

Class 1 Curriculum Plan - Year 1 of rolling programme (2020/21)

	Autumn	Spring	Summer			
National/Community Events	Road safety- Bikeability Year 6 Visit to Buckland Abbey, Yelverton (cancelled due to Covid) November -Parliament Week 2-6th Virtual Parliament Workshop 10/11/20 Blogging event 20/11/20 (cancelled)	Visit to Concorde, Bristol Swimming Week World Book Day	Fossil festival Lyme Regis Farmer's Market - June Residential to London (postponed from last summer)- Hampton Court/Tower of London			
Topic/Theme	The Tudors	Flying High	Jurassic Coast			
English	<p>Here We Are- CLPE unit</p> <p>Short narrative- Fortunately mini book (Covid change)</p> <p>Instructions by Neil Gaiman (covid change)</p> <p>Poetry- Halloween</p>	<p>Non-chronological report</p> <p>Shakespeare and plays</p> <p>Blogging</p> <p>Narrative</p>	<p>Traditional tales</p> <p>Recount</p> <p>Information texts</p> <p>News Report</p> <p>Stories with a historical setting (Covid change)</p>	<p>Poetic style</p> <p>Persuasive report</p> <p>Stories with discussion</p>	<p>Science fiction</p> <p>Biography</p> <p>News Report (Covid change)</p>	<p>Explanation text</p> <p>Poetry - creating images</p> <p>Debate</p>
Ongoing - Reading (Word level and comprehension) Writing (transcription, handwriting, composition, vocabulary, grammar and punctuation) Spoken Language						
Mathematics	<p>Place Value</p> <p>Addition and subtraction</p> <p>Multiplication and division</p> <p>Perimeter</p> <p>Prime numbers</p> <p>Statistics</p>	<p>Fractions</p> <p>Decimals and percentages</p> <p>Algebra</p> <p>Measurement</p> <p>Geometry, angles and shape</p> <p>Position and direction</p>	<p>Time</p> <p>Statistics</p> <p>Angles</p> <p>Area and perimeter</p> <p>Shape and symmetry</p> <p>Converting units</p> <p>Fractions, decimals and percentages</p> <p>Four operations</p>			
Ongoing - Number and Place Value						

Science	Earth and Space	Electricity	Forces (ensure coverage of Summer 20 objectives within this unit- Covid change)	Light (Data logging Covid change)	Rocks	Investigation focus Human Body (Covid change)
Computing	Algorithms and writing programs Pod cast (Covid change)		Data handling Data logging (Covid change)		Computer safety and understanding networks	
History	The Tudors/Local History- Sir Francis Drake		History of flight and industrial revolution- a significant turning point in British history		The Changing Power of the Monarchs	
Geography		Around the world - Map skills To include a case study of a region in North America		Exploring the UK Physical and Human geography Topographical study of UK		Coastal erosion
RE	L2.1 What do Christians learn from the Creation Story?/U2.2 Creation and Science: conflicting or complementary?		L2.12 How and why do people try and make the world a better place?		U2.10 What matters most to Humanists and Christians?	
DT/Art	Portraits (link to topic) Famous artists (Covid change)		Moveable objects/ sketching of 3D form		Cooking and Nutrition: Design a product from start to finish- linked to enterprise	

Music	Playing/ Composing Singing Glocks units x2 (Charanga)		WCET- Harmonicas/ specialised teacher for Strings (tbc)		History of Music- Composers and their greatest works	
PSHE	Feelings and emotions	Keeping/Staying Healthy	Growing and Changing	Being Responsible	Keeping/Staying Safe	The Working World and a World Without Judgement
PE	Football	Hockey	Gymnastics Swimming	Orienteering	Striking and Fielding; Cricket Tennis	Athletics
MFL	Ongoing Themes:-Vocabulary, Grammar (see rolling programme)					
		Myself and my family Christmas vocabulary		The Body Pets		Holidays Places and travel
Outdoor Learning		Forest School (Art Links)	Forest School (DT Links)			

Curriculum Overview of skills
Class 1 Year 1 of rolling programme (2020-21)

English - pupils in Year 4	English - pupils in Year 5	English - pupils in Year 6
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Reading

