b> We the digital citizens</p>	<ul style="list-style-type: none"> <li>• <b>To know that an algorithm can use a range of events to trigger a sequence of actions</b></li> <li>• To explain how a sprite moves in different directions</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• To create a program in Scratch to move a sprite in four directions</li> <li>• To adapt a program to a new context</li> <li>• To develop my program by adding features</li> <li>• To identify and fix bugs in a program</li> <li>• To design and create a maze-based challenge</li> </ul> <p><b>Digital Citizenship</b> That's Private!</p>	<ul style="list-style-type: none"> <li>• <b>To know that an animation is a sequence of drawings or photographs</b></li> <li>• To know that a smaller change between frames results in smoother movement.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• To plan an animation</li> <li>• To identify the need to work consistently and carefully</li> <li>• To review and improve an animation</li> <li>• To evaluate the impact of adding other media to an animation</li> </ul> <p><b>Digital Citizenship</b> Digital trails</p>
<p>Geography</p>	<p><b>Term 2: Land use: how diverse are local and UK landscapes?</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand the difference between human and physical features of the UK.</li> <li>• Recognise various types of land use in the UK, including housing, farming, woodland, and industrial areas.</li> <li>• Learn how farming varies across different regions of the UK.</li> <li>• Identify how land use affects wildlife and biodiversity.</li> <li>• Understand that land can be mixed-use, which may complicate classification.</li> <li>• Learn about habitats, agriculture, and wildlife in relation to land use.</li> </ul>	<p><b>Term 4: The Water Cycle: why is it important? Rivers: what's special about them?</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand the four main processes of the water cycle: evaporation, condensation, precipitation, and collection.</li> <li>• Recognise that water is constantly recycled and that no new water is created by the cycle.</li> <li>• Learn how buildings collect and use water, and how water flows in and out of human environments.</li> <li>• Understand the importance of water for human life, including drinking, hygiene, agriculture, and energy.</li> <li>• Explore global water inequalities and the significance of UN Global Goal 6 (clean water and sanitation).</li> </ul>	<p><b>Term 6: Settlements: where do people live and why?</b></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand what a settlement is and the differences between villages, towns, and cities.</li> <li>• Learn how settlements vary in size, services, facilities, and population.</li> <li>• Identify settlement features using photos and aerial images.</li> <li>• Recognise how physical geography (e.g. rivers, fertile land) and human geography (e.g. trade routes) influence settlement location and growth.</li> <li>• Understand how settlements change over time, using old maps and photographs.</li> </ul>			

- Recognise the impact of land use changes on ecosystems and food chains.
- Skills**
- Use atlases and maps to identify and describe UK features.
  - Interpret aerial images and map keys to classify land use.
  - Apply four-figure grid references to locate land use types on a 1:25000 map.
  - Analyse patterns and colours in aerial imagery to infer land use.
  - Use data and percentages to understand land distribution (e.g., 27% for crops).
  - Develop critical thinking by exploring misconceptions (e.g., not all crops are for human consumption).
  - Communicate findings using geographical vocabulary such as “settlements,” “scale,” “habitat,” and “biodiversity.”

- Identify key features of a river system, including source, mouth, and drainage basin.
  - Describe river processes such as erosion, transportation, and deposition, and the landforms they create.
  - Understand how rivers change along their course and how they drain the land.
  - Learn about flooding, its causes, impacts, and possible solutions.
  - Locate and describe major rivers in the UK, Europe, and the world, including the River Severn and the Nile.
  - Recognise the economic and social importance of rivers for transport, trade, and hydroelectric power.
- Skills**
- Sequence and describe the processes of the water cycle using diagrams and vocabulary.
  - Use maps and atlases to locate rivers in the UK, Europe, and globally.
  - Interpret aerial images and diagrams to understand water flow and river features.
  - Analyse causes and consequences of water scarcity and flooding.
  - Apply geographical vocabulary such as “evaporation,” “condensation,” “drainage basin,” “erosion,” and “reservoir.”
  - Develop critical thinking by exploring fairness in water access and ownership.

