Curriculum



Pride Passion Partnership Professionalism Positivity

Key Stage One Cycle A												
		Express Yourself		Feast			Build!		Earthlings	Wild		Journey of Discovery
Communication		Year 1 Building our knowledge with Read Write Inc Cinderella's characters Really Looking Instructions Keyboard skills – BBC Dancemat		Year 1 Building our knowledge with Read Write Inc Familiar settings Weekend News Adverts Research chocolate (use of search engines, programs to use - scratch)			Year 1 Building our knowledge with Read Write Inc Adventure Story – write2pub Silly Stuff Choral Poetry Trip Recount		Year 1 Building our knowledge with Read Write Author Study Leaflet Formal Letter	Year 1 Building our knowledge with Read Write Comic Strip Family Calligram Fairy Tale Diary		Y1 Writing Project: Beegu Beegu's blog Quest Story Fables N-C Report
STEM		Programming Probots Tudor House in Pudding Lane		Seasonal change. design and make chocolate box		S	Properties of materials exploring properties of materials, joints & fixings		Animals and Humans Minibeasts – Photos and Pictograms build a habitat	Plants Sea you later		Famous /significant STEM people from Britain
Hunanities	akespeare Fortnight/ PBS	In your own backyard The Great Fire of London Christopher Wren, locality Countries and the UK, my school and my local area What's a Christian?	essment/ Kindness Week	Comparison study – UK/non- European. Maps (UK), Seasonal changes, UK weather special/sacred times	Assessment/PBS	and Technology Week/ PE	Objects from the past Local landmarks and routes on a map Sacred Places	Book Week/ PBS	changes in living memory Faith community.	7 continents 5 oceans. Maps: countries + continents How should we care for others and the world?	Maths Challenge/ PBS	Famous /significant people from Britain Sacred journeys
Arts & Culture	Shā	Self-Potraits/Mural Charanga – Hands, Feet, Heart	Ass	Seasons – Natural materials Charanga: Ho Ho Ho		Design	3D & Sculpture Charanga: Play in a band		Animals – texture/collage Charanga; Zootime	Observational drawing and print making Charanga: Friendship Song		Textiles Charanga: Reflect, Rewind and Replay
Personal Development		Sending & Receiving skills Dance Friendship Communicating on the Internet Breathing Spaces Tribal Classroom Strengths and targets What went well Go noodle		Bat & Ball skills What keeps me healthy? Communicating on the Internet Breathing Spaces What went well Go noodle			Y1: Group games & Inventing rules Y2: Dribbling, Hitting & Kicking skills Internet Safety Keeping safe and managing risk: Indoors and outdoors Breathing Spaces What went well Go noodle		Invasion Games Medicines and me RSE: Boys and girls & families Breathing Spaces What went well Go noodle	Striking & fielding games RSE: Boys and girls & families Breathing Spaces What went well Go noodle/Class Yoga		Athletics Moving on Breathing Spaces What went well Go noodle/Class Yoga

Communication Express/Normality Express/Normality Express/Normality Express/Normality Texation for the service of the servi	Lower Key Stage Two Cycl	le A									
Communication Simples for security comparison for service for the memory for security comparison for service for security comparison for security comparison for service for security comparison for servity comparison for service for security comparison for servic		Express Yourself	Feast			Build!		Earthlings	Wild		Journey of Discovery
STEM I Sound Using Caryou build caryou b	Communication	The Dong with the Luminous Nose Nonsense Poetry Diary, Narrative traditional tale Forever Young Faded Blogging using Seesaw J'Apprends Le Francais	Instructions (recip recount Narration for virtu tour Je me presente	ual		Non Chronological report, Poetry Ug: Boy Genius of the Stone Age Ma famille		Narrative Informal letter There's a Pebble in my Pocket The Day the Crayons Quit writing through Art (lgfl) Les Animeaux	Comic Strips Brochure/ Leaflet Explanation Where the Wild Things Are Egypt – Cinderella of the Nile En Classe		Persuasive Recount/ Adventure Narrative PowerPoint presentations L'Ancienne Histoire De La Grande Bretagne
Humanities Local history - Study Christian / Hindu festivals Spoint compass Ange-Saxons / Scots Remains Egypt Ange-Saxons / Scots Ange-Saxons / S	STEM	Sound Can you build a tower?	Digestion and tee Virtual tour of dig system	estive		Changing states Spreadsheets and Statistics		Fossils, rocks and soils.	Plants Programming – J2code		Electricity Online research D&T linked to Science e.g.
Arts & CultureFileSelf-Portraits/Mural Bogging about music (Geesaw) Charanga: Mamma Mia Seesaw blog - my musicShade - tone & Silhouettes Charanga: GlockenspielSabeSubdeSetAnimals - Mixed media Charanga: Stop!Observational drawing and print making Charanga: BlackbirdFettiles Charanga: BlackbirdTextiles Charanga: Reflect, Rewind and ReplayPersonal DevelopmentVWhat is important to me? Feelings Triead Classroom Strengths and targets What went well Go noodleKindness Week Internet (British Values) Friendships/Resilience Breathing Spaces What went well Go noodleKindness Week Internet (British Values) Friendships/Resilience Breathing Spaces What went well Go noodleNumes Seesaw blag - my musicSex and relationship education: Making choicesSex and relationship education: Making choicesFriendships/Resilience Breathing Spaces What went well Go noodleSex and relationship education: Making choicesFriendships/Resilience Breathing Spaces What went well Go noodleSex and relationship education: Making choicesFriendships/Resilience Breathing Spaces What went well Go noodleFriendships/Resilience Breathing Spaces What went well Go noodleFriendships/Resilience Breathi	Humanities	Local history - Study Clocktower Right and wrong Christian / Jew non- religious field work clock tower locality comparison	Christian/Hindu fe 8point compass	estivals	d Technology Week/ PBS	Stone age through Iron age Jesus Inspiring	300k Wee/ PBS	Romans Locate countries on a map (Europe & n/s America) Importance of the bible	Egypt Hills, Mountains, Coasts, Rivers in UK, Changes over time, Hemisphere, Arctic /Antarctic circle, Equator Christian in Britain today.	hs Challenge/ PBS	Anglo-Saxons / Scots Settlements & land use by rivers Life is a journey Christian / Hindu and/or Muslim
Personal Development What is important to me? Feelings Kindness Week Internet Safety Drug, alcohol and Sex and relationship Friendships/Resilience Making choices Communicating on the Internet Identity, society and equality: Democracy Internet Safety Making choices Growing up and changing What went well Breathing Spaces Internet (British Values) Friendships/Resilience Playing safe Friendships/Resilience Athletics Strengths and targets Breathing Spaces Friendships/Resilience Friendships/Resilience Friendships/Resilience Athletics What went well Go noodle Breathing Spaces Breathing Spaces Friendships/Resilience Friendships/Resilience Making choices Friendships/Resilience Athletics What went well Go noodle Breathing Spaces Friendships/Resilience Friendships/Resilience Friendships/Resilience Making choices Go noodle Athletics Invasion Games Invasion Games Invasion Games Go noodle Striking & fielding games Striking & fielding games Net/wall games Net/wall games Internet Carter	Arts & Culture	Self-Portraits/Mural Blogging about music (Seesaw) Charanga: Mamma Mia Seesaw blog – my music	Shade – tone & Silhouettes Charanga: Glocker	nspiel	Design an	3D & Sculpture Charanga: Stop!		Animals - Mixed media Charanga: Lean on me Writing through Art (Igfl unit)	Observational drawing and print making Charanga: Blackbird	Ma	Textiles Charanga: Reflect, Rewind and Replay
	Personal Development	What is important to me? Feelings Communicating on the Internet Breathing Spaces Tribal Classroom Strengths and targets What went well Go noodle Invasion Games	Kindness Week Identity, society a equality: Democra Communicating o Internet (British V Friendships/Resili Breathing Spaces What went well Go noodle Invasion Games	acy on the /alues) ience		Internet Safety Keeping safe and managing risk: Playing safe Communicating on the Internet (British Values) Friendships/Resilience Breathing Spaces What went well Go noodle Striking & fielding games		Drug, alcohol and tobacco education: Making choices Friendships/Resilience Breathing Spaces What went well Go noodle Striking & fielding games	Sex and relationship education: Growing up and changing Friendships/Resilience Breathing Spaces What went well Go noodle Net/wall games		Friendships/Resilience Breathing Spaces What went well Go noodle Athletics

Upper Key Stage Two Cycl	le A											
		Express Yourself		Feast			Build!		Earthlings	Wild		Journey of Discovery
Communication		Performance Poetry George the Poet Biased writing Man who walked between the towers Performing/acting – Twelfth Night Blogging with Anchor APP a l'ecole		Narrative Cloud busting Report Newspaper manger et boucher			Explanation Mechanical Harry Narrative – detective create a quiz les verbes regulaire?		Diary Persuasive Hitler's Canary a Deuxième Guerre Mondiale	Narrative Complaint letter Hitler's Canary 100 word challenge les habitats		Diary/ Contrasting Diary Flotsam Au Week-end
STEM		Inheritance & evolution		Light online research			properties and changes of materials & reversible/irreversible D&T linked to Vikings		Animals classification and Circulation Databases Ration Book Cooking	Life cycles, Reproduction - animals and plants (not RSE), Biomes & Vegetation belts D&T linked to science		Gravity, Pulleys/levers/gears D&T linked to Science transition project LGFL
Humanities	sare Fortnight/ PBS	Local history study field study skills What matters to Christians and humanists?	ent/ Kindness Week	UK countries, regions, cities & changes over time periscopes, camera obscura etc. Light festivals	essment/ PBS	echnology Week/ PBS	Vikings God / worship – Why?	ok Wee/ PBS	World War 2 Longitude, Latitude, Tropics of Cancer, Time zones Muslim in Britain	When life gets hard Christian & Hindu and or Jewish	: Challenge/ PBS	Mayans LGFL – AR Study between UK/South American Country God exists Christian/Non- religious
Arts & Culture	Shakespe	Self-Portraits/Mural Charanga: Happy 11x11 – YATI – drama workshops	Assessme	Shade & Tone Charanga: Classroom Jazz 21 1x11 - Future perfect (transition to secondary)	Ass	Design and 1	3D & Sculpture Charanga: A New Year Carol	Bo	Animals – mixed media Wartime Hit Parade	Observational drawing and print making Charanga: You've Got A Friend	Maths	Textiles Charanga: Reflect, Rewind and Replay
Personal Development		Invasion Games Mental health and emotional wellbeing: Healthy minds Communicating on the Internet Breathing Spaces Tribal Classroom Strengths and targets What went well Cooking Go noodle Nature		Invasion Games (English/PSHE) Internet Safety Identity, society and equality: Human rights Communicating on the Internet (British Values) Breathing Spaces What went well Cooking Go noodle/Class Yoga Nature			Striking & fielding games Pupils learn: Drug, alcohol and tobacco education: Weighing up risk Friendships/Resilience Breathing Spaces What went well Cooking Movement Go noodle/Class Yoga Nature		Striking & fielding games Keeping safe and managing risk: Keeping safe - out and about Breathing Spaces What went well Cooking Movement Go noodle/Class Yoga Nature	Net/wall games Keeping safe and managing risk: Keeping safe - out and about Communicating on the Internet Breathing Spaces What went well Cooking Go noodle/Class Yoga Nature		Athletics **Sex and relationship education: Healthy relationships / How a baby is made YEAR 6 ONLY Year 5 – personal hygiene & puberty Breathing Spaces What went well Cooking Go noodle/Class Yoga Nature

Hungerford Year Plan

Draft Curriculum Intention:

"Our curriculum at Hungerford School provides our children with a range of cultural experiences to open their minds and expose them to material they may not otherwise encounter. These experiences are then woven through the rest of the curriculum, informing the children's learning journey. Our curriculum also enables children to develop <u>characteristics of effective</u> learning through playing & exploring, active learning, creating and thinking critically."