- Secure decoding of unfamiliar words
- Read for a range of purposes
- Retell some stories orally
- Discuss words and phrases that capture the imagination
- Identify themes and conventions
- Retrieve and record information
- Make inferences and justify predictions
- Recognise a variety of forms of poetry
- Identify and summarise ideas

Writing

- Correctly spell common homophones
- Increase regularity of handwriting
- Plan writing based on familiar forms
- Organise writing into paragraphs
- Use simple organisational devices
- Proofread for spelling and punctuation errors
- Evaluate own and others' writing
- Read own writing aloud

Grammar

- Use wider range of conjunctions
- Use perfect tense appropriately
- Select pronouns and nouns for clarity
- Use and punctuate direct speech
- Use and punctuate direct speech
- Use commas after front adverbials

Speaking and Listening

- Articulate and justify opinions
- Speak audibly in Standard English

Reading

- Apply knowledge of morphology and etymology when reading new words
 - Read and discuss a broad range of texts
 - Identifying and discussing themes
 - Make recommendations to others
 - Learn poetry by heart
 - Draw inference and make predictions
 - Discuss authors' use of language
 - Retrieve and present information from non-fiction texts
 - Formal presentations and debates

Writing

- Secure spelling, inc homophones, prefixes, silent letters etc
- Use a thesaurus
- Legible, fluent handwriting
- Plan writing to suit audience and purpose
- Develop character, setting and atmosphere in narrative
- Use organisational and presentational features
- Use consistent appropriate tense
- Proof reading
- Perform own compositions

Grammar

- Use expanded noun phrases
- Use modal and passive verbs
- Use relative clauses
- Use commas for clauses
- Use brackets, dashes & commas for parenthesis

Reading

- Read a broad range of genres
- Recommend books to others
- Make comparisons within/across books
- Support inferences with evidence
- Summarise key points from texts
- Identify how language, structure etc contribute to meaning
- Discuss use of language, inc figurative
- Discuss and explain reading, providing reasoned justifications for views

Writing

- Use knowledge of morphology & etymology in spelling
- Develop legible personal handwriting style
- Plan writing to suit audience & purpose; use models of writing
- Develop character & setting in narrative
- Select grammar & vocabulary for effect
- Use a wide range of cohesive devices ensure grammatical consistency

Grammar

- Use appropriate register/style
- Use the passive voice for purpose
- Use features to clarify and convey meaning
- Use full punctuation
- Use language of subject/object

Speaking and listening

- Use questions to build knowledge

<p>Gain, maintain and monitor the interest of listeners</p>	<p>Speaking and listening</p> <ul style="list-style-type: none"> • Give well-structured explanations • Command of Standard English • Consider and evaluate different viewpoints • Use appropriate register 	<ul style="list-style-type: none"> • Articulate arguments and opinions • Use spoken language to speculate, hypothesise & explore • Use appropriate register and language
<p>Mathematics - Pupils in Year 4</p> <p>Number/Calculation</p> <ul style="list-style-type: none"> • Know all tables to 12 X 12 • Secure place value to 1000 • Use negative whole numbers • Round numbers to nearest 10, 100 or 1000 • Use Roman numerals to 100 • Column addition and subtraction up to 4 digits • Multiply and divide mentally • Use standard short multiplication <p>Geometry and Measures</p> <ul style="list-style-type: none"> • Compare 2d shapes, including quadrilaterals and triangles • Find area by counting squares • Calculate rectangle perimeters • Estimate and calculate measures • Identify acute, obtuse and right angles • Identify symmetry • Use first quadrant coordinates • Introduce simple translations <p>Data</p> <ul style="list-style-type: none"> • Use bar charts, pictograms and line graphs <p>Fractions and decimals</p>	<p>Mathematics - Pupils in Year 5</p> <p>Number/Calculation</p> <ul style="list-style-type: none"> • Secure place value up to 1000 000 • Use negative whole numbers in context • Use Roman numerals to 1000 • Use standard written methods for all 4 operations • Confidently add and subtract mentally • Use vocabulary of prime, factor & multiple • Multiply and divide by powers of ten • Use square and cube numbers <p>Geometry and Measures</p> <ul style="list-style-type: none"> • Convert between different units • Calculate perimeter of composite shapes & areas of rectangles • Estimate volume and capacity • Identify 3d shapes • Measure and identify angles • Understand regular polygons • Reflect and translate shapes <p>Data</p> <ul style="list-style-type: none"> • Interpret tables and line graphs • Solve questions about line graphs <p>Fractions</p>	<p>Mathematics - Pupils in Year 6</p> <p>Number and calculations</p> <ul style="list-style-type: none"> • Secure place value & rounding to 10 000 000, including negatives • All written methods, including long division • Use order of operations (not indices) • Identify factors, multiples and primes • Solve multi step number problems <p>Algebra</p> <p>Introduce simple use of unknowns</p> <p>Geometry and Measures</p> <ul style="list-style-type: none"> • Confidently use a range of measures and conversions • Calculate area of triangles/parallelograms • Use area and volume formulas • Classify shapes by properties • Know and use angle rules • Translate and reflect shapes, using all 4 quadrants <p>Data</p> <ul style="list-style-type: none"> • Use pie charts • Calculate mean averages