- Explore reasons why a local town grew, and compare it to another town.
- Skills**
- Use atlases and Ordnance Survey maps to locate and identify settlements.
  - Interpret aerial photographs and map symbols to recognise settlement features.
  - Compare historical and current maps to identify changes in the local area.
  - Analyse geographical factors that influence settlement growth.
  - Apply geographical vocabulary such as “settlement,” “services,” “facilities,” “population,” “site,” and “natural resources.”
  - Design and explain a new settlement plan, using geographical reasoning.
  - Communicate findings through discussion, map work, and written explanations.

**Climate zones: what are they and why do they matter?**

**Knowledge**

- Understand the Earth’s position in space and how it affects climate.
- Learn how solar energy is distributed differently across the globe.
- Recognise the difference between weather and climate.
- Identify the main climate zones using lines of latitude.
- Understand how to read climate graphs and identify patterns.
- Distinguish between climate zones and biomes.
- Explore how plants and animals adapt to different biomes.
- Recognise the impact of climate change on living things.
- Learn about greenhouse gases and their role in global warming.
- Understand terms like drought, heatwave, and climate crisis.

**Skills**

			<ul style="list-style-type: none"> <li>• Use lines of latitude to locate and describe climate zones.</li> <li>• Interpret climate graphs to identify temperature and rainfall patterns.</li> <li>• Compare and contrast climate zones and biomes.</li> <li>• Explain adaptations of living things to different environments.</li> <li>• Analyse the effects of climate change on ecosystems.</li> <li>• Use geographical vocabulary such as Equator, solar energy, biome, adaptation, greenhouse gases, and climate change.</li> <li>• Communicate understanding through discussion, diagrams, and written explanations.</li> </ul>
History	<p><b>The Stone Age (Term 1)</b> <b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To understand the chronology of the Stone Age and know the three major phases (Palaeolithic, Mesolithic, Neolithic).</li> <li>• To know how people lived, hunted, gathered, and eventually farmed in Stone Age Britain.</li> <li>• To know how archaeologists work and what find of evidence they use.</li> <li>• To know about the key archaeological sites Skara Brae and Stonehenge and what they reveal about Stone Age houses, diet and tools.</li> <li>• <b>To recognise the development in technology from stone tools to farming and permanent settlements.</b></li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Source analysis: Evaluating archaeological evidence to make historical claims.</li> <li>• Interpretation: Understanding that historians and archaeologists interpret evidence differently, especially without written records.</li> <li>• Comparative analysis: Comparing life in different Stone Age periods and regions.</li> </ul>	<p><b>Bronze Age and Iron Age (Term 3)</b> <b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To understand the chronology of the Bronze Age and Iron Age and how they followed the Stone Age.</li> <li>• <b>To understand the technological advancements made with the introduction of bronze and iron tools and weapons.</b></li> <li>• To know how settlements changed from scattered farmsteads to Iron Age hillforts.</li> <li>• To know how farming developed in the Bronze and Iron ages, leading to surplus crop production and trade.</li> <li>• To understand that the Bronze Age happened across the world</li> <li>• To know that distinct tribes emerged with increased conflict.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Comparative analysis: Identifying similarities and differences between Bronze and Iron Age life.</li> <li>• Source interpretation: Using artefacts and archaeological evidence to draw conclusions.</li> <li>• Chronological sequencing: Placing events and developments in order.</li> <li>• Understanding change over time: Recognising gradual transitions in technology, society, and lifestyle.</li> </ul>	<p><b>Romans (Term 5)</b> <b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• <b>To know that Emperor Claudius invaded Britain successfully in 43 CE.</b></li> <li>• <b>To know that Roman settlement led to changes in diet, clothing, language and technology in Britain.</b></li> <li>• To know how and why Celtic tribes resisted Roman rule, including Boudica's rebellion.</li> <li>• To know how Roman beliefs influenced and replaced Celtic practices.</li> <li>• To know how Roman towns were planned and built and to identify buildings introduced by the Romans such as baths, villas and amphitheatres.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Source analysis: Interpreting archaeological evidence and historical accounts.</li> <li>• Cause and consequence: Linking Roman actions to long-term changes in Britain.</li> <li>• Chronological understanding: Sequencing events and recognising historical periods.</li> <li>• Critical thinking: Questioning how and why Roman influence varied across Britain.</li> <li>• Historical enquiry: Asking questions about Roman impact and evaluating evidence.</li> </ul>