EYFS Home Visits, Settling In, All About Me (Express Yourself), Popular stories by authors the classes are named after and rhymes and Baseline Assessments to be completed

Entry Point- Home Visits and children's interests

Share stories linked to the theme through the week before lunch time and home time and any opportunities through the day. ALL Staff to check Areas of Learning are defined and replenished daily. Outdoor Area To be cleaned, sorted and labelled etc

= Characteristics of Effective Learning

= Cultural Link

	Week 2 09.09.19	Week 3 16.09.19	Week 4 23.09.19	Week 5 30.09.19	Week 6 07.10.19	Week 7 14.10.19
	All EYFS staff to prepare planned indoor and outdoor activities] All EYFS staff to prepare planned indoor activities from previous evening.	All EYFS staff to prepare planned indoor activities from previous evening.	All EYFS staff to prepare planned indoor activities from previous evening.	All EYFS staff to prepare planned indoor activities from previous evening.	All EYFS staff to prepare planned indoor activities from previous evening.
Book/s(fic tion, non-	<i>Reception</i> Monkey Puzzle	<i>Reception</i> Monkey Puzzle	<i>Reception</i> The Gruffalo	<i>Reception</i> The Gruffalo	<i>Reception</i> Room On The Broom	<i>Reception</i> Room On The Broom
poetry)	<i>Nursery</i> Owl babies	Nursery Owl babies	Nursery Brown Bear	Nursery Brown Bear	Nursery The Mixed Up Chameleon	Nursery The Mixed Up Chameleon
	Maths Table	Maths Table	Maths Table	Maths Table	Maths Table	Maths Table
	Numicon boards explore colours and numbers	Numicon boards explore colours and numbers	Numicon numbers with matching objects	Numicon with numbers and objects	Shapes 2-d shapes Malleable	2-d shapes
			Colour matching to	Construction	Finger avm	Malleable
Continuous provision	Play dough	Maileable table Play dough with seasonal berbs for	Brown Bear story and Gruffalo story	Paints of different	Disco dough	Finger gym
	Paintings, sketches and illustrations linked	sensory	Malleable table	colours to explore, especially for stories	Construction Enclosures for the	Disco dough
	to the stories	Creative Paintings sketches	A set of Numicon with	with colours.	witch and the animals	Black play dough, add
	Construction	and illustrations linked	the play dough to focus			sensory pieces
		to the stories	on counting			
		to the stones	on counting.			

Building blocks-	<u>Construction</u>	Salt tray, add food	Independent Writing	Independent Writing	Construction
exploring and making	Building blocks	powders, herbs, spices	Table	Table Opportunities	
	exploring and making	p =	Opportunities		Mobile- make a model
Independent Writing		Creative		Writing on black paper	and draw it.
Table	Independent Writing		Picture mats and word		
Opportunities	Table	Paintings of self	mats linked to the		
	Opportunities	and paintings links to	stories		
Draw yourself, your		the stories		Picture mats and word	Independent Writing
family, early mark	Draw yourself, your	Nursery colour walk	Water and Sand	mats linked to the	Table
mark making, circles	family, early mark mark		<u>Areas</u>	stories	
and lines, finding your	making, circles and	Construction			Images and animals
name, writing your	lines, finding your	exploring and making	Images and animals	Water and Sand	from the story.
name, any mark	name, writing your	Make a house	from the story.	<u>Areas</u>	
making linked to the	name, any mark	Make a place for the			Phoneme frames
stories.	making linked to the	Gruffalo and Brown	Sketches and	Images and animals	
	stories.		drawings	from the story.	Magnetic letters/
Water and Sand		independent Writing		Skotoboo and	whiteboard pens.
Areas	Water and Sand	Table	I ransient art work	drowingo	
Solf colocting and	Areas	Opportunities		drawings	Water and Sand
Sell-Selecting and	Solf colocting and			Transient ort work	
Autumn loaves and	ovploring as well	Picture mats and word			Areas
natural resources	Autumn loaves and	mats linked to the		resources from the	Dark water linked to
Talk about foolings	Autumin leaves and	stories m a s t d sounds		nork	the story
and senses	about feelings and	linked to RWI		park.	the story.
and senses.	sonsos	Continuous ana dalar		Characters from	Finding everyords on
	361363.	Continuous provision		Room on the Broom in	nebbles, cat mat sat
		Water and Sand Areas		the sand tray and	bog dog pot hat
				number matching with	And RWI blending
		In one of the trays		natural objects	words
		include forest like items			Werde.
		linked the stories.			
		Self-selecting			
		Add sounds of the week			
		Add numbers/Numicon			
		shapes			

Topic Ideas (CL / EAD / PSED Outdoor Learning	Role play is a house Take photos and speech bubbles of what the children say. Monkey Puzzle and Owl Babies interactive displays.	Create drawings and pictures and photos for the role paly area. Collect seasonal natural resources such as leaves, conkers, twigs, herbs etc.	Sketches and drawings Transient art work Using natural resources in mud kitchen	Using natural resources in mud kitchen Use puppets and props linked to the story- adult to supervise and lead. Links to the natural world around us Sequencing the story- animal sequencing en route	Using natural resources in mud kitchen Use puppets and props linked to the story- adult to supervise and lead. Link to cvc words – listening, discriminating between sounds cat Dog bog Hat stick	Use sticks to make a fireplace for the witch Create a new chameleon, identify colours and shapes. Paintings and sketches Look at artists who use shapes in paintings. Colours and sounds Images of real life chamelons
Literacy Adult Led Focus Learning in Literacy Book for Reception and Nursery	Reception LL To recognize names and attempt to form initial letter of name Nursery LI Mark Making- Ascribe meaning to marks they make linked to the story. Rhymes and songs at the end of all short sessions	Reception LI To recognize names and attempt to write initial sound of name, formation of circles and lines, mark making. Nursery LI Mark Making- Ascribe meaning to marks they make linked to the story. Rhymes and songs at the end of all short sessions • Write down things children say to support their developing understanding that what they say can be written down and then read and understood by someone else.	Reception To recognize names and attempt to write initial sound of name, formation of circles and lines, mark making. L.I To mark make in response to the Gruffalo story w/b 23.09.19 Baseline Testing for Literacy Nursery LLTo be able to talk and mark make about any of the animals in the Brown Bear story. w/b 23/09/19 •Notice and encourage the marks children make and the meanings that they give to them, such as when a child covers a whole piece of	Reception LL To draw something beginning with the initial sounds- m, a, s, and d. • Support children in recognising and writing their own names. Baseline Testing for Literacy Nursery LI To mark make / draw myself and say something about me. w/b 30.09.19 Use a photo and an illustrating -adult to scribe. Adult can model first. • Make books with children of activities they have been doing,	Reception LLTo begin to write a cvc word linked to RWI Baseline Testing for Literacy Nursery LL To name colours in the environment linked to the story 'The Mixed Up Chameleon.' Earwig baseline	Reception LLTo begin to write a cvc word linked to RWI. Nursery LI To add percussion to the story of The Mixed Up Chameleon.

Maths Adult Led Focus Learning Activity (In a book or recorded on Earwig with a photo) For Receptiona nd Nursery	Reception LI To be able to recognize numerals Use Numicon or other visuals Nursery LI To begin to recognize and think about numbers through rhymes and songs.	Reception LI To be able to recognize numerals to 10 linked to quantities Use Numicon or other visuals Nursery LI To begin to recognize and think about numbers through rhymes and songs.	paper and says, "I'm writing". Earwig baseline Reception LI- To be able to match numerals to quantities up to 10 or more w/b 23.09.19 Nursery LI To match the animals in the story Brown Bear and begin to count up to 2 3 or more w/b 23.09.19 •Sing counting songs and rhymes which help to develop children's understanding of number, such as 'Two Little Dickie Birds' and 'Fish Alive'- counting fish from the story.	using photographs of them as illustrations. Earwig baseline Reception LI- To be able to count to 3, 5, 10 or more using manipulatives. w/b 30.09.19 balance numbers/or counting/ individual work Nursery LI To begin to chant numbers through rhymes and songs. Use fingers, objects and Numicon for counting. w/b 30.09.19	Reception To be able to identify 2-D shapes in the environment. w/b 07.10.19 Walk around the school, take photos, take clipboards and draw shapes. Nursery LI To begin to identify basic shapes in the environment such as circles. Big arm circles, squares, triangles, gross motor skills	Reception To be able to identify 2-D shapes and name them. w/b 14.10.19 Looking for shapes within the classroom, outside areas, and doing some shape matching. Extension-properties of shapes, can you draw a shape on a whiteboard? Nursery LI To begin to identify basic shapes from previous week, Draw circles and triangles.
Phonics Read Write Ink 9.30am	Reception to begin after half term. Begin assessments for Nursery and Reception		Reception to start whole class m sound and work through the 5 sounds, follow plan of 1 _{st} half term plan	Follow RWI plan	Follow RWI plan	Follow RWI plan RWI testing, groupings.
ICT		Use ipads to take photos of self and do some mark making in response to photo.	Using mobile phones in the Role-Play Use ipads to take photos of self and do some mark making in response to photo.	Using mobile phones in the Role-Play Interactive whiteboard pens on large interactive whiteboard	Using mobile phones in the Role-Play Interactive whiteboard pens on large interactive whiteboard	Using mobile phones in the Role-Play Espresso phonics game
PSED	Settling in	. Settling in	Settling in	Settling in	Settling in	Assess settling in