<ul style="list-style-type: none"> • Recognise tenths and hundredths • Identify equivalent fractions • Add and subtract fractions with common denominators • Recognise common equivalents • Round decimals to whole numbers • Solve money problems 	<ul style="list-style-type: none"> • Compare and order fractions • Add and subtract fractions with common denominators, with mixed numbers • Multiply fractions by units • Write decimals as fractions • Order and round decimal numbers • Link percentages to fractions and decimals 	<p>Fractions, decimals and percentages</p> <ul style="list-style-type: none"> • Compare and simplify fractions • Use equivalents to add fractions • Multiply simple fractions • Divide fractions by a whole number • Solve problems using decimals and percentages • Use written division up to 2 decimal points • Introduce ratio and proportion
<p style="text-align: center;">Science - Autumn Term</p> <p>Earth and Space</p> <ul style="list-style-type: none"> • Describe the movement of the Earth and other planets, relative to the Sun in the solar system • Describe the movement of the Moon relative to the Earth • Describe the Sun, Earth and Moon as approximately spherical bodies • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • know about and explain the movement of the Earth and other planets relative to the Sun • Know about and explain the movement of the Moon relative to the Earth • know and demonstrate how night and day are created • describe the Sun, Earth and Moon (using the term spherical) 	<p style="text-align: center;">Science - Spring Term</p> <p>Forces</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object <ul style="list-style-type: none"> • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • know what gravity is and its impact on our lives • identify and know the effect of air and water resistance • identify and know the effect of friction • explain how levers, pulleys and gears allow a smaller force to have greater effect 	<p style="text-align: center;">Science - Summer Term</p> <p>Living things and habitats</p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the process of reproduction in some plants and animals <p>Sticky Knowledge:</p> <p>Year 4</p> <ul style="list-style-type: none"> • use classification keys to group, identify and name living things • know how changes to an environment could endanger living things

Electricity

Year 4/5

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.

Sticky Knowledge:

- know the function of a switch
- know the difference between a conductor and an insulator; giving examples of each
- predict and test whether a lamp will light within a circuit

Year 6

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage cells used in the circuit
- compare and give reasons for variations in how components function, including brightness of bulbs, the loudness of buzzers and the on/off position of switches

Light

- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out and reflect light into the eye
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Sticky Knowledge:

- know how light travels
- know and demonstrate how we see objects
- know why shadows have the same shape as the object that casts them
- know how simple optical instruments work

Year 5

- know the life cycle of different living things
- know the differences between different life cycles
- know the process of reproduction in plants
- know the process of reproduction in animals

Year 6

- classify living things into broad groups according to observable characteristics and based on similarities and differences
- know how living things have been classified
- give reasons for classifying plants and animals in a specific way

Investigation (Yr 4)

- Ask questions
- Set up simple practical enquiries, comparative and fair tests
- Take accurate measurements
- Gather, record, classify and present information
- Draw simple conclusions and make predictions
- Identify differences, similarities or changes

Investigation (Yr 5/6)

- Plan different types of scientific enquiries to answer questions

- use recognised symbols when representing a simple circuit in a diagram

Sticky Knowledge:

- draw circuit diagrams using the correct symbols
- know the number of voltage cells in a circuit link to the brightness of a lamp or the volume of a buzzer