					<ul style="list-style-type: none"> <li>• Perspective-taking: Considering Roman and Celtic viewpoints on conquest and change.</li> </ul>	
RE	<p><b>Religion:</b> Hinduism <b>Theme:</b> Divali <b>Key Question:</b> Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? <b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know that Hindus believe in Brahman</li> <li>• To know that the Vedas are the sacred scriptures of Hinduism.</li> <li>• To know the story and beliefs behind the Divali festival</li> <li>• To know some of the celebrations and symbols used to remember the story.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Investigating religious beliefs</li> <li>• Develop appreciation for diverse beliefs and practices</li> <li>• Understand how religion shapes people’s lives and choices</li> <li>• Think about why it is important to pass on stories</li> <li>• To identify similarities and differences between religions and worldviews.</li> </ul>	<p><b>Religion:</b> Christianity <b>Theme:</b> Christmas <b>Key Question:</b> Has Christmas lost its true meaning? <b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know the Christian concept of “incarnation”: God becoming man or literally being “made flesh”.</li> <li>• To know the Biblical Christmas story.</li> <li>• To know that there is a significance to the people and places which appear in the Christmas story.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Investigating religious beliefs</li> <li>• Develop appreciation for diverse beliefs and practices</li> <li>• Understand how religion shapes people’s lives and choices</li> <li>• To consider how a festival may have different meanings to different people.</li> <li>• To identify similarities and differences between religions and worldviews.</li> </ul>	<p><b>Religion:</b> Christianity <b>Theme:</b> Jesus’ Miracles <b>Concept:</b> Incarnation <b>Key Question:</b> Could Jesus heal people? Were these miracles or is there some other explanation? <b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• The concept of Incarnation means Jesus is believed to be God made human, living among people.</li> <li>• Jesus performed miracles as part of his ministry, especially healing miracles.</li> <li>• The New Testament records stories of Jesus healing people, showing compassion and divine power.</li> <li>• Two key miracles explored:</li> <li>• Healing a man born blind using saliva.</li> <li>• Healing a paralysed man, emphasising the faith of his friends.</li> <li>• Christians believe these miracles show Jesus’ divine nature and care for others.</li> <li>• Some people question whether these were truly miracles or if there could be other explanations.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Retell and sequence key miracle stories from the Bible.</li> </ul>	<p><b>Religion:</b> Christianity <b>Theme:</b> Easter- Forgiveness <b>Concept:</b> Salvation <b>Key Question:</b> What is ‘good’ about Good Friday? <b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand the main events of Holy Week, including Palm Sunday, the Last Supper, Good Friday, and Easter Sunday.</li> <li>• Learn how these events are commemorated by Christians, including church services and special traditions.</li> <li>• Explore different Christian interpretations of the Last Supper and the Resurrection.</li> <li>• Recognise the significance of Holy Week in Christian belief, especially around themes of forgiveness, sacrifice, and repentance.</li> <li>• Understand key theological concepts such as sin, covenant, and Holy Communion.</li> <li>• Learn that Jesus was Jewish and celebrated Pesach (Passover).</li> </ul>	<p><b>Religion:</b> Hinduism/ Sanatani <b>Theme:</b> Hindu Beliefs <b>Concept:</b> Incarnation <b>Key Question:</b> How can Brahman be everywhere and in everything? <b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Hindus believe in a universal soul or God called Brahman.</li> <li>• Deities are seen as different forms of the one God, Brahman.</li> <li>• Hindus believe that there is a part of Brahman in everyone and this is called the Atman.</li> <li>• To know that puja is a form of worship that can be practiced in different ways.</li> <li>• To know that murtis (statues/images) are used in puja to focus worship.</li> <li>• Trimurti, a term meaning "having three forms," refers to the three main aspects of Brahman: Brahma, Vishnu, and Shiva</li> <li>• Recognise common symbols and representations of</li> </ul>	<p>Theme: Pilgrimage to the River Ganges (Hinduism) Concept: Incarnation Key Question: Would visiting the River Ganges feel special to a non-Hindu? <b>Knowledge:</b> This enquiry concentrates on Hindu beliefs about the River Ganges and some of the practices which occur there. The River Ganges is considered to be sacred and spiritually pure for Hindus although in reality it is not a clean river. Because of the purifying nature of the river, Hindus believe that any rituals performed on the banks of the Ganges or in its water will wash away impurity. The Puranas (ancient Hindu scriptures) say that taking a dip in the sacred river ‘bestows heavenly blessings’. Many Hindus believe that bathing here will help them spiritually. It is also a place where the dead are cremated – Many Hindus believe</p>