UTW	To investigate natural things that are changing in Autumn	To investigate natural things that are changing in Autumn	Natural resources linked to the story Where do foxes live?	Which animals live in the woods?	Autumn collage Autumn walk Clock Tower woods walk Collect items, bring back to school	Seasonal growth for before and after half term
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Year 1					Year 2				
apply phonic involvedge and skills as the route to decode words respond speedil with the correct sound to graphenes (letters or groups of letters) for all 40- phonemes, including, where applicable, alternative sounds for graphenes read accurately by lending gounds in undimiliar words containing GPCs that have been taught read accurately by lending gounds in undimiliar words containing GPCs that have been taught read accurately by lending gounds in undimiliar words containing GPCs read words exception words, noting unusual correspondences between spelling and sound and where these cours in the word read words words of more than one syllable that contain taught GPCs read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the onited letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading.		READING-COMPREHENSION develop pleasure in reading, motivation to read, voc. listening to and discussing a wide range of poems, sti read independently being encouraged to link what they read or hear rea- becoming very familiar with keys tories, fairy stories particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to red discussing word meanings, linking new manings to understand both the books they can already read ao drawing on what they already how or on background checking that the test makes sense to them as they discussing informers to the basis of what is heing said predicting what might happen on the basis of what is participate in discussion about what is read to them, explain clearly their understanding of what is read to	abulary and understanding by: ories and non-fiction at a level beyo d to their own experiences and traditional tales, retelling them its some by heart those already known curately and fluently and those the d information and vocabulary prov ead and correcting inaccurate read and done as been read for taking turns and listening to what of them	ond that at which they can and considering their y listen to by: lided by the teacher ling athers say	READING- WORD READING continue to apply phonic knowledge and skills as their embedded and reading is fluent read accurately by blending the sounds in words that alternative sounds for graphemes read accurately words of two or more syllables that to read words containing common suffices read further common exception words, noting unusus these occur in the word read most words guidely and accurately, without over encountered read aludo books closely matched to their improving automatically and without undue hesitation re-read these books to build up their fluency and conf	route to decode words until automatic decoding has become contain the graphemes taught so far, especially recognising ontain the same graphemes as above al correspondences between spelling and sound and where t sounding and blending, when they have been frequently phonic knowledge, sounding out unfamiliar words accurately, idence in word reading.	develop plessure in reading, motivation to read, vacabulary and understanding by: listening it, discussing and apropersing views about a vide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how titems of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recerring literary language in stories and poetry discussing their favourite words and phrases continuing to build up a repercharge of a poetry and fuently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what has been read so far participate in discussion about books, poens and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poens and other material, both those that they listen to and those that they they and indices the to and science of the material, both those that they listen to and those that they they and allows that they listen to and those that they listen to and those that they listen to and those they and be allows the advector and those that they listen to and those that they listen to and those that they they and they append they and they been sand they that they listen to and those that they they and they append they append they append and those that they listen to and those that they		
WRITING-TRANSCRIPTION spell: words containing each of the 40+ phonemes already taught common exception words the days of the weak name the letters of the alphabet: name the letters of the alphabet: anging testers and the alphabet: using testers and the alphabet: using testers and the alphabet: using the letters of the alphabet in order using the referse and saffnes: using the prefix and using the prefix and alphabet, eating, quicker, quicker; using the prefix on- apply simles spelling rules and quadrace, as listed in English Appendix 1		WRITING-VOCABULARY GRAMMAR AND PUNCTUATION develop their understanding of the concepts set out in English Appendix 2. by: leaving spaces between works joining works and joining clauses using and beginning to punctuate sentences using a capital letter and a full sob, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal promoun "f" learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 use the grammatical terminology in English Appendix 2 sentence, punctuation, full stop, question mark, exclamation mark	WRITING-COMPOSITION write sentences by: saving out load what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives or-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.	WRITING- HANDWRITING sit correctly at a table, holding a percil comfortably and correctly into form lower- case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-3 understand which letters belong to which hendwriting "amilies" (i.e. letters that are formed in simalira ways) and to practise these.	WRITING-TRANSCRIPTION segmeting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spelling, are already known, and learn some words with each spelling, including a few common homophones learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the grif's bok] distinguishing between homophones and near- homophones and stiffxes to spell longer words, including – ment, -mes, -ful, -leas, -ly apply spelling rules and gudance, as listed in English Appendix a implies storence dictated by we teacher that include words using the GPCs, common exception words and punctuation taughts to far.	WRTING: VICLABLIARY GRAMMAR AND PUNCTUATION develop the'r understanding of the concepts set out in English Appendix 2 by: learning how to use both familier and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, guestion marks, commas for lists and apostrophes for contracted forms and the possess (elingular) learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using or, and, or bud) the grammar for loss: Abundard English use and undersize, statement, a use and con- ordination the grammar for sub- ting state of written Standard English rown, noun phress, statement, question, extensition, command, compound, adjective, weth, suffix, adverb, tense [past, present], apostrophe, comma	WRITING- HANDWRITING form lower-ase letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters; and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters.	WRITING-COMMOSTION - develop positive attitudes towards and stamina for writing by: writing paratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including mev vacabulary encapulating what they are qoing at our the test of the rown writing they are different purposes consider what additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends d sentences punctuated correctly] re-read aloud writen withen with appropriate intonation to make the meaning clear.	
Maths Objectives NUMBER-NUMBER AND PLACE VALUE • count to and across 100, forwards and backwards, beginning with or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and refens • given a number, identify one more and one less • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of. equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words.	NUMBER-ADDITION AND SUBTRACTION +read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs +represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including zero - subtractions and subtraction, using concrete objects and pitcorial representations, and missing number problems	MEASUREMENT •compare, describe and solve practical problems for lengths and heights (for example, long/short, longer, mass/weight (for example, heavy/light, heavier than capacity and volume (for example, full/empty, more time (for example, quicker, slower, earlier, later) •messure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minates, seconds) recognie and know the value of different denominan squence events in chronological offerent denominan squence events in chronological offerent denominant tell the time to the hour and half past the hour and den- lited the time to the hour and half past the hour and den- structure and the state of the state hour and den- structure to the hour and half past the hour and den- structure to the hour and half past the hour and den- structure to the hour and half past the hour and den- structure to the hour and half past the hour and den- structure to the hour and half past the hour and den- ter the to the hour and half past the hour and den- ter the to the hour and half past the hour and den- ter the to the hour and half past the hour and den- ter the to the hour and half past the hour and den- ter the to the hour and half past the hour and den- ter the to the hour and half past the hour and den- ter the to the hour and half past the hour and den- ter the to the hour and half past the hour and den- ter the to the hour and half past the hour and den- ter to the hour and half past the hour and the to the hour and the to the hour and the	MEASUREMENT - compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, leaving[th; heavier than, lighter than] capacity and volume [for example, ful/empty, more than, less than, half, half ful, quarter] time [for example, quarker, solver, earlier, later] measure and begin to record the following: leavier and begin to record the following: time [hores, mixels, second] recognise and know the value of different denominations of coins and notes sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.		NUMBER- NUMBER AND PLACE VALUE • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • ecognise the place value of each digit in a two- digit number (new, ones) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use <> and = signs • ecad and withe numbers to tale last 100 in numerals and in words • use place value and number facts to solve problems.	NUMBER- ADDITION AND SUBTRACTION solve problems with addition and subtraction: using concrete objects and pictorial prepresentations, including those involving numbers, quantities and messures applying their increasing knowledge of mental and written methods •recall and use addition and subtraction facts to 20 fluently, and device and use related facts up to 100 •add and subtract numbers using concrete objects, pictorial regresentations, and mentally, including: a two-digit numbers a two-digit numbers adding three on-digit numbers •show that addition of two numbers can be done in any another cannot •recognise and use the inverse relationship between additor and subtraction and use this to check calculations and only mission mumber profered.	MEASUREMENT • choose and use appropriate standard units to estimate temperature (C); capacity (liftres/ml) to the nearest appr • compare and order lengths, mass, volume/capacity and • recognise and use symbols for pounds (E) and pence (p) • find different combinations of coins that equal the sam • solve simple problems in a practical context involving a change • compare and sequence intervals of time • tell and write the time to five minutes, including quarte times • know the number of minutes in an hour and the numbe	In measure length/height in any direction (m/cm); mass (kg/g); priate unit, using rulers, scales, thermometers and measuring vessels record the results using >, cand = combine amounts to make a particular value amounts of money dition and subtraction of money of the same unit, including giving ' past/to the hour and draw the hands on a clock face to show these ' of hours in a day.	
NUMBER-MULTPICATION AND DIVISION - solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	NUMBER-FRACTIONS +recognise, find and name a half as one of two equal parts of an object, shape or quantity +recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	GEOMETRY- PROPERTIES OF SHAPES recognize and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]	GEOMETRY- POSITION AND DIRECTION Describe position, direction and movement, including whole, half, quarter and three-quarter turns.		NUMBER: MULTPICLATION AND DIVISION recall and use multiplication and vision facts for 2, 5 and 10 multiplication and vision facts for resepting of and even numbers multiplication tables, including multiplication tables and write them using the multiplication tables and write them using the multiplication (), division (4) and equal(4) signs show that multiplication of two numbers can be done in any order (commutable) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, metal methods, and multiplication and division facts, including problems in contexts.	NUMBEF FRACTONS "recognise, find, ame and write fractions , , and of a length, shape, set of objects or quantity "write simple fractions for example, of 6 = 3 and recognise the equivalence of and	GEOMETRV- DROPERTIES OF SHAPES -identify and describe the properties of 2-D shapes, incl. number of sides and line symmetry in a vertical line -identify and describe the properties of 3-D shapes, incl. -identify 2-D shapes on the vertical of 3-D shapes (for es- circle on a cylinder and a triangle on a pyramid) -compare and sort common 2-D and 3-D shapes and eve objects.	GEOMETRY-POSITION AND DIRECTION Geometry-POSITION AND DIRECTION ding the use combinations of mathematical objects in patterns and sequences use mathematical vocubary to describe poolion, term and in overnent, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	
WORKING SCIENTIFICALLY During years 1 and 2, pupils should be taught to use the follo asing simple questions and recognising that they can be ans PLANTS identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees.	wing practical scientific methods, processes wered in different ways, observing closky, identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carrivores, herbivores and onnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and sayuchich parts.	and skills through the tacking of the programme of stuc sing simple equipment, performing simple tests, identify UEVRYDAY MATERIAL3 distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties.	y content: ng and classifying, using their observations and ideas to suggest an SEASONAL CHANGES observe and accine weather associated with the seasons and how day length varies.		answers to questions, gathering and recording data to hel PLANIS observe and describe how seeds and bulbs grow into mature plans find out and describe how plants need water, light an suitable temperature to grow and stay healthy.	g and recording data to help in answering questions. USES OF EVERYDAY MATERIALS seeds and bulbs grow into plants need water, light and a ow and stay healthy. ARMALS, INCLUDING HUMANDS: - Info dut about and describe the basis needs of animals, including humans, for survival (water, food animals, including humans, for survival (water, food describe the importance for humans of exercise, earing the right amounts of different types of food, and hygiene. USES OF EVERYDAY MATERIALS Pupils should be taught to: - Identify and compare the subalting wood, metal, plastic, glass, brick, rock, paper and cardbaraf for particul aruses - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		LIVING THINGS AND THEIR HABITABIS explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are sutted and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including micro-habitats describe how animals obtain their food from plants and other animals, using the tides of a simple food chain, and identify and name different sources of food.	

End of KS1 Objectives for Foundation Subjects								
ART AND DESIGN to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	MUSIC Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking charts and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high- quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.	GEOGRAPHY Pupils should be taught to: • Locational knowledge name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries • Place knowledge understand geographical similarities and differences through Kingdom, and of a small area in a contrasting non-kuropean co- Human and physical geographical identify seasonal and daily weather patterns in the United Kinf Equator and the North and South Poles use basic geographical vocabury to refer to: key physical features, including: beach, cliff, coast, forest, hill, key human factures, including: beach, cliff, coast, forest, hill, use world maps, atlases and globes to identify the United King studied at this key stage use simple compass directions (North, South, East and West) a right), to describe the location of features and routes on a may use simple compass directions of features and routes on and use and construct basis symbols in a key use simple congina land and perspectives to to souty the geogr use simple congina land show the stage to store the person to south the storegine land use simple congraph and plan perspectives to to story the geogr use simple congina land show the store the location of features to study the geogr use simple congina land show the store to show the geogr use simple congina land show the store to show the geographical show the store the location of the store the south of the store show the south of the store show the store show the south of the south of the store show the south of the south of the store show the south of the store show the south of the so	and capital cities of the United Xingdom a tudying the human and physical geograph untry dom and the location of hot and cold are mountain, sea, ocean, river, soil, valley, w house, office, orr, harbour and shop dom and its countries, as well as the coun nd locational and directional language [fo p marks and basic human and physical feat raphy of their school and its grounds and	nd its surrounding seas ay of a small area of the United as of the world in relation to the sgetation, season and weather tries, continents and occeans r example, near and far; left and ures; devise a simple map; and the key human and physical	Pupils should develop an awareness of the past, using common works and phrases relating to the passing of time. They should know where the people and events they study fix which as chorological framework and learnity similarities and differences between ways of life in different periods. They should use as wide occubulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand source of the ways in which we find out about the past and diemethy different ways in which its represented. Pupils should be taught about: •-changes which inving memory. Where appropriate, these should be used to reveal aspects of change in national life •events beyond line; memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated the hiers dignificant individuals. In the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth 1 and Queen Victoria, Christopher Columbus and Neil Armstrong, William Canton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowy, Rosa Parka ta dim Paivacom, Mary Seacole and/or Florence Nightingale and Edith Cavel] •significant historical events, people and places in their own locality.			
COMPUTING Pupils should be taught to:	 DESIGN AND TECHNOLOGY When designing and making, pupils should be taught to: Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communication technology Make select and the users based, on design criteria fulling, drawing, templates, mock-ups and, where appropriate, information and communication technology Make select from and use a range of toxis and experiment to perform pricing and instance of the second seco	features of its surrounding environment. RE Believing Who is a Christian and what do they believe? Who is a Muslim and what do they believe? What can we learn from sacred books? Expressing What makes some places sacred? How and why do we celebrate special and sacred times? Living What makes can for others and the world, and why does it matter?	PHSE Year 1 Autum 1 Mental health and emotional wellbeing: Freelings Friendships/Resilience Tribal Classroom Scrength and targets What went well Cooking: Movement: Go noodle/Class Yoga Nature Planting Bulbs Autum 2 Kindhess Yoga Nature Planting Bulbs Friendships/Resilience What went well Cooking Movement: Go noodle/Class Yoga Nature: Spring 2 Spring 2 Spring 2 Spring 2 Spring 2 Spring 2 Spring 1 Internet Safety Identity, society and equality: Me and others Cooking: Movement: Go noodle/Class Yoga Nature: Spring 1 Internet Safety Identity, society and equality: Me and others Cooking: Movement: Go noodle/Class Yoga Nature: Spring 1 Spring 1 Spring 2 Spring 3 Spring 4 Spring 4 Spring 4 Spring 4 Spring 4 Spring 4 Spring 5 Sprin	Year 2 PSHE Mental health and emotional wellbeing: Friendship Tribal Classroom Strengths and targets What went well Cooking: Barting Bubs Kindness Week Physical health and wellbeing: What keep me healthy? Friendships/Resilience What keep me healthy? Friendships/Resilience What went well Cooking Movement: Go noodle/Class Yoga Nature: Drug, alcohol and tobacco education: Boys and girls, families Friendships/Resilience What went well Cooking: Movement: Bogs and girls, families Friendships/Resilience What went well Cooking: Movement: Go noodle/Class Yoga Nature:	PE Rightway master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co- ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending Year 1 Year 1 Year 1 - Sector on ball Skills and games - Servicing & fielding games - Servicing & fielding games - Servicing & fielding games - Athletics Year 2 - Throwing & Catching games - Group games & Inventing rules - Invasion games - Striking & fielding games - Athletics Dance: perform dances using simple movement patterns	11 X 11 Trips & Visits		
			Go noodle/Class Yoga Nature:					