- Take measurements using a range of equipment
- Record data and results of increasing complexity
- Use fair tests to make predictions
- Report and present findings, including conclusions, causal relationships and explanations, in oral and written forms
- Identify scientific evidence used to support or refute ideas or arguments

Animals, including humans (Human Body)

Year 4

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying the producers, predators and prey

Year 5

- describe the changes as humans develop to old age

Year 6

- identify and name the main parts of the circulatory system, and describe the functions of the heart, blood vessels and blood.
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

		<ul style="list-style-type: none"> describe the ways in which nutrients and water are transported within animals, including animals <p>Sticky Knowledge:</p> <p>Year 4</p> <ul style="list-style-type: none"> name the parts of the human digestive system know the functions of the organs in the human digestive system know the functions of different human teeth use and construct food chains to identify producers, predators and prey <p>Year 5</p> <ul style="list-style-type: none"> create a timeline to indicate stages of growth in humans <p>Year 6</p> <ul style="list-style-type: none"> name the main parts of the human circulatory system know the function of the heart, blood vessels and blood know the impact of diet, exercise, drugs and lifestyle on health know the ways in which nutrients and water are transported in animals including humans
<p>Computing - Autumn Term</p> <ul style="list-style-type: none"> Organise, store, retrieve and manipulate data Collect and present data appropriately 	<p>Computing - Spring Term</p> <ul style="list-style-type: none"> Use Internet safely and appropriately Understand use of networks for collaboration and communication 	<p>Computing - Summer Term</p> <ul style="list-style-type: none"> Understand use of algorithms Design and write simple programs to achieve specific goals, including solving problems

Sticky Knowledge:

Year 4

- produce and upload a podcast
- create and save documents

Year 5

- present work in a range of ways
- know how to create and store information

Year 6

- present the data collected in a way that makes it easy for others to understand

- Be discerning in evaluating digital content
- 1 Decision Unit-Computer Safety

Sticky Knowledge:

Year 4

- know how to search for specific information and know which information is useful and which is not
- recognise acceptable and unacceptable behaviour using technology

Year 5

- understand how search results are selected and ranked
- understand that they have to make choices when using technology and that not everything is true and/or false

Year 6

- be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable

- Use sequences, repetition, inputs, variables and outputs in programs
- Detect and correct errors in programs
- Use logical reasoning to make predictions

Computer Safety

Year 4

Be able to identify cyberbullying and its consequences. Be able to develop coping strategies to use if we or someone we know is being bullied online. Know how to ask for help.

Year 5

Understand the consequences of potential outcomes of sharing images online. Be able to create a set of rules to follow when sharing images online. Know that there are rules and laws about sharing images online. How to overcome pressures to share online.

Year 6

Know and understand the potential dangers of talking to people online. Understand that fake online profiles exist, and people not always be who they say they are.

Sticky Knowledge:

Year 4

- give an 'on-screen' robot specific instructions that takes them from A to B
- experiment with variables to control models

		<ul style="list-style-type: none"> • make an accurate prediction and explain why they believe something will happen (linked to programming) <p>Year 5</p> <ul style="list-style-type: none"> • use technology to control an external device • develop a program that has specific variables identified • analyse and evaluate information reaching a conclusion that helps future development <p>Year 6</p> <ul style="list-style-type: none"> • write a program that combines more than one attribute • develop a sequenced program that has repetition and variables identified • design algorithms that use repetition and 2 way selection
<p style="text-align: center;">History - Autumn Term</p> <p>British history - The Tudors/ explorers with a focus on Sir Francis Drake and links to the South West</p> <ul style="list-style-type: none"> • who was Sir Francis Drake and what was his connection with Elizabeth I • What was Sir Francis Drake's connection with the south west and what other explorers have links to our locality (Cabot, Raleigh) • Tudor life and society • choose relevant evidence and compare sources of information 	<p style="text-align: center;">History- Spring Term</p> <p>History of Flight and the Industrial Revolution- a turning point in British history</p> <ul style="list-style-type: none"> • explore early 20th century inventions • how did Britain change from a rural society to an urban one • compare differences in the life of a child then and now • place this period in British history in context with prior learning <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • know how the Industrial revolution changed the landscape of British life 	<p style="text-align: center;">History- Summer Term</p> <p>The changing power of the monarchs- focus on Queen Victoria</p> <ul style="list-style-type: none"> • compare and place Victoria's reign in relation to Tudor period and industrial revolution (connecting this years study) • Build on study of Brunel, Empire in Class 2 • key facts about Queen Victoria and make links with other monarchs- compare similarities and differences • choose relevant evidence and compare sources of information (link to prior learning)