			<ul style="list-style-type: none"> <li>• Identify and discuss the concept of Incarnation and what it means to Christians.</li> <li>• Explore different viewpoints: Were these miracles or could they be explained another way?</li> <li>• Reflect on the impact of these stories on Christian belief and practice.</li> <li>• Use religious vocabulary such as miracle, faith, healing, Incarnation, and ministry.</li> <li>• Express personal thoughts and questions about the stories and their meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Discover how different Christians celebrate Holy Week and why it is a key time in the Christian calendar.</li> <li>• Understand that Easter is often more important than Christmas in Christian belief.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Retell the sequence of events in Holy Week using religious vocabulary.</li> <li>• Interpret religious stories and symbols to understand their deeper meanings.</li> <li>• Use theological thinking to explore how religious stories impact people today.</li> <li>• Reflect on key concepts such as forgiveness, sacrifice, and repentance.</li> </ul>	<p>Ganesha and Lakshmi</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Investigating religious beliefs</li> <li>• Develop appreciation for diverse beliefs and practices</li> <li>• Understand how religion shapes people’s lives and choices</li> </ul>	<p>that this will help them in their next life.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Investigating religious beliefs</li> <li>• Develop appreciation for diverse beliefs and practices</li> <li>• Understand how religion shapes people’s lives and choices</li> <li>• To identify similarities and differences between religions and worldviews.</li> </ul>
<p>PSHCE</p> <p>SCARF</p>	<p>Me and My Relationships</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know that other people may hold different views to me and that we don’t always agree.</li> <li>• To know why we have different rules in different places.</li> <li>• To identify people who they have a special relationship with</li> </ul>	<p>Valuing Difference</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know that there are many different types of families.</li> <li>• To know what is meant by ‘adoption’, ‘fostering’ and ‘same-sex relationships’.</li> <li>• To identify the different communities that they belong to</li> </ul>	<p>Keeping Myself Safe</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know whether a situation is safe or unsafe.</li> <li>• To know who can help if we feel unsafe.</li> <li>• To know the difference between danger and risk.</li> <li>• To know some of the risks associated with online browsing.</li> <li>• To identify personal information and when it is</li> </ul>	<p>Rights and Responsibilities</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know what a volunteer is and identify volunteers in our school community.</li> <li>• To know who is responsible for keeping us safe and healthy.</li> </ul>	<p>Being My Best</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To know how each of the main food groups benefits the body.</li> <li>• To know what is meant by a ‘balanced diet’.</li> <li>• To name major internal organs.</li> <li>• To know how some infections illnesses are spread.</li> </ul>	<p>Growing and Changing</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To identify different types of relationship.</li> <li>• To know what is meant by the term ‘personal space’.</li> <li>• To know when it is appropriate to let another person into your personal space.</li> <li>• To know the difference between a</li> </ul>