Year 3	Your3									
Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. READING- COMPREHENSION Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by:					ENPTION sh Appendix 1) sught to: se and suffixes and understand how to add them (En phones re often misspelt (English Appendix 1) ve apostrophe accurately in words with regular plur; s] three letters of a word to check its spelling in a dict ry simple sentences, dictated by the teacher, that inc	glish als [for example, girls', boys'] and in words with i tionary lude words and punctuation taught so far.	rregular plurals (for	With the "to-cludible traught to: Pupils should be traught to: develop their understanding of the concepts set out in English Appendix 2 by: develop their understanding of the concept set out in English Appendix 2 by: develop their understanding of the concept set out in English Appendix 2 by: develop their understanding of the concept set out the past tense choosing nounce set of the concept set of the set of the using forted adverbians learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and der features by: using contrad adverbians indicating prosession by using the possesive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.		
BREADING- COMPRETENSION Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: listering to and discussing a vide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of puppose using discionaries to check the maximing of works that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and coherotions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing work and phases that capture the reader's indocument they near (and or books) preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing works and phases that capture the reader's indocument, free verse, narrative petry) understand what they read, indocument they read indocument they reader the order predicting what might happen from details stande and implied disentifying how language, structure, and presentation contribute to meaning retrieve and record indormation from one-fiction particing what might happen from details tated and implied identifying how language, structure, and presentation contribute to meaning					Part has should be experience. plan their writing bir: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: composing and rehearing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentences structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in nor-aurative material, using simple organisational devices (for example, headings and sub-headings) evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing charges to grammar divocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.			Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined lincrease the legblity, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).		
Mark Ubjectives NUMBER-NUMBER AND PLACE VALUE count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a 3-digit number (100, 50, 1s) compare and order numbers up to 1,000 identify, represent and estimate numbers using different representations read and write numbers up to 1,000 in numerals and	NUMBER- ADDITION AND SUBTRACTION Pupils should be taught to: add and subtract numbers mentally, including: a three-digit number and 15 a three-digit number and 100; a three-digit number and 100; add and subtract numbers with up to 3 digits, using formal writem nethods of columnar	MEASUREMENT measure, compare, add and subtrace (//mi) measure the perimeter of simple 2- add and subtract amounts of mome- contexts tell and write the time from an anal XII, and 12-hour and 24-hour clocks estimate and read time with increa	t: lengths (m/cm/mm); mass (kg/g); vol D shapes t o give change, using both £ and p in p ogue clock, including using Roman num sing accuracy to the nearest minute; rec	NUMBER-NUMBER AND FLACE VALUE MEASURE count in multiples of 6, 7, 9, 25 and 1,000 convert in multiples of 6, 7, 9, 25 and 1,000 convert in find 1,000 more or less than a given number in practical count is multiples of 6, 7, 9, 25 and 1,000 messure i in practical recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) estimate, order and compare numbers beyond 1,000 numerals from 1 to identify, represent and estimate numbers unid different representations solve pumber and practical problems that involve all of the above and with increasingly large			MEASUREMENT convert between diffe measure and calculat find the area of rectili estimate, compare ar read, write and conve solve problems involv NUMBER- ADDITION.	rrent units of measure [for example, kilometre to me the perimeter of a rectilinear figure (including squa near shapes by counting squares d calculate different measures, including money in p rt time between analogue and digital 32 and 24-hoo ng converting from hours to minutes, minutes to see NO SUBTRACTION	tre; hour to minute] rey in centimetres and metres ounds and pence r clocks onds, years to months, weeks to days	
in works solve number problems and practical problems involving these ideas	estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	am/pm, morning, afternoon, noon a know the number of seconds in a m and leap year compare durations of events [for ex events or tasks]	and midnight inute and the number of days in each n ample, to calculate the time taken by p	read Roman numerals to 100 (I to C) and know that over time, the numeral system changed ch month, year to include the concept of 0 and place value y particular			add and subtract num estimate and use inve solve addition and sul	bers with up to 4 digits using the formal written mel rse operations to check answers to a calculation trraction two-step problems in contexts, deciding wh	hods of columnar addition and subtraction where appropriate	
NUMBEF- MULTIFULCATION AND DIVISION recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit number, using mental and progressing to formal written methods solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	NUMBER FRACTORS count up and down in tenths; receptise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by divite fractions of a receptise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators receptise and use fractions are non-unit fractions and non-unit fractions with small denominators receptise and show, using diagrams, receptise and subtract fractions with small denominators add and subtract fractions with the same denominator with one whole [for example, 5/7 + 1/7 = 6/7] compare and order unit fractions, and	GEOMETRY-PROPERTIES OF SHAPES draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe they as a property of shape or a description of a turn identify right angles, recognise that 2 right angles, recognise that 2 right angles, recognise that 2 right angles, recognise that 4 right angles make a half- turn, 3 make three-quarters of a turn and 4 a complete turn; identify where angles are greater than or less than a right angle	Statistics interpret and present data using bap pictograms and tables solve one-step and two-step questive example? How many more? ² and 'Hi fewer?'] using information presente bar charts and pictograms and table	ar charts, iions (for tow many ted in scaled iles	NUMBER-FRACTIONS recognise and show, using diagrams, families of common equivalent fractions court up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths or by 10 solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including on-unit fractions with the same demoninator recognise and write decimal equivalents of any number of tenths or hundreds recognise and write decimal equivalents to 1/4, 1/2, 3/4 find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths roud decimals with 1 decimal place to the nearest whole number cond decimals with 1 decimal place to the nearest whole number conset, simple measure and money problems involving fractions and decimals to 2 decimal places			GEOMETRY- PROPERTIES OF SHAPES compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify acute and obtuse angles and compare and order angles up to 2 right angles by size identify lines of symmetry in 2.D shapes presented in different orientations complete a simple symmetry in 2.D shapes respect to a specific line of symmetry	GEOMETRY- POSITION AND DIRECTION describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon	
	fractions with the same denominators solve problems that involve all of the above	identify horizontal and vertical lines and pairs of perpendicular and parallel lines		recail multiplication and division facts for multiplication tables up to 12 × 12 use place value, known and derived facts for multiplication tables up to 12 × 12 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers recognise and use factor pairs and commutativity in mental calculations multiply two-digit and three-digit numbers up an one-digit number using formal written layout solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 divide tables calling multiplying and adding. Including using the distributive law to multiply two-digit numbers by 1 divide tables calling multiplying and adding. Including using the distributive constraint of an objector scoperocord and a molecular			by 0 and 1; dividing by two-digit numbers by 1 cted to m objects		interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs solve comparisons, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	
Science		-	-					•		
WORKING SCIENTIFICALLY asking relevant questions and using different types of scie recording findings using simple scientific language, drawin identifying differences, similarities or changes related to s	ntific enquiries to answer them setting up gs, labelled diagrams, keys, bar charts, and tables mple scientific ideas and processes using stra	simple practical enquiries, comparative reporting on findings from ightforward scientific evidence to answ	and fair tests making system enquiries, including oral and written exp er questions or to support their findings	matic and careful o xplanations, display gs	bbservations and, where appropriate, taking accurate s or presentations of results and conclusions	e measurements using standard units, using a rai using results to draw simple conclusions, r	nge of equipment, includir make predictions for new	ig thermometers and data loggers gatherivalues, suggest improvements and raise further que	ng, recording, dassifying and presenting data in a variety of ways to help in answering questions tions	
Plants identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, ight, water, nutrients from soil, and room to grow) and how they vary from plant to plant	Animals, including humans identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food, they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for	Rocks compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things	Light recognise that they need light in ord things and that dark is the absence notice that light is reflected from su recognise that light from the sun ca dangerous and that there are ways their eyes	ngs order to see Forces and Magnets compare how things move on different compare how things move on different surfaces col light surface col light surface col light surface col light surface col light surfaces col light surface col light col light surface col light col li			n a variety of ways roup, identify and and wider environment d that this can	Animals, including humans 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 producers, predators	States of Matter compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Cdsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Electricity	

flowers explore the requirements of plants for life and growth	that they cannot make their own food; they get nutrition from what they eat	basis of their appearance and simple physical properties	notice that light is reflected from surfaces recognise that light from the sun can be	notice that some forces need contact between two objects, but magnetic forces	name a variety of living things in their local and wider environment recognise that environments can change and that this can	identify the different types of teeth in humans and their simple functions	research the temperature at which this happens in degrees Celsius (*C) identify the part played by evaporation and condensation in the water cycle and associate the
(air, light, water, nutrients from soil, and room to	identify that humans and some other animals	describe in simple terms how	dangerous and that there are ways to protect	can act at a distance	sometimes pose dangers to living things.	construct and interpret a variety of food	rate of evaporation with temperature.
grow) and how they vary from plant to plant	have skeletons and muscles for	fossils are formed when things	their eyes	observe how magnets attract or repel each	Sound	chains, identifying producers, predators	Electricity
investigate the way in which water is transported	support, protection and movement.	that have lived are trapped	recognise that shadows are formed when the	other and attract some materials and not	identify how sounds are made, associating some of them with	and prey.	identify common appliances that run on electricity
within plants		within rock	light from a light source is blocked by an opaque	others	something vibrating		construct a simple series electrical circuit, identifying and naming its basic parts,
explore the part that flowers play in the life cycle of		recognise that soils are made	object	compare and group together a variety of	recognise that vibrations from sounds travel through a medium to		including cells, wires, bulbs, switches and buzzers
flowering plants, including pollination, seed formation		from rocks and organic matter.	find patterns in the way that the size of shadows	everyday materials on the basis of whether	the ear		identify whether or not a lamp will light in a simple series circuit, based on whether or not the
and seed dispersal.			change.	they are attracted to a magnet, and identify	find patterns between the pitch of a sound and features of the		lamp is part of a complete loop with a battery
				some magnetic materials	object that produced it		recognise that a switch opens and closes a circuit and associate this with whether or not a lamp
				describe magnets as having two poles	find patterns between the volume of a sound and the strength of		lights in a simple series circuit
				predict whether two magnets will attract or	the vibrations that produced it		recognise some common conductors and insulators, and associate metals with being good
				repel each other, depending on which poles	recognise that sounds get fainter as the distance from the sound		conductors.
				are facing.	source increases.		