<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> know about a period in history that has strong connections to their locality and understand the issues associated with this period. Know how the lives of wealthy people were different from the lives of poorer people at that time. 	<ul style="list-style-type: none"> Know how the lives of wealthy and poorer people from this period compare to those in our previous study of the Tudors. place this period in context with other periods studied 	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know key information about Queen Victoria's life- Know she was the longest reigning monarch until Queen Elizabeth Explore the increasing power of Parliament over time and the challenges she faced during her reign Know Queen Victoria's place in her family time-line Know some of the inventions and developments from the Victorian era
<p>Geography- Autumn term</p> <ul style="list-style-type: none"> map skills- longitude, latitude, Equator, Tropics of Cancer and Tropics of Capricorn locate North America on a world map time zones (Yr6) <p>Sticky Knowledge: Year 4/5/6</p> <ul style="list-style-type: none"> know where the Tropic of Cancer, Tropic of Capricorn, equator and Greenwich Meridian are on a world map. know what is meant by the term 'tropics' <p>Year 5/6</p> <ul style="list-style-type: none"> know about time zones and work out time differences know the key differences between living in the UK and a country in North America 	<p>Geography- Spring term</p> <ul style="list-style-type: none"> Name and locate counties, cities, regions and features of the UK Use 4 and 6 figure grid references Use 8 points of a compass, symbols and key to build knowledge of the UK Understand types of settlement, land use, natural resources and economic activity use maps, atlases and other mapping tools to build knowledge of the UK <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> name and locate at least 8 counties in the UK know where the main mountain regions are in the UK know, name and locate the main rivers in the UK plan a journey within the UK, using a road map 	<p>Geography- Summer Term</p> <p>Local study- coastal erosion along the Jurassic coastline</p> <ul style="list-style-type: none"> what does Jurassic mean and place within context of prior learning Locate where the Jurassic coastline starts and finishes on a UK map explore the reasons for erosion consequences of coastal erosion in the featured locality <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> know how to use graphs to record features such as temperature or rainfall use Google Earth to locate a place of interest and follow the journey of rivers etc. (River Exe and Jurassic coastline) know about coastal erosion and the impact for our local area

	<ul style="list-style-type: none"> • know the Ordnance Survey symbols • know how to use a six-grid reference 	
<p style="text-align: center;">RE- Autumn term</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible's 'big story' • Make clear links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world. <p>Understand the impact:</p> <p>Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth - some specific ways)</p> <ul style="list-style-type: none"> • Show understanding of why many Christians find science and faith go together <p>Make connections:</p> <ul style="list-style-type: none"> • Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, 	<p style="text-align: center;">RE- Spring term</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) • Make links between religious beliefs and teachings and why people try to live and make the world a better place. <p>Understand the impact:</p> <p>Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)</p> <ul style="list-style-type: none"> • Describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action. <p>Make connections:</p> <p>Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better</p> <ul style="list-style-type: none"> • Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas 	<p style="text-align: center;">RE - Summer Term</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Christian and Humanist ideas about being good and how people live. • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view <p>Make connections:</p> <ul style="list-style-type: none"> • Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.