	<ul style="list-style-type: none"> <li>• To know strategies for maintaining a positive relationship with people</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Collaboration: Work in a group and make use of different people’s skills</li> <li>• Resolving conflict</li> <li>• Express opinions and listen to those of others.</li> <li>• Consider others’ points of view.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that people living in the UK have different origins.</li> <li>• To know that repeated name calling is a form of bullying.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Resolving conflict</li> <li>• Express opinions and listen to those of others.</li> <li>• Consider others’ points of view.</li> <li>• Recognising similarities and differences between people.</li> </ul>	<p>not appropriate to share this.</p> <ul style="list-style-type: none"> <li>• To know that medicines are drugs that can be both helpful and harmful.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the validity of different statements.</li> <li>• Recognising appropriate behaviour online as well as offline.</li> <li>• Assessing risks</li> <li>• Understanding decision-making skills</li> </ul>	<ul style="list-style-type: none"> <li>• To know the difference between fact and opinion.</li> <li>• To know that an event can be perceived from different viewpoints.</li> <li>• To understand the terms ‘income’, ‘saving’ and ‘spending’.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Evaluate and explain different methods of looking after the school environment.</li> <li>• Consider others’ points of view.</li> </ul>	<ul style="list-style-type: none"> <li>• To know about simple hygiene.</li> <li>• To recognise that some groups of people are not represented as much in the media as others.</li> <li>• To know how skills can be developed.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• To discuss and debate issues.</li> <li>• To empathise with different viewpoints.</li> <li>• To identify their own achievements and areas to develop.</li> <li>• To work collaboratively.</li> </ul>	<p>‘secret’ and a ‘surprise’.</p> <ul style="list-style-type: none"> <li>• To know that menstruation is the process where the lining of the uterus comes away if an egg is not fertilised.</li> <li>• To know how to keep clean and comfortable during menstruation.</li> <li>• To know the proper names for private body parts.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• To recognise how different surprises or secrets might make them feel.</li> <li>• To be assertive in asking someone to move away from your personal space if you feel uncomfortable.</li> </ul>
<p><b>Art and Design</b></p>	<p>Gestural drawing with charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.</li> <li>• Understand charcoal and earth pigment were the first drawing tools used by humans.</li> <li>• Know that chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings.</li> <li>• To understand that sketchbooks are places for personal experimentation.</li> </ul>	<p>Cloth, thread, paint Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand that paint acts differently on different surfaces.</li> <li>• Understand the concept of still life and landscape painting.</li> <li>• Know that paint, cloth and thread can be combined to create expressive artwork.</li> <li>• To study and respond to the work of Alice Kettle and Hannah Rae</li> </ul> <p><b>Skills:</b></p>	<p>Telling Stories Through Drawing &amp; Making Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand that we can create imagery using natural pigments and light</li> <li>• Understand that many makers use other artforms as inspiration, such as literature, film, drama or music.</li> <li>• Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook</li> </ul>			

	<ul style="list-style-type: none"> <li>To know that physical movement can be part of the creative process.</li> <li>To study and respond to artworks by Edgar Degas and Heather Hansen</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Mark making techniques: Smudging, erasing, sweeping, and using fingers and body parts.</li> <li>Large-scale drawing: Creating artwork using full-body movements.</li> <li>Composition and atmosphere: Using tone, texture, and lighting to build dramatic scenes.</li> <li>Multimedia exploration: Photographing and filming artwork to capture movement and process.</li> <li>Reflective practice: Sharing and discussing work with peers to evaluate outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Creative decision-making: Choosing marks and materials to suit expressive intent.</li> <li>Reflective practice: Sharing work, discussing outcomes, and responding to feedback.</li> <li>Art as process: Valuing experimentation and personal response over perfection.</li> <li>Painting on fabric: Mixing colours, creating backgrounds, and experimenting with texture.</li> <li>Stitching techniques: Threading a needle and knotting threads.</li> <li>Combining media: Layering paint and stitch to build dynamic, textured artworks.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process).</li> <li>Know that clay and Modroc are soft materials which finally dry/set hard.</li> <li>Know that an armature is an interior framework which support a sculpture.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Sketchbook development: Using visual notes to brainstorm, experiment, and refine ideas.</li> <li>Sculpture making: Constructing 3D characters using Modroc and an armature.</li> <li>Creative interpretation: Re-inventing characters and expressing personal responses.</li> <li>Presentation and reflection: Displaying work, sharing feedback, and discussing outcomes.</li> </ul>
<p><b>Design and Technology</b></p>	<p>Unit: Textiles 2D shape to 3D product Outcome: Christmas decoration</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know how to strengthen, stiffen and reinforce existing fabrics.</li> <li>Understand how to securely join two pieces of fabric together.</li> <li>Understand the need for patterns and seam allowances.</li> <li>Know and use technical vocabulary relevant to the project.</li> </ul> <p><b>Skills:</b></p> <p><b>Generating ideas, developing</b></p> <ul style="list-style-type: none"> <li>Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.</li> <li>Use annotated sketches, prototypes, final product sketches and pattern pieces; communication technology, such as web-based recipes, to develop and communicate ideas.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Plan the main stages of making.</li> </ul>	<p>Unit: Shell Structures using Computer Aided Design Outcome: Easter chocolate box</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Develop and use knowledge of nets of cubes and cuboids or other 3D shapes.</li> <li>Develop and use knowledge of how to construct strong, stiff shell structures.</li> <li>Know and use technical vocabulary relevant to the project.</li> </ul> <p><b>Skills:</b></p> <p><b>Generating ideas, developing</b></p> <ul style="list-style-type: none"> <li>Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.</li> <li>Investigate a range of 3-D box packaging.</li> <li>Investigate how different containers are made from different nets.</li> <li>Use annotated sketches, prototypes, final product sketches and pattern pieces to develop and communicate ideas.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Plan the main stages of making.</li> </ul>	<p>Unit: Food – Healthy and varied diet Outcome: Flavoured hummus</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know how to use appropriate equipment and utensils to prepare and combine food.</li> <li>Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</li> <li>Know and use relevant technical and sensory vocabulary appropriately.</li> <li>Know that food needs to appeal to all five senses.</li> </ul> <p><b>Skills:</b></p> <p><b>Generating ideas, developing</b></p> <ul style="list-style-type: none"> <li>Generate realistic ideas through discussion and design criteria for an appealing healthy dip that appeals to all five senses.</li> <li>Taste a variety of different vegetables and ingredients.</li> </ul> <p><b>Making</b></p> <ul style="list-style-type: none"> <li>Plan the main stages of making.</li> <li>Use a sharp knife, grater and hand blender safely.</li> </ul>