End of KS2 Objectives for Foundation Subjects					
ART AND DESIGN	MUSIC	GEOGRAPHY		HISTORY	
Pupils should be taught to develop their techniques, including their control and	Pupils should be taught to sing and play musically with increasing	Locational knowledge		Changes in Britain from the Stone Age to the Iron Age	
their use of	confidence and control.	locate the world's countries, using maps to focus on Europe (including the lo	ocation of Russia) and North and South America, concentrating on their	This could include:	
materials, with creativity, experimentation and an increasing awareness of	They should develop an understanding of musical composition, organising	environmental regions, key physical and human characteristics, countries, and	nd major cities	late Neolithic hunter-gatherers and early farmers, for example, Skara B	rae
different kinds of art, craft and design	and manipulating ideas within musical structures and reproducing sounds	name and locate counties and cities of the United Kingdom, geographical re	gions and their identifying human and physical characteristics, key topographical	Bronze Age religion, technology and travel, for example, Stonehenge	
Pupils should be taught:	from aural memory	features (including hills mountains coasts and rivers) and land-use nattern	s and understand	Iron Age hill forts: tribal kingdoms farming art and culture	
to greate sketch backs to record their elsephotions and use them to review and	Bunils should be taught to:	how some of those aspects have shared over time	s, and anderstand	non Age nin for a. a foar kingdonia, far ning, ar cana cartare	
to create sketch books to record their observations and use them to review and	Pupils should be taught to.	identify the position and significance of latitude longitude. Counter, Martha	an Unamianhanan Causthanan Unamianhanan she Transies of Conservated Consistent Arestia	The Demon Country and its impact on Deitain	
Tevisic ideas	play and perform in solo and ensemble contexts, using their voices and	identity the position and significance of latitude, forgitude, Equator, Norther	In Hemisphere, southern Hemisphere, the Tropics of Cancer and Capitcom, Arcoc	The Koman Empire and its impact on Britain	
to improve their mastery of art and design techniques, including drawing,	playing musical instruments with increasing accuracy, fluency, control and	and Antarctic Circle, the Prime/Greenwich Meridian and time zones (includi	ng day and night)	This could include:	
painting and sculpture with a range of materials [for example, pencil, charcoal,	expression	Place knowledge		Julius Caesar's attempted invasion in 55-54 BC	
paint, clay]	improvise and compose music for a range of purposes using the inter-	understand geographical similarities and differences through the study of hu	uman and physical geography of a region of the United Kingdom, a region in a	the Roman Empire by AD 42 and the power of its army	
about great artists, architects and designers in history.	related dimensions of music	European country, and a region within North or South America		successful invasion by Claudius and conquest, including Hadrian's Wall	
	listen with attention to detail and recall sounds with increasing aural	Human and physical geography		British resistance, for example, Boudica	
	memory	describe and understand key aspects of:		'Romanisation' of Britain: sites such as Caerwent and the impact of tec	hnology, culture and beliefs, including early Christianity
	use and understand staff and other musical notations	physical geography, including; climate zones, biomes and vegetation belts, ri	ivers, mountains, volcanoes and earthquakes, and the water cycle		
	appreciate and understand a wide range of high-quality live and recorded	human geography including: types of settlement and land use economic ac	tivity including trade links and the distribution of natural resources including	Britain's settlement by Anglo-Sayons and Scots	
	music drawn from different traditions and from great composers and	energy food minerals and water	and medaling a date mild, and the distribution of natural resources medaling	This could include:	
	multicare and an anticipation and non-great compositional	Crease hird shills and fallwark		Remon withdrawal from Britain in a AD 410 and the fall of the worther	Reman
	musicialis develop on understanding of the history of music	Geographical skills and fieldwork	and departing factories studied	Koman withurawar from Britain In C. AD 410 and the fail of the western	Roman
	develop an understanding of the history of music.	use maps, atlases, globes and digital/computer mapping to locate countries	and describe reatures studied	Empire	
		use the eight points of a compass, four and six-figure grid references, symbol	ols and key (including the use of Ordnance Survey maps) to build their knowledge of	Scots invasions from Ireland to north Britain (now Scotland)	
		the United Kingdom and the wider world		Anglo-Saxon invasions, settlements and kingdoms: place names and vil	lage life
		use fieldwork to observe, measure, record and present the human and physi	ical features in the local area using a range of methods, including sketch maps,	Anglo-Saxon art and culture	
		plans and graphs, and digital technologies		Christian conversion – Canterbury, Jona and Lindisfarne	
COMPUTING	DESIGN AND TECHNOLOGY	PC	Franch	DE	11 V 11
KC3 Objectives to be ellocated after implementation mension completed	public should be tought tou	RL Beth uses assume	Dunile should be tought to:	FL	11 × 11
KSZ Objectives to be anotated after implementation mapping completed	pupils should be taught to.	bouri year groups.	Pupils should be laught to.	use running, jumping, throwing and catching in isolation and in	
	Design	Why are festivals important to religious communities? Christians, Hindus	Isten attentively to spoken language and show understanding by joining in	combination	
design, write and debug programs that accomplish specific goals, including	use research and develop design criteria to inform the design of innovative,	and/or Muslims and/or Jewish people	and responding	play competitive games, modified where appropriate [for example,	
controlling	functional,	Y3	explore the patterns and sounds of language through songs and rhymes and	badminton, basketball, cricket, football, hockey, netball, rounders	
or simulating physical systems; solve problems by decomposing them into	appealing products that are fit for purpose, aimed at particular individuals	What do different people believe about God? Christians. Hindus and/or	link the spelling, sound and meaning of words	and tennis), and apply basic principles suitable for attacking and	
smaller	or groups	Muslims	engage in conversations: ask and answer questions: express oninions and	defending	
anter a second a se	conservation develops model and communicate their ideas through discovery	Why is the Rible se important for Christians today?	respond to there of others; each clarification and hole*	doublop flowibility strongth technique control and beloose flow	
per co	generate, develop, model and communicate their ideas through discussion,	Why is the prove S0 Important for Christians today?	respond to those of others, seek clarification and help	develop mexicinity, strength, technique, control and balance [for	
use sequence, selection, and repetition in programs; work with variables and	annotated sketches, cross-sectional and exploded diagrams, prototypes,	Why do people pray? Christians, Hindus and/or Muslims	speak in sentences, using familiar vocabulary, phrases and basic language	example, through athletics and gymnastics]	
various	pattern pieces and computer-aided design	What does it mean to be a Christian in Britain today?	structures	perform dances using a range of movement patterns	
forms of input and output	Make	Y4	develop accurate pronunciation and intonation so that others understand	take part in outdoor and adventurous activity challenges both	
use logical reasoning to explain how some simple algorithms work and to detect	select from and use a wider range of tools and equipment to perform	Why is Jesus inspiring to some people?	when they are reading aloud or using familiar words and phrases*	individually and within a team	
and	practical tasks (for example, cutting, shaping, joining and finishing)	Why do some people think that life is like a journey and what significant	present ideas and information orally to a range of audiences*	compare their performances with previous ones and demonstrate	
correct errors in algorithms and programs	accurately	experiencer mark this? Christians, Hindur, and/or Jowish people and	road carefully and show understanding of words, phrases and simple writing	improvement to achieve their percent lact	
confect en ors in algoritanis and programs	acculately	experiences mark unst christians, rinidus and/or sewish people and	read carefully and show understanding of words, prirases and simple writing	improvement to achieve their personal best	
understand computer networks including the internet; how they can provide	select from and use a wider range of materials and components, including	non-religious responses (e.g. Humanist)	appreciate stories, songs, poems and rhymes in the language	Swimming Year 3 only Autumn 1 2019 for 2 weeks intensive 11am-	
multiple	construction materials, textiles and ingredients, according to their	What does it mean to be a Hindu in Britain today?	broaden their vocabulary and develop their ability to understand new words	12 daily	Trips & Visits
services, such as the world wide web; and the opportunities they offer for	functional properties and aesthetic qualities	What can we learn from religions about deciding what is right and	that are introduced into familiar written material, including through using a	pupils should be taught to:	
communication and collaboration	Evaluate	wrong?	dictionary	swim competently, confidently and proficiently over a distance of	
use search technologies effectively, appreciate how results are selected and	investigate and analyse a range of existing products	Christians lewish neonle and non-religious responses (e.g. Humanist)	write phrases from memory and adapt these to create new sentences to	at least 25 metres	
use search technologies enectively, appreciate now results are selected and	investigate and analyse a range of existing products	chiristians, sewish people and non-religious responses (e.g. munianist)	write prilases from memory, and adapt these to create new sentences, to	at least 20 metres	
rankeu,	evaluate their ideas and products against their own design criteria and		express ideas clearly	use a range of scrokes effectively (for example, front crawi,	
and be discerning in evaluating digital content	consider the views of others to improve their work		describe people, places, things and actions orally* and in writing	backstroke and breaststroke	
select, use and combine a variety of software (including internet services) on a	understand how key events and individuals in design and technology have		understand basic grammar appropriate to the language being studied,	perform safe self-rescue in different water-based situations	
range of	helped shape the world		including (where relevant): feminine, masculine and neuter forms and the		
digital devices to design and create a range of programs, systems and content	Technical knowledge		conjugation of high-frequency verbs; key features and patterns of the		
that	apply their understanding of how to strengthen, stiffen and reinforce more		Janguage, how to apply these, for instance, to build contences; and how these	Year 2 will go swimming for a fortnight block in the Autumn term	
accomplish given goals, including collecting, analyzing, evoluating and	apply their understanding of now to strengthen, schen and remorce more		differ from or one similar to English	from 11.12 quary morning	
accomprish given goals, including conecting, analysing, evaluating and	complex soluciones		unter nom or are similar to English.	Hom 11-12 every morning	
presenting data	understand and use mechanical systems in their products [for example,				
and information	gears, pulleys, cams, levers and linkages]				
use technology safely, respectfully and responsibly; recognise	understand and use electrical systems in their products [for example, series				
acceptable/unacceptable behaviour: identify a range of ways to report concerns	circuits incorporating switches, bulbs, buzzers and motors)				
about content and contact.	apply their understanding of computing to program, monitor and control				
	their products				
	then products.				
DUCC Automa 1	Automa 3	Casia a 1	Counting 2	Common 1	Summer 2
PHSE Autumn 1	Autumn 2	Spring 1	Sproing 2	Summer 1	Summer 2
rear 3	Kinaness week	internet sarety	Physical nearth and wellbeing:	Careers, financial capability and economic	Drug, alconol and tobacco education: Tobacco is a drug
Mental health and emotional wellbeing:	Keeping safe and managing risk:	Identity, society and equality:	What helps me choose?	wellbeing: Saving, spending and budgeting	Friendships/Resilience
Strengths and challenges	Bullying – see it, say it, stop it	Celebrating difference Communicating on the Internet (British Values)	Friendships/Resilience	Friendships/Resilience	Breathing Spaces
Communicating on the Internet	Communicating on the Internet (British Values)	Friendshins/Resilience	Breathing Spaces	Breathing Spaces	What went well
Friendships/Resilience	Friendships/Resilience	Breathing Spaces	What went well	What went well	Cooking
Broathing Spacer	Broathing Spacer	What work well	Conking	Cooking	Mayamant: Ga naadla/Clars Yaga
Tribal Cherroom	What want wall	Cooking	Maxament: Go noodlo/Clarr Yoga	Maxamant: Go poodlo/Clarr Yoga	Natura: Konwood/Highasta
Thuai classi dom	Wild Well Well	COOKing	wovement, do nobule/class toga	wovement. Go nooule/class toga	Nature. Kerwood/nigrigate
strengths and targets	LOOKING	Movement: Go noodle/Class Yoga	Nature	Nature:	
What went well	Movement: Go noodle/Class Yoga	Nature	1		
Cooking	Nature				
Movement: Go noodle/Class Yoga	1		1		
Nature	1				
Planting Pulls/ maintonanco	1		1		
New A	10 - J Mi J	1	Rear deskels of the second sector	An and adapted to add a street	
rear 4	Kinaness week	internet sarety	urug, alconol and tobacco education:	sex and relationship education:	
Physical health and wellbeing:	Identity, society and equality:	Keeping safe and managing risk:	Making choices	Growing up and changing	1
What is important to me?	Democracy	Playing safe	Friendships/Resilience	Friendships/Resilience	
Communicating on the Internet	Communicating on the Internet (British Values)	Communicating on the Internet (British Values)	Breathing Spaces	Breathing Spaces	1
Friendshins/Resilience	Eriendshins/Resilience	Friendshins/Resilience	What went well	What went well	
Denething Conner	Depathing Conner	Depathing Conner	Cashina	Cashina	
Breatning Spaces	Breatning Spaces	Breatning Spaces	COOKING	COOKING	
I ribai Classroom	WORT WORT WOU	what went well	Movement: Go noodle/Class Yoga	wovement: Go noodle/Class Yoga	
	That were were		Mark I.	Naturo: Parkland Walk	
Strengths and targets	Cooking	Cooking	Nature	Nature. Farkianu waik	
Strengths and targets What went well	Cooking Movement: Go noodle/Class Yoga	Cooking Movement: Go noodle/Class Yoga	Nature		
Strengths and targets What went well Cookine	Cooking Movement: Go noodle/Class Yoga Nature	Cooking Movement: Go noodle/Class Yoga Nature:	Nature		
Strengths and targets What went well Cooking Movement: Son poodle/Class Yoga	Cooking Movement: Go noodle/Class Yoga Nature	Cooking Movement: Go noodle/Class Yoga Nature:	Nature	Notale, Falkand Walk	
Strengths and targets What went well Cooking Movement: Go noodle/Class Yoga	Cooking Movement: Go noodle/Class Yoga Nature	Cooking Movement: Go noodle/Class Yoga Nature:	Nature	Yawic, Faiwaiw Waik	
Strengths and targets What went well Cooking Movement: Go noodle/Class Yoga Nature: Planting Bulbs/maintenance	Cooking Movement: Go noodle/Class Yoga Nature	Cooking Movement: Go noodle/Class Yoga Nature:	Nature	Nature, Falkianu Walk	