<p>with a scientific account, giving good reasons for their views.</p>	<ul style="list-style-type: none"> Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views. 	
<p style="text-align: center;">DT/Art - Autumn Term</p> <p>Portraits/Great Artists</p> <ul style="list-style-type: none"> Use sketchbooks to collect, record and evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials Learn about great artists, architects and designers <p>Sticky Knowledge:</p> <p>Year 4</p> <ul style="list-style-type: none"> use sketchbooks to help create facial expressions use photographs to help create reflections know how to show facial expressions and body language in sketches and paintings experiment with the styles used by other artists explain some of the features of art from historical periods <p>Year 5</p> <ul style="list-style-type: none"> experiment with shading to create mood and feeling know how to use images created, scanned and found; altering them where necessary to create art 	<p style="text-align: center;">DT/Art - Spring Term</p> <p>Movable objects</p> <ul style="list-style-type: none"> Use research and criteria to develop products which are fit for purpose and aimed at specific groups Use annotated sketches and diagrams Analyse and evaluate existing products to improve own work Use mechanical and electrical systems in won products <p>Sticky Knowledge:</p> <p>Year 4</p> <ul style="list-style-type: none"> be able to produce a plan and explain it preserve and adapt work when original ideas do not work out know which tools to use for a particular task <p>Year 5</p> <ul style="list-style-type: none"> produced a detailed step-by-step plan follow and refine original plan justify planning in a convincing way know which tool to use for a specific task <p>Year 6</p> <ul style="list-style-type: none"> use market research to inform and develop plan 	<p style="text-align: center;">DT/Art - Summer Term</p> <p>Cooking and nutrition</p> <ul style="list-style-type: none"> Understand seasonality; prepare and cook savoury dishes Understand healthy diet <p>Sticky Knowledge:</p> <p>Year 4</p> <ul style="list-style-type: none"> use ideas from other people when designing know how to be hygienic and safe when preparing food bring a creative element to the food product being designed <p>Year 5</p> <ul style="list-style-type: none"> come up with a range of ideas after collecting information from different sources explain how food should be stored and give reasons work within a budget to prepare a meal understand the differences between sweet and savoury products <p>Year 6</p>

- know how to express emotion in art
- research the work of an artist and use their work to replicate a style

Year 6

- know how to use a range of e-resources to create art
- use a full range of pencils, charcoal or pastels when creating a piece of observational art
- explain the style of art used and how it has been influenced by a famous artist

- Research great artists, architects and designers in history

Sticky Knowledge:

Year 4

- experiment with the styles used by other artists
- explain some of the features of art from historical periods
- know how different artists developed their specific techniques

Year 5

- research the work of an artist and use their work to replicate a style

Year 6

- explain the style of art used and how it has been influenced by a famous artist

- justify planning in a convincing way
- follow and refine original plan
- know which tool to use for a specific task

- use market research to inform plan (build on last term)
- explain how food ingredients should be stored and give reasons
- work within a budget to create a meal
- understand the difference between sweet and savoury products

- understand what a specific artist is trying to achieve in any given situation
- understand why art can be very abstract and what message the artist is trying to convey

Music - Autumn Term
Glocks
Composing, Listening and Appraising
Charanga resources and digital technologies to be used where useful and applicable

- Play tuned instruments accompaniments with control and accuracy.
- Listen with detail to aurally recall certain parts of a song.
- Play and perform on your own and as part of a group.
- Identify features of a piece of music using a range of musical terminology (pitch, duration, dynamics etc.)
- Compose own melodies using the notes C, D, E, F + G.
- Begin to learn about and use formal notation, and understand what different notes mean and their effect on the piece.
- Improve their work through analysis, evaluation and comparison
- Learn and perform songs for an audience (Class 1 assembly, Christmas Show, Carol Service) with an awareness of presence and the audience

Music - Spring Term
WCET- Guitars
Composing
Charanga resources and digital technologies to be used where useful and applicable

- Whole Class Ensemble; guitar focus
- Learn how to hold a guitar correctly, and the different parts of a guitar.
- Learn how to effectively and correctly play a guitar, strumming in a rhythm
- Learn how to play some basic chords, and in time learn how to move between these while strumming.
- Understand simple notation on the board to be able to follow a whole class group in time.
- Experiment with different rhythms and strum patterns to develop a deeper understanding of how guitar rhythms change a song's feeling
- Develop a deeper understanding of the meaning of what each note means, taking account of this when playing.
- Combining known chords to make a short composition, adding vocals to create a short song.