	<ul style="list-style-type: none"> <li>Select from and use a range of appropriate utensils, tools and equipment with some accuracy related to their product.</li> <li>Select from and use finishing techniques suitable for the product they are creating.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Investigate a range of 3-D textile products, ingredients and lever and linkage products relevant to their project.</li> <li>Test their product against the original design criteria and with the intended user.</li> <li>Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</li> </ul> <p><b>Christmas Card Knowledge</b></p> <ul style="list-style-type: none"> <li>To know that making multiple cuts can make a card pop up</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>To make accurate cuts and folds</li> <li>To choose resources they need for their chosen card</li> <li>Handle equipment and tools effectively</li> <li>Use simple finishing techniques suitable for the products they are creating.</li> </ul>	<ul style="list-style-type: none"> <li>Use online publishing software (Canva) to lay out text and images on a net template, rotating when necessary.</li> <li>Cut, score, shape and assemble the box with accuracy.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Test their product against the original design criteria and with the intended user.</li> <li>Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</li> </ul>	<ul style="list-style-type: none"> <li>Select from and use finishing techniques suitable for the product they are creating.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>Taste the product and decide whether it needs additional ingredients to create a balanced flavour i.e. salt, acidity or sweetness.</li> <li>Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</li> </ul>
<p><b>Language</b></p> <p><b>Spanish</b></p>	<p>Term 1 A New Start</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Say a greeting</li> <li>Respond to a question about name or feelings</li> <li>Attempt a question – name or feelings</li> <li>Remember some numbers between 0-10</li> <li>Say at least 4 colours</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Speak confidently</li> <li>Identify key sounds</li> <li>Ask question with intonation.</li> <li>Read some familiar target language words</li> <li>Copy/write familiar target language words</li> </ul>	<p>Term 3 Calendar and Celebrations</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Read and say some adjectives of colour</li> <li>Recognise, say and attempt to write the days of the week</li> <li>Recognise and say most months</li> <li>Attempt to write accurately an important month of year</li> <li>Attempt to say and write the date</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Speak confidently</li> <li>Identify key sounds</li> <li>Ask question with intonation.</li> <li>Listen attentively</li> <li>Make links with other languages</li> </ul>	<p>Term 5 Animals</p> <ul style="list-style-type: none"> <li>Remember and say animal nouns</li> <li>Write a simple sentence about a favourite animal</li> <li>Know what a noun is and recognise one in a sentence</li> <li>Know the phrase “My favourite animal is..”</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Speak confidently</li> <li>Imitate pronunciation</li> <li>Ask a question accurately</li> <li>Listen attentively</li> <li>Make links with other languages</li> <li>Practise with a partner</li> <li>Write simple sentences using a model.</li> </ul>