Year 3								
READING- WORD READING Pupils should be taught to: apply their growing knowledge of root words, prefixes ar of new words that they meet.	id suffixes (morphology and etymology), as listed in E	English Appendix 1, both to read aloud a	ind to understand the meaning	WRITING- TRANSC Pupils should be ta use further prefixe spell some words v continue to disting use knowledge of spelling of some w use dictionaries to	RIPTION wight to: s and suffixes and understand the guidance for adding them with silent? (letters (for example, knight, psalm, solemn) uish between homophones and other words which are often confused morphology and epimology in spelling and understand that the ords needs to be learnt specifically, as listed in English Appendix 1 check the scelling and meaning of understand the specifically specifically and the specifically as the specifically as the specifically the specifically as the specifically as the specifically as the specifically specifically as the specifically as the specifically as the specifically as the specifically as the specifically as the specifically as the specifically as the specifical specifically as the specifical specifically the specifical speci		WINI INFX- VULASULARY CRAMMAR AND PURCI UAI ION Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely	
			use the first three use a thesaurus.	Check the spenning and linearing or words or four letters of a word to check spelling, meaning or both of these in a dictionary		using relative clauses beginning with who, which, learning the grammar for years 5 and 6 in English indicate grammatical and other features by: using commas to clarify meaning or avoid ambigui	or positionity where, when, whose, that or with an implied (i.e. omitted) relative pronoun Appendix 2 ty in writing	
							using hyphens to avoid ambiguity using brackets, dashes or commas to indicate pare using semi-colons, colons or dashes to mark bound using a colon to introduce a list uncrtuatine builter builts consistently.	anthesis daries between independent clauses
							use and understand the grammatical terminology	in English Appendix 2 accurately and appropriately in discussing their writing and reading.
READING- COMPREHENSION Pupils should be taught to: maintain positive attitudes to reading and understandir continuing to read and discuss an increasingly wide range reading books that are structured in different ways and r	ig of what they read by: e of fiction, poetry, plays, non-fiction and reference b eading for a range of purposes	oooks or textbooks	F F C	WRITING- COMPO Pupils should be ta plan their writing identifying the auc own	STION ught to: by: lerce for and purpose of the writing, selecting the appropriate form and using other similar writing a	as models for their	WRITING- HANDWRITING Pupils should be taught to: write legibly, fluently and with increasing speed by choosing which shape of a letter to use when give choosing the writing implement that is best suited	r: n choices and deciding: whether or not to join specific letters for a task.
increasing their familiarity with a wide range of books, in cultures and traditions	cluding myths, legends and traditional stories, moder	rn fiction, fiction from our literary herita	age, and books from other r	noting and develop in writing narrative	ping initial ideas, drawing on reading and research where necessary es, considering how authors have developed characters and settings in what pupils have read, listened	d to or seen		
recommending books that they have read to their peers, identifying and discussing themes and conventions in an	giving reasons for their choices a cross a wide range mof writing		F	performed draft and write by	1		Spelling: The boundary between revision of work covered in	n Recention and the introduction of
making comparisons within and across books			s	selecting appropria	ate grammar and vocabulary, understanding how suchchoices can change and enhance meaning cibing settings, characters and atmosphere and integrating dialogue to convey character and advance	the action	new work may vary according to the programme u	used, but basic revision should include:
preparing poems and plays to read aloud and to perform	, showing understanding through intonation, tone an	nd volume so that the meaning is clear t	o an audience p	précising longer pa	Inning Security, characters and activisphere and integrating dialogue to convey character and advance Issages		consonant digraphs which have been taught and the	he sounds which they represent
checking that the book makes sense to them, discussing	their understanding and exploring the meaning of wo	ords in context		using a wide range using further orga	f of devices to build conesion within and across paragraphs nisational and presentational devices to structure text and to guide the reader [for example, headings	s, bullet points,	vowel digraphs which have been taught and the so the process of segmenting spoken words into sour	ounds which they represent nds before choosing graphemes to represent the sounds
asking questions to improve their understanding drawing inferences such as inferring characters' feelings,	thoughts and motives from their actions, and justifyi	ing inferences with evidence	L.	underlining] evaluate and edit	by:		words with adjacent consonants guidance and rules which have been taught	
predicting what might happen from details stated and im summarising the main ideas drawn from more than one	plied paragraph, identifying key details that support the ma	ain ideas	a	assessing the effect	tiveness of their own and others' writing		J	
identifying how language, structure and presentation con	tribute to meaning	randar	e	ensuring the consistence of the	stent and correct use of tense throughout a piece of writing	work and writing and		
distinguish between statements of fact and opinion	s ingulative language, considering the impact of the i	eauer	c	choosing the appro	opprate register	eech and writing and		
participate in discussions about books that are read to the	ו em and those they can read for themselves, building	on their own and others' ideas and cha	llenging views	Bperform their ow	Iling and punctuation errors n compositions, using appropriate intonation, volume, and movement so that meaning is clear.			
courteously explain and discuss their understanding of what they hav	e read, including through formal presentations and d	lebates, maintaining a focus on the topi	c and using notes where					
necessary provide reasoned justifications for their views.								
Maths Objectives							-	
read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit count forwards to backwards in steps of powers of 10 for any given number: up to 1 000 000 interpret negative numbers in context, count forwards and backwards with positive and negative whole number; including through zero round any number up to 1 000 000 to the nearest 10, 10, 1001 0, 1000 and 100 000	add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations and determine, in the context of another in the of accuracy.	compare and order fractions whose identify, name and write equivalent including tenths and hundredths recognise mixed numbers and impr other and write mathematical state add and subtract fractions with the multiples of the same number multiply proper fractions and mixed and diapress	DECIMALS AND PERCENTAGES compare and order fractions whose denominators are all multiples of the same number identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number multiple concert fractions and mixed numbers the value number in the number of the number is summarized and materials and the number fractions and mixed numbers the value number is monitoriators that are multiple noncert fractions and mixed numbers the value numbers is monitored to materials		read, write, order and compare numbers up to 10,000,000 and determine the value of each digit round any whole number to a required degree of accuracy use negative numbers in context, and calculate intervals across 0 solve number and practical problems that involve all of the above solve number and practical problems that involve all of the above solve number and practical problems that involve all of the above solve number and practical problems that involve all of the above solve number and practical problems that involve all of the above solve number and practical problems that involve all of the above solve number and practical problems that involve all of the above solve number and practical problems that involve all of the above solve number and practical problems that involve all of the above solve number and practical problems that involve all of the above solve number and practical problems that involve all of the above solve number and practical problems that involve all of the above solution to up to 3 decimal places with the same aters and and triangles calculate the many and triangles calculate the the same and triangles calculate the many and triangles calculate the many and triangles calculate the the same and triangles calculate the the same and triangles calculate the the the the the same and the		using decimal notation up to 3 decimal places where appropriate ents of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice d vice versa d units, including cubic centimetres (cm ³) and cubic metres (m ³), and extending to other units	
solve number problems and practical problems that	solve addition and subtraction multi-step	read and write decimal numbers as	fractions		ALGEBRA	RATIO AND PROPORT	ION	
read Roman numerals to 1000 (M) and recognise	operations and methods to use and why.	equivalents	relate them to tentris, nundredtris and		use simple formulae generate and describe linear number sequences	solve problems involvi solve problems involvi	living the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts living the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison	
years written in Roman numerals.		round decimals with two decimal pl decimal place read, write, order and compare nur solve problems involving number u recognise the per cent symbol (%) a narts per hundred [*] and write perce	aces to the nearest whole number and nbers with up to three decimal places o to three decimal places ind understand that per cent relates to ' ntagers as a fraction with denominator '	d to one o 'number of	express missing number problems algebraically find pairs of numbers that satisfy an equation with 2 unknowns enumerate possibilities of combinations of 2 variables	solve problems involvi solve problems involvi	ing similar shapes where the scale factor is known or c ing unequal sharing and grouping using knowledge of f	an be found ractions and multiples
		decimal solve problems which require know quarter fifths and those fractions w	ing percentage and decimal equivalents th a denominator of a multiple of 10 or	slents of half, 10 or 25.				
NUMBER- MULTIPLICATION AND DIVISION identify multiples and factors, including finding all	MEASUREMENT convert between different units of metric	GEOMETRY- PROPERTIES OF SHAPES	Statistics Pupils should be taught to:		NUMBER- FRACTIONS use common factors to simplify fractions; use common multiples to express fractions in the same	denomination	GEOMETRY- PROPERTIES OF SHAPES draw 2-D shapes using given dimensions and	GEOMETRY- POSITION AND DIRECTION describe positions on the full coordinate grid (all 4 quadrants)
factor pairs of a number, and common factors of two	measure (for example, kilometre and metre; centimetre and metre; centimetre and	Pupils should be taught to:	solve comparison, sum and differen	ence problems	compare and order fractions, including fractions >1 add and subtract fractions with different denominators and mixed numbers, using the consent of	equivalent fractions	angles recognise, describe and build simple 3-D	draw and translate simple shapes on the coordinate plane, and reflect them in the axes
know and use the vocabulary of prime numbers,	millimetre; gram and kilogram; litre and	cubes and other cuboids, from	complete, read and interpret inform	mation in	multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4	4 × 1/2 = 1/8]	shapes, including making nets	
prime factors and composite (nonprime) numbers establish whether a number up to 100 is prime and	millilitre) understand and use approximate	2-D representations know angles are measured in	tables, including timetables.		divide proper fractions by whole numbers [tor example, 1/3 + 2 = 1/6] associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] f	for a simple fraction	compare and classify geometric shapes based on their properties and sizes and find	
recall prime numbers up to 19 multiply numbers up to 4 digits by a one- or two-digit	equivalences between metric units and common imperial units such as inches,	degrees: estimate and compare acute, obtuse and reflex angles			[for example, 3/8] identify the value of each digit in numbers given to 3 decimal places and multiply and divide numb	bers by 10, 100 and	unknown angles in any triangles, quadrilaterals, and regular polygons	
number using a formal written method, including long multiplication for two-digit numbers	pounds and pints measure and calculate the perimeter of	draw given angles, and measure them in degrees (o)			1,000 giving answers up to 3 decimal places multiply one-digit numbers with up to 2 decimal places by whole numbers		illustrate and name parts of circles, including radius, diameter and circumference and know	
multiply and divide numbers mentally drawing upon	composite rectilinear shapes in centimetres	identify:			use written division methods in cases where the answer has up to 2 decimal places		that the diameter is twice the radius	
divide numbers up to 4 digits by a one-digit number	calculate and compare the area of rectangles	turn (total 360o)			recall and use equivalences between simple fractions, decimals and percentages, including in diffe	erent contexts	are on a straight line, or are vertically	
using the formal written method of short division and interpret remainders appropriately for the context	(including squares), and including using standard units, square centimetres	 angles at a point on a straight line and 21 a turn (total 1800) 	GEOMETRY -POSITION AND DIRECT	TION	NUMBER- ADDITION, SUBTRACTION< MULTIPLICATION AND DIVISION		opposite, and find missing angles	Statistics
multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 recognise and	(cm2) and square metres (m2) and estimate the area of irregular shapes	other multiples of 90o use the properties of rectangles	identify, describe and represent the shape following a reflection or trans	e position of a nslation, using	multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written r multiplication	method of long		interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average
use square numbers and cube numbers, and the	estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubos)]	to deduce related facts and find missing lengths and angles	the appropriate language, and know	w that the	divide numbers up to 4 digits by a two-digit whole number using the formal written method of lor	ng division, and		
solve problems involving multiplication and division	and capacity [for example, using water]	distinguish between regular and	shape nos not cildliget.		divide numbers up to 4 digits by a two-digit number using the formal written method of short divi	ision where		
multiples, squares and cubes	units of time	reasoning about equal sides and			appropriate, interpreting remainders according to the context perform mental calculations, including with mixed operations and large numbers			
solve problems involving addition, subtraction, multiplication and division and a combination of	use all tour operations to solve problems involving measure [for example, length, mass,	angles.			identify common factors, common multiples and prime numbers use their knowledge of the order of operations to carry out calculations involving the 4 operations	s		
these, including understanding the meaning of the equals sign	volume, money] using decimal notation, including scaling.				solve addition and subtraction multi-step problems in contexts, deciding which operations and me solve problems involving addition, subtraction, multiplication and division	ethods to use and why		
solve problems involving multiplication and division,					use estimation to check answers to calculations and determine, in the context of a problem, an ap	ppropriate degree of		
including scaling by simple					accuracy			