Music - Summer Term
History of Music
Charanga resources and digital technologies to be used where useful and applicable

- Develop an understanding of how music has changed over time, noting each different phase and it's style. Develop an opinion on each and describe the features using musical terminology.
- Play tuned and untuned instruments musically with skill and control, taking account of the mood they are trying to convey
- Improvise short compositions for each phase using a range of tuned and untuned instruments, making deliberate choices for each piece.
- Develop an understanding of great musicians and composers from the past, and their contributions to music today.
- Listen carefully to and respond to key pieces of music from great composers (Beethoven; Moonlight Sonata, Tchaikovsky; Swan Lake, Bach; Cello Suite No 1, Chopin; Nocturne)
- Create own interpretations of these classic pieces of music, capturing the

	<ul style="list-style-type: none"> • Use basic staff notation to record the music that they play, taking account of rests and playing in a group. • Make and combine sounds musically, using other untuned percussion to enhance a performance on the guitar • Perform to an audience with confidence, using the guitar with accurate technique. 	<p>feeling and message in their own way, justifying musical choices.</p> <ul style="list-style-type: none"> • Learn and perform songs both as solos and in ensembles for an audience (Year 6 Assembly) with confidence and an awareness of audience
<p>PSHE- Autumn Term (H- Health and Wellbeing, R- Relationships, L- Living in the Wider World)</p> <p>1 Decision Units</p> <p>1 Decision Units</p> <p><u>Feelings and Emotions</u></p> <p><u>Year 4</u> Understand how we can support others who feel lonely, jealous or upset. Learn and use a range of strategies for managing unpleasant emotions caused by feelings of jealousy</p> <p><u>Year 5</u> Understand more about healthy and unhealthy anger. Understand it is natural to feel angry but how it is expressed is important. How to debate.</p> <p><u>Year 6</u> Be able to recognise thought, feelings and emotions and understand the differences between those which make us feel good and those that feel not so good.</p>	<p>PSHE-Spring Term (H- Health and Wellbeing, R- Relationships, L- Living in the Wider World)</p> <p>1 Decision Units</p> <p><u>Growing and Changing</u></p> <p><u>Year 4</u> Families and people who care for me (R) How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><u>Year 5</u> Understand what puberty means. Know and understand the changes that boys and girls may go through during puberty Understand why bodies go through puberty Be able to develop coping strategies to help with the different stages of puberty.</p> <p><u>Year 6</u></p>	<p>PSHE- Summer Term (H- Health and Wellbeing, R- Relationships, L- Living in the Wider World)</p> <p>1 Decision Units</p> <p><u>Keeping and Staying Safe</u></p> <p><u>Year 4</u> Physical health and fitness (H) The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines.</p> <p><u>Year 5</u> Understand potential outcomes of taking What is peer pressure and why do we give in to it? Explore a range of scenarios featuring adult and children's views in order to develop strategies to cope with peer pressure.</p> <p><u>Year 6</u> Caring friendships (R)</p>

Understand how we can recognise worry and support self or others who may be worried.

Health and Well-being

Year 4

Healthy Eating (H)

Know and understand that too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older.

Year 5

Understand that cigarettes contain nicotine, which is a drug, and that there are risks (physical, social and legal) related to smoking. Know and understand how smoking can affect your future health and wellbeing. How to manage pressures of smoking

Year 6

How to respond in an emergency. Be able to predict and assess the level of risk in different fun situations. Be able to understand the risks associated with alcohol. Discussion on staying healthy and new skills learnt during the unit.

Know and understand the terms conception and reproduction.

Understand the function of the male and female reproductive systems.

Learn about the different stages of pregnancy.

Being Responsible

Year 4

Understand the importance of being responsible in a range of situations. Be able to discuss a range of situations when being on time is important.

Year 5

Learn skills of how to speak out when someone is being unkind to us or others. Be able to describe caring and considerate behaviour. Understand why it is important to be considerate and stand up to people who are not behaving in an appropriate, responsible way.

Year 6

Understand the importance of not stealing. Why is it important to be considerate and maintain a positive reputation? Understand we should not take people's possessions without permission.

How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

The Working World

Year 4

Know and understand who pays for their services that keep us healthy and safe. Be able to identify ways in which we can help those who look after us. Be able to identify who covers the cost of our education

Year 5

Understand the basics of saving money, be able to identify how you can help at home. Understand how to budget for items you would like to buy.

Year 6

Understand the impact of spending money without permission. Recognise how to be responsible and respectful whilst using online games and apps.

A World Without Judgement

Year 4

How can we focus on positive attributes in others? Know and understand that being different is okay. Know and understand how our judgements and opinion can affect others.