<p><b>Music</b></p>	<p><b>Term 2: Hear it, play it! Exploring rhythmic patterns.</b>  <b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• recognize and define the duration of different note values while maintaining a steady beat</li> <li>• To identify dynamics</li> <li>• To recognise and maintain a pulse in different time signatures</li> <li>• To identify the call and response structure of a song</li> <li>• To interpret a graphic score</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• To perform rhythmic actions to a steady pulse</li> <li>• To perform call and response songs</li> <li>• To perform a part within an ensemble</li> <li>• To identify beats in a bar</li> <li>• To compose and perform a rhythmic ostinato</li> <li>• To listen to and compare versions of a song</li> <li>• To improvise by varying dynamics, timbre and tempo</li> </ul>		<p><b>Term 4: Painting Pictures with Sound</b>  <b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• recognize and define differences in dynamic levels</li> <li>• To use symbols to represent instrumental or vocal sounds.</li> <li>• To identify instruments according to a criterion e.g. instrument families, country of origin</li> <li>• To recognise different instrumental timbres and their effects</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• To improvise sound effects using body percussion, voices and instruments</li> <li>• To accompany songs with suitable timbre and expression</li> <li>• To identify the inter-related dimensions of music</li> <li>• To create sounds in response to a stimulus</li> <li>• To compose music to communicate stories and settings.</li> </ul>		<p><b>Term 6: Sing, play, notate!</b>  <b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• recognize and describe changes in pitch</li> <li>• To pitch-match with growing accuracy</li> <li>• To use graphic notation to represent pitch</li> <li>• To gain an understanding of different forms of musical notation.</li> <li>• To recognise a pentatonic scale</li> <li>• To read informal notation</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• To compose a two-note melody</li> <li>• To listen to and recall a sequence of sounds</li> <li>• To imitate and describe changes in pitch</li> <li>• To correctly order a sequence of notes</li> <li>• To perform songs with tuned accompaniments</li> </ul>	
<p><b>PE</b>  <b>Complete PE</b></p>	<p><b>Invasion: Football Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of dribbling to maintain control and possession.</li> <li>• Understand the role of passing and receiving in keeping possession.</li> <li>• Begin to consider defensive principles, including how to win the ball back.</li> <li>• Recognise how teamwork in passing, moving, and dribbling leads to success.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• To dribble with close control and change of direction while attacking.</li> <li>• To pass and receive accurately.</li> </ul>	<p><b>Invasion: Handball Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand how passing and receiving help retain possession.</li> <li>• Recognise the value of creating space through movement.</li> <li>• Understand where and why to shoot, based on position and strategy.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Practise accurate passing and receiving to maintain control.</li> <li>• Apply movement skills to create</li> </ul>	<p><b>Gymnastics: Symmetry and Asymmetry Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand the principles of 'excellent gymnastics', including control, precision, and aesthetics.</li> <li>• Recognise the features of symmetrical and asymmetrical balances.</li> <li>• Learn how to create and transition from symmetrical balances into dynamic movement.</li> <li>• To know that sequences should be planned and structured, from initial movement through to completion.</li> </ul> <p><b>Skills:</b></p>	<p><b>Striking and Fielding: Rounders Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand the basic concepts of batting and fielding in striking and fielding games.</li> <li>• Recognise the difference between overarm and underarm throwing techniques.</li> <li>• Learn strategies for keeping the batter's score low through effective fielding.</li> <li>• Understand different methods for stopping the ball during gameplay.</li> </ul>	<p><b>Health and Wellbeing: Mindfulness Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand how emotions affect both mind and body.</li> <li>• Recognise the contrast between energetic states and moments of calm and stillness.</li> <li>• Learn the purpose and benefits of meditative balances for relaxation and self-awareness.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Practise identifying emotional and</li> </ul>	<p><b>Athletics: Running Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know how to use arms to increase running speed.</li> <li>• Know how to position the head to increase running speed.</li> <li>• Know how to start a sprint from a crouch.</li> <li>• Know the differences between sprinting and distance running.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Apply speed-running techniques</li> </ul>