science											
WORKING SCIENTIFICALLY planning different types of scientific enquiries to answer qu further comparative and fair tests, reporting and presentin	uestions, including recogr g findings from enquiries	ising and controlling varia , including conclusions, car	bles where necessary taking measu usal relationships and explanations of ar	rements, using a i d a degree of tru	range of scientific equipment, with incr ist in results, in oral and written forms s	easing accuracy and precision, taking rep uch as displays and other presentations, i	peat readings , identifying sc	when appropriate recording data and results of increasing complexity usi cientific evidence that has been used to support or refute ideas or argume	ing scientific diagrams and labels, classification key	vs, tables, scatter graphs	, bar and line graphs, using test results to make predictions to set up
Properties and changes of materials compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transprency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demostrate that dissolving, mixing and changes of state are reversible changes result in the formation of new materials, including change session usually reversible, including changes associated with burning and the action of acid on bischonsute of soda	Animals, including hum 5%: describe the change to old age 7%: identify and name human circulatory syst functions of the impact or and iffestyle on the way describe the ways in wi water are transported including humans	ians es a humans develop the main parts of the em, and describe the blood vessels and f diet, exercise, drugs y their bodies function hich nutrients and within animals,	Earth in Space describe the movement of the Earth and other planets relative to the sun in the solar system describe the the solar system 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	Evolution and it recognise that time and that 1 living things that years ago recognise that the same kind, are not identic identify how a suit their envir adaptation ma	inheritance living things have changed over fossils provide information about at inhabited the Earth millions of living things produce offspring of , but normally offspring vary and al to their parents nimals and plants are adapted to roment in different ways and that y lead to evolution	Forces explain that unsupported objects fail the Earth because of the force of grav acting between the Earth and the fail object identify the effects of air resistance, w resistance and friction, that act betwe moving urfaces recognise that some mechanisms incli levers, pulleys and gears allow a small to have a greater effect	l towards vity ling water een :luding iller force	Living things and their habitats VS's describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals VS'. describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics	Electricity associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, incluing the brightness of bubs, the loudness of buzzers and the or/off position of witches use recognised symbols when representing a simple circuit in a diagram	Light recognise that light a use the idea that light out or reflect light in explain that we see to sources to objects an use the idea that light the objects that cast	ppears to travel in straight lines travels in straight lines to explain that objects are seen because they give to the eye ings because light travels from light sources to our eyes or from light d then to our eyes travels in straight lines to explain why shadows have the same shape as them
End of K32 Objectives for Foundation Subjects ART AND DESIGN Pupils should be taught to develop their techniques, includ their use of materials, with creativity, experimentation and an increasi different kinds or art, craft and design. Pupils should be taught: to create sketch books to record their observations and us revisit ideas to improve their mastery of art and design techniques, incl painting and sculpture with a range of materials [for exam paint, clay] about great artists, architects and designers in history.	a action of acid on bicarbonate of soda extense for Foundation Subjects N HUSIC Pupils should be taught to sing and play musically with increasing confidence and control. The should be taught to sing and play musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: play and perform in sola and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter- related dimensions of music listen with attention to detail and recall sounds with increasing acru use and understand staff and other musical notations appericate and understand staff and other musical notations appericate and understand staff and other musical music. Hereine the source of the history of music.		ng organising sounds lices and control and e inter- ; aural d recorded rs and	CEOGRAPHY Papit hand reter the inserting and understanding beyond the local area to include the United Ringdom and Europe. North and South America. This will include the location and develop their use of genergatival beautings. Locate the world's not capital cancers. They should develop their use of genergatival beautings and Europe. North and South America. This will include the location and therefore. Locational Inorwhologe Locate the world's not capital cancers. They should develop their use of genergatival beautings. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cites name and locate counties and cites of the United Ringdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns, and understand how some of these aspects have changed over time identify the position and significations of adignification of adignification (adignification) and the structure. Elaboration (adignificate) and their capital equations and adignification adia adignification adia split cance of latitude, logator, hardstee adapters have been adigned by the second adia adia and time zones (including day and night) Place knowledge bindel adiminations and differences to though the study of human and physical geography of a region of the United Kingdom, a region in a European caretry, and a region in Nexth or South America Human and physical spectraphy Mexister adia adia adia adia adia adia adia adi		HISTORY the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include: Viking raids and Invasion resistance by Affred the Great and Athelstan, first king of England further Viking Invasions and Danegeld Anglo-Saxon struggle for the Kingdom of England further Viking Invasions and Danegeld Anglo-Saxon strugt- egg a depth study linked to one of the British ness of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 - eg the changing power of monarch using case studies sub as John, Anne and Victoria changes in an aspect oscial history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turing point in British history, or a noverview of where and when the first invitions appeared and a depth study of one of the a chievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The India Valley, Ancient Egynt, The Shang Dynasty of Ancient China Ancient Grees – a study of Greek III and advectments and ther infinence on the water word					
COMPLITING		DESIGN AND TECHNOL	logy.		PC		Franch		a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 PF 11 X 11		ne study chosen from: early Islamic civilization, including a study of . AD 900-1300
Control Con	ing competed geals, including v decomposing them with variables and ns work and to detect w they can provide oriunities they offer s are selected and ternet services) on a grams, systems and maying, evaluating size a to report concerns	basism nor relation of the search and deve functional, appealing individuals or groups generate, develop, me annotated sketches, c. pattern pieces and cor Make select from and use a practical tasks (for exa accurately select from and use a construction materials functional properties : Evaluate evaluate their ideas ar consider the views of - understand how key e helped shape the word understand how key e helped shape the word metstand and use en gears, pulleys, cams, I understand and use en circuits incorporating apply their understance their products.	In the design criteria to inform the design aroducts that are fit for purpose, aimed del and communicate their ideas throug orsessectional and exploded diagrams, p mputer-aided design wider range of tools and equipment to p mputer and any state and ingredients, according to the state and ingredients, according to the arong of existing products durades their conducts duraducts against their own design cri thers to improve their work vents and individuals in design and tech d ding of how to systemgthen, stiffen and re exhanced systems in their products [for evers and individuals in design and the desting systems in their products [for evers and individuals [for evers and individuals] of the products [for evers and individuals] in design and the d dors to systems in their products [for evers and individuals] in their products [for evers and [for evers and [for eve	If innovative, it particular it discussion, cototypes, erform ing], s, including eria and cology have eria and cology have ample, series nd control	visioning the key stage, popils should understanding through learning ab lewish people. Pupils may also enci in thematic units. Know about and understand a rang Express ideas and insights about the religions and worldviews. Gain and deploy the skills needed t worldviews.	be taught hnowledge, skills and out Chruisian, Whiles and nuter other religions and worldviews e of religions and worldviews. e nature, significance and impact of a engage seriously with religions and	Pupils sho listen atter respondin explore th link the sy engage in respond to speak in s structures develop a when the present id read caref appreciat broaden t that are in dictionary write phra- express id describe p understan including conjugati	ould be taught to: entirely to spoken language and show understanding by joining in and ng he patterns and sounds of language through songs and rhymes and pelling, sound and meaning of words. In conversations, ask and answer questions; express opinions and to those of others; seek clarification and help* sentences, using familiar vocabulary, phrases and basic language accurate promunication and intonation so that others understand desa and information orally to a range of audiences* desa and information orally to a range in the language their vocabulary and develop their ability to understand new words wordsced into familiar writtem antexia, including through using a arases form memory, and adapt these to create new sentences, to desa clarify people, places, things and actions orally ⁴ and in writing habsic grammar approprise to the language being studied, (where relevant): feminine, masculine and neuter forms and the ion of high-frequency verbs, key factures and patternes of the ty to to apply these, for instance, to build sentences; and how these m or are similar to English.		n isolation and in opriate (for example, ynethall, rounders for attacking and and balance (for tterns et al. (for tterns et al. (for et al	Trips & Visits
rnse Autumn 1 Mental health and emotional wellbeing: Dealing with feelings Communicating on the internet Friendhips/Resilience Breathing Spaces, Tribal Classroom, Strengths and targets, Cooking: Movement: Go noodle/Class Yoga Nature:	What went well	Autumn 2 Kindness Week Identity, society and e (including tackling hor Communicating on the Friendships/Resilienc Cooking Movement: Go noodle Nature	equality: Stereotypes, discrimination and nophobia) Internet (British Values) e: Breathing Spaces, What went well //Class Yoga	prejudice	apring 1 Internet Safety Keeping safe and managing risk: When things go wrong Communicating on the Internet (Br Friendships/Resilience: Breathing 5 Cooking Movement: Go noodle/Class Yoga Nature:	tish Values) paces, What went well	Spring 2 Drug, alco Friendshi Cooking Movemen Nature:	ohol and tobacco education: Different influences ips/Resilience: Breathing Spaces, What went well ent: Go noodle/Class Yoga	Summer 1 Physical health and wellbeing: In the media Communicating on the Internet (British Valuet Friendships/Resilience, Breathing Spaces, Whi Cooking Movement Go noodle/Class Yoga Nature: Parkland Walk	s) at went well	Summer 2 Keeping safe and managing risk: Keeping safe - out and about Communicating on the Internet (British Values) Friendships/Resilience: Breathing Spaces, What went well Cooking Movement: Go noodle/Class Yoga Nature: Parkland Walk
Mental health and emotional wellbeing: Healthyminds Communicating on the Internet Friendships/Resilience: Breathing Spaces, Tribal Classroon Cooking: Movement: Go noodle/Class Yoga Nature:	n, Strengths and targets, '	What went well			Internet Safety Identity, society and equality: Hun Communicating on the Internet (Bi Friendships/Resilience Breathing Spaces What went well Cooking Movement: Go noodle/Class Yoga Nature	ian rights titsh Values)	Drug, akc Friendshi Cooking Movemer Nature	ohol and tobacco education: Weighing up risk ips/Resilience: Breathing Spaces, What went well mt: Go noodle/Class Yoga	Careers, financial capability and economic wellbeing Ebrowing and earning money Friendship/Resilience: Breathing Spaces, Whi Cooking Movement: Go noodle/Class Yoga Nature: Kenwood/Highgate	at went well	Sex and relationship deucation: Healthy relationships / How a baby is made (NEW LeGISLATION TO FOLLOW) Friendships/Resilience: Breathing Spaces, What went well Cooking Movement: Go noodle/Class Yoga Nature: Kenwood/Highgate
							1				