		<p><u>Year 5</u> What makes us different and unique? What makes the community diverse? Describe strategies to overcome barriers and promote diversity and inclusion.</p> <p><u>Year 6</u> Understand that there are a wide range of religions and beliefs in the UK. Explain each of the British values</p>
<p>PE - Autumn Term</p> <ul style="list-style-type: none"> • Master basic movement - running, throwing, catching in isolation and combination • Participate in team games Play competitive games and apply basic principles of attacking and defending • Develop flexibility and control in gym • Compare performances to achieve personal bests <p>Football Hockey Dance; which term?</p>	<p>PE - Spring Term</p> <ul style="list-style-type: none"> • Swimming proficiency • Take part in outdoor and adventurous activities • Play competitive games and apply basic principles in attacking and defending • Improve control and flexibility in dance • Compare performance and demonstrate improvement <p>Gymnastics Outdoor Education Swimming</p>	<p>PE - Summer Term</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and combination • Play competitive games and apply basic principles of attacking and defending • Compare performance and demonstrate improvement <p>Striking and Fielding;Cricket Tennis Athletics</p>

MFL	Skills	MFL - Autumn Term	MFL - Spring Term	MFL - Summer Term
Listening	<p>Children will be able to:-</p> <p>Y4 understand familiar spoken words and phrases - e.g. the teacher's instructions, colours, numbers.</p> <p>Y5/6 understand the main points from a short spoken passage made up of familiar language - e.g. short rhyme or song, a telephone message</p>	<ul style="list-style-type: none"> • Listen and engage • Ask and answer questions • Speak in sentences using familiar vocabulary and be understood. • Develop appropriate pronunciation and intonation • Show understanding of words and phrases when reading. • Appreciate stories, songs, poems and rhymes. 	<ul style="list-style-type: none"> • Listen and engage • Ask and answer questions • Speak in sentences using familiar vocabulary and be understood. • Develop appropriate pronunciation and intonation • Show understanding of words and phrases when reading. • Appreciate stories, songs, poems and rhymes. 	<ul style="list-style-type: none"> • Listen and engage • Ask and answer questions • Speak in sentences using familiar vocabulary and be understood. • Develop appropriate pronunciation and intonation • Show understanding of words and phrases when reading. • Appreciate stories, songs, poems and rhymes.
Speaking	<p>Y4 Answer simple questions and give basic information - e.g. name, age</p> <p>Y5/6 ask and answer simple questions and talk about my interests. e.g. describe myself and my family.</p>	<ul style="list-style-type: none"> • Broaden vocabulary <p>Write simple sentences using given structure, extending with connectives where possible.</p> <ul style="list-style-type: none"> • Understand basic grammar (Yr 5/6) 	<ul style="list-style-type: none"> • Broaden vocabulary <p>Write simple sentences using given structure, extending with connectives where possible.</p> <ul style="list-style-type: none"> • Understand basic grammar (Yr 5/6) 	<ul style="list-style-type: none"> • Broaden vocabulary <p>Write simple sentences using given structure, extending with connectives where possible.</p> <ul style="list-style-type: none"> • Understand basic grammar (Yr 5/6)
Reading	<p>Y4 understand and read out familiar written words and some phrases eg phrases about the weather.</p> <p>Y5/6 understand the main point(s) from a short written passage in clear printed script - e.g. very simple messages on a postcard or e-mail or part of a story.</p> <p>Y4</p>	<ul style="list-style-type: none"> • Describe people, places & things (Yr 5/6) • Adapt known language to create new ideas (Yr 5/6) • Engage in conversations, expressing opinions (Yr 5/6) • Write phrases from memory and adapt these to build and create new sentences. (Y5/6) 	<ul style="list-style-type: none"> • Describe people, places & things (Yr 5/6) • Adapt known language to create new ideas (Yr 5/6) • Engage in conversations, expressing opinions (Yr 5/6) • Write phrases from memory and adapt these to build and create new sentences. 	<ul style="list-style-type: none"> • Describe people, places & things (Yr 5/6) • Adapt known language to create new ideas (Yr 5/6) • Engage in conversations, expressing opinions (Yr 5/6) • Write phrases from memory and adapt these to build and create new sentences.

Writing

write one or two short sentences to a model and fill in the words on a simple form.

Y5/6

write a few short sentences with support using expressions and phrases which they have already learnt – e.g. write a postcard to a friend.