<ul style="list-style-type: none"> <li>Combine passing, moving, and dribbling effectively in mini games.</li> <li>Engage in decision-making and apply tactical thinking during play.</li> <li>Demonstrate teamwork and game understanding.</li> </ul> <p><b>Invasion: Tag Rugby Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand the importance of moving with the ball, passing, and receiving to maintain possession.</li> <li>Learn the concept of tagging within a game-based context.</li> <li>Recognise how attackers can create space and provide passing options.</li> <li>Understand how coordinated passing and movement lead to scoring opportunities.</li> <li>Develop strategic awareness of attacking play, including how to support the ball carrier.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Practise ball movement, focusing on control while in possession.</li> <li>Execute accurate passing and receiving under pressure.</li> </ul>	<ul style="list-style-type: none"> <li>space and support team play.</li> <li>Explore the transition between attacking and defending.</li> <li>Combine passing and movement to create scoring opportunities.</li> <li>Develop shooting technique, selecting appropriate positions for impact.</li> </ul> <p><b>Gymnastics: Canon and Unison (using Large Apparatus) Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand what constitutes 'excellent gymnastics', including quality of movement and balance.</li> <li>Know the difference between unison and canon.</li> <li>Develop awareness of how to combine movement styles within group routines.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Apply 'excellent gymnastics' techniques in both unison and canon formats.</li> </ul>	<ul style="list-style-type: none"> <li>Apply 'excellent gymnastics' in performing controlled balances and movements.</li> <li>Explore and execute symmetrical and asymmetrical balances on apparatus.</li> <li>Practise transitioning out of balances to begin a sequence.</li> <li>Use apparatus creatively to develop the start and middle of a movement sequence.</li> <li>Complete full sequences with flow and coordination.</li> <li>Perform polished gymnastics sequences as part of a group.</li> </ul> <p><b>Dance: Witches and Wizards Knowledge</b></p> <ul style="list-style-type: none"> <li>Recognise how motifs and sequences can communicate a narrative in dance.</li> <li>Learn how to incorporate interconnecting movements to enhance group choreography.</li> <li>Understand the structure of a dance performance that moves towards a story conclusion.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Sustain a character through movement,</li> </ul>	<ul style="list-style-type: none"> <li>Develop awareness of defensive positioning</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Practise overarm throwing with accuracy and control.</li> <li>Apply underarm and overarm throws effectively in game scenarios.</li> <li>Practise various techniques to stop the ball, including body positioning.</li> <li>Use the long barrier in game situations to prevent scoring opportunities.</li> </ul> <p><b>Net/Wall: Tennis Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand how points are won in tennis and why ball placement matters.</li> <li>Learn about strategic ball positioning on different areas of the court.</li> <li>Explore a variety of techniques for gaining points in gameplay.</li> <li>Gain familiarity with the use and purpose of rackets in tennis.</li> </ul>	<p>physical responses to different feelings and energy levels.</p> <ul style="list-style-type: none"> <li>Hold and perform meditative balances.</li> <li>Use physical props to improve balance and focus.</li> <li>Engage in non-verbal interaction with a partner using an imaginary prop.</li> <li>Apply relaxation techniques to enhance mental and physical well-being through movement.</li> </ul> <p><b>Dance: May Day Fair Dancing</b> (Long Eight – 2 step jig)</p> <ul style="list-style-type: none"> <li>To know about English May Day traditions</li> <li>Recognise how to use space safely while varying speed, levels, and direction.</li> <li>Identify and describe a variety of body actions and parts used in dance phrases.</li> <li>Know the structure of a dance with a</li> </ul>	<ul style="list-style-type: none"> <li>in team-based activities like relays.</li> <li>Collaborate and coordinate movement within a team during running challenges.</li> </ul> <p><b>OAA: Communication and Tactics Knowledge</b></p> <ul style="list-style-type: none"> <li>To know the qualities of a strong team leader, including responsibility and influence.</li> <li>Recognise the importance of collaboration and communication in team success.</li> <li>Learn the core skills that contribute to effective teamwork, such as listening and decision-making.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Take part in group discussion and shared decision-making.</li> <li>Develop verbal and non-verbal communication skills within a team setting.</li> <li>Collaborate effectively to solve</li> </ul>
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<b>Enrichment</b>	<p>Poetry Day – online poetry workshop with Alex Wharton Harvest Festival Service Rock Kidz assembly Black History Month Bassistry Music Workshop</p>	<p>Computing workshop Fun Run Anti-Bullying Week Mini Grey author/illustrator visit Children in Need Christingle Making Christmas Jumper Day Christmas Service</p>	<p>History box loan from Oxfordshire museums E-Safety Workshops Number Day Chn’s Mental Health Wk Safer Internet Day</p>	<p>Prayer Space Tell a Fairytale Day World Book Day Red Nose Day Easter Service</p>	<p>Corinium Museum visit May Fayre Dancing Rubicon Skating Workshops</p>	<p>Spelling Bee Family Picnic Transition Days End of Year Service</p>