Year 1	Autumn Term	Spring Term	
Week 1	Number and Place Value	Calculation Addition and Subtraction within 20	(
Week 2	Numbers to 10	Geometry – Properties of Shape Shapes and Patterns	
Week 3			
Week 4		Measurement: Length and Height	Number
Week 5	Calculation Addition and Subtraction	Mid Year Maths Assessment Test	Calcul
Week 6		Number and Place Value: Numbers to 40	
Week 7		Number and Place value. Numbers to 40	
Week 8	Coordination and Directions Desitions	Calculations: Addition and Subtraction	Meas
Week 9	Geometry – Position and Direction: Positions	Measurement: Time	
Week 10		Measurement. Time	Geometry
Week 11	Number and Place value. Numbers to 20	Calculations: Multiplication	
Week 12	Calculations: Addition and Subtraction within 20	Measurement: Money	

Calculations: Multiplication

Calculations: Division

Fractions - Fractions

and Place Value: Numbers to 100

ations: Addition and Subtraction

Measurement: Time

Measurement: Money

urement: Volume and Capacity

Measurement: Mass

- Position and Direction: Positions

Word Problems

End of Year Tests

Review and Remediation

Year 2	Autumn Term	Spring Term	
Week 1	Number and Place Value	Statistics: Picture Graphs	
Week 2		Calculations: More Word Problems	
Week 3	Calculation Addition and Subtraction		
Week 4	Measurement: Money	Measurement: Money	SA
Week 5	Calculations: Multiplication	Mid Year Test and remediation	
Week 6	of 2, 5 and 10	Geometry: Properties of Shapes	
Week 7	Calculations: Multiplication and Division	2D Shapes	
Week 8	of 2, 5 and 10	Geometry: Properties of Shapes 3D Shapes	
Week 9	Measurement: Time		Math
Week 10	Measurement: Length	Fractions	
Week 11	Measurement: Mass		
Week 12	Measurement: Temperature	SATs Revision	

Measurement: Time

Measurement: Volume

Review and Revisit – Ts Practice and Remediation

SATs

s Projects and Investigations – See Attached Planning

Year 3	Autumn Term	Spring Term	
Week 1		Measurement: Length	Stat
Week 2	Number and Place Value Numbers to 1000		
Week 3			
Week 4		Measurement: Volume	Fractio
Week 5		Mid-year Test and remediation	
Week 6	Addition and Subtraction	Measurement: Mass	
Week 7			Geome
Week 8		Measurement: Money	
Week 9	Calculation: Multiplication and Division		G
Week 10			
Week 11	Calculation: Further Multiplication and Division	Measurement: Time	
Week 12			End

istics: Picture and Bar Graphs

ons, Decimals and Percentages

etry: Property of Shapes, Angles

eometry: Lines and Shapes

Measurement: Perimeter

of Year Tests & Remediation

Year 4	Autumn Term	Spring Term	
Week 1			
Week 2	Number and Place Value Numbers to 10,000	Calculation: Further Multiplication and Division	
Week 3			
Week 4		Statistics: Graphs	
Week 5	Calculation	Mid-year Test and remediation	
Week 6			
Week 7		Fractions, Decimals and Percentages	
Week 8			Ge
Week 9	Calculation: Multiplication and Division	Measurement: Time	
Week 10			Geo
Week 11		Fractions, Decimals and Percentages	Number
Week 12	Further Multiplication and Division		Enc



eometry: Properties of Shape

ometry: Position and Direction

and Place Value: Roman Numerals

of Year Tests & Remediation

Year 5	Autumn Term	Spring Term		
Week 1			Geom	
Week 2	Number and Place Value Numbers to 100,000	Fractions, Decimals and Percentages:		
Week 3		Fractions	Me	
Week 4	Calculation			
Week 5	Addition and Subtraction	Mid-year Test and remediation		
Week 6		Freedieren Desirende and Demosterree	Meas	
Week 7	Calculation: Multiplication and Division	Practions, Decimals and Percentages: Decimals		
Week 8				
Week 9		Fractions, Decimals and Percentages: Percentage		
Week 10	Calculation: Word Problems		Number a	
Week 11	Statistics: Graphs	Geometry – Properties of Shapes		
Week 12			End	

netry – Position and Movement

easurement: Measurements

surement: Area and Perimeter

Measurement: Volume

and Place Value: Roman Numerals

Word Problems

of Year Tests & Remediation

Year 6	Autumn Term	Spring Term	
Week 1	Number and Place Value to 10 Million	Measurement: Measurements	
Week 2		Word Problems	Sta
Week 3	Calculation:		Numt
Week 4	Four Operations on Whole Numbers	Ratio and Proportion: Ratio	
Week 5		Mid-year Test and remediation	
Week 6		Fractions, Decimals and Percentages: Percentage	
Week 7	Fractions, Decimals and Percentages: Fractions		
Week 8		Algebra	Maths I
Week 9			
Week 10	Fractions, Decimals and Percentages: Decimals	Measurement: Area and Perimeter	
Week 11		Geometry – Properties and Shapes	
Week 12	Measurement: Measurements	Geometry – Position and Movement	

tistics: Graphs and Averages

ber and Place Value – Negative Numbers

SATs

Project and Investigation centred learning

Hungerford Primary PE Curriculum

Physical Education Purpose of Study:

"A high quality physical education curriculum inspires all pupils to succeed and excel in sports and other physically demanding activities. It should provide pupils opportunities to become physically confident in a way that supports their health and fitness. Opportunities to take part in competitive sports build character and help embed values such as fairness and respect."

Aims:

The national curriculum for physical education aims to ensure that all pupils:

- develop physical competence and confidence to be able to access a broad range of activities,
- are physical active for sustained periods of time
- engage in competitive sports and activities
- lead healthy active lives

PE Long Term Overview

Below are the PE national curriculum outcomes we expect our pupils to develop and attain in each year group. These outcomes will be realised through a variety of contexts (or activities) which are set out in "Breadth of Study" boxes.

	Doing	Thinking	Feeling
	(Psychomotor learning domain)	(Cognitive learning domain)	(Affective learning domain)
Reception	develop fundamental movement skills	apply skills	working individually and with others
Year 1	 develop fundamental movement skills develop agility balance coordination 	 apply skills develop confidence	 working individually and with others developing communication skills develop personal responsibility
Year 2	 develop fundamental movement skills develop agility balance coordination develop competence Perform dances using simple movement patterns 	 develops simple tactics for attacking and defending develop confidence develop competence 	 working individually and with others developing communication skills developing develop responsibility towards others as well as self
Year 3	 develop a broader range of skills develop flexibility, strength, technique, control and balance 	 understand how to improve learn how to evaluate and recognise their own success develops simple tactics for attacking and defending 	 enjoy communicating, cooperating, and competing with each other Model positive language towards others in PE Lessons
Year 4	 develop a broader range of skills develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns 	 understand how to improve learn how to evaluate and recognise their own success compare and improve performances with previous ones applying basic principles suitable for attacking and defending 	 enjoying communicating, cooperating, and competing with each other Develop responsible awareness of own environment in PE including welfare of others
Year 5	 develop a broader range of skills develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns 	 understand how to improve. learn how to evaluate and recognise their own success link skills to make actions and sequences in movement applying basic principles suitable for attacking and defending 	 enjoying communicating, cooperating, and competing with each other Demonstrate positive behaviours towards others in PE using language that promotes success in outcomes Demonstrate responsibility towards the PE environment
Year 6	 Develop a broader range of skills Perform dances using a range of movement patterns Develop flexibility, strength, technique, control and balance 	 Link skills to make actions and sequences of movement Learn how to evaluate and recognise their own success Compare and improve performances with previous ones Apply basic principles suitable for attacking and defending 	 Enjoy communicating, collaborating and competing with each other Develop flexibility, strength, technique, control and balance Demonstrate care for others' well-being and environment in PE and beyond the "classroom"

Breadth of Study - Key stage 1: Pupils will attain the headline curriculum outcomes through engaging in the following contexts for learning:						
Fundamental Movement Skills	Games	Dance	Gymnastics			
(FMS) "Skill Themes" developed by "Movement concepts" increasing challenge leading towards basic mastery	Individual and team games, basic tactics, range of equipment and creative collaboration	Performing simple movement patterns. Using basic dance actions and devices to communicate themes, topics or ideas	Roll, balance, flight, shapes, partner work, travel, spins / turns, low level apparatus			

Breadth of Study - Key stage 2: Pupils will attain the headline curriculum outcomes through engaging in the following contexts for learning:						
Games	Athletics	Gymnastics	Dance	Outdoor and Adventurous		
Individual and team games,	Running, jumping,	Roll, balance, flight,	Performing dances	Activities		
Principles of attack and	throwing	shapes, partner and	using complex	Activities of a challenging		
defence, range of equipment,	-	group work, travel, spins /	movement patterns,	nature, teambuilding and		
creative collaboration, more		turns, range of apparatus,	choreographic devices	problem solving individually		
formalised games		sequence building	to communicate	and in a team		
			themes, topics or ideas			
Swimming						
Swim competently, confidently and proficiently over a distance of 25 meters, use a range of strokes effectively such as front crawl, backstroke and breaststroke, perform safe self-rescue in different water-based situations						