






# Curriculum







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

Shakespeare Fortnight/ PBS

Assessment/ Kindness Week

Assessment/ PBS  
Design and Technology Week/ PBS

Book Wee/ PBS

Maths Challenge/ PBS



# 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 characteristics of effective learning through playing & exploring, active learning, creating and thinking critically.”*

 = Characteristics of Effective Learning

 = Cultural Link

**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

	<b>Week 2 09.09.19</b>	<b>Week 3 16.09.19</b>	<b>Week 4 23.09.19</b>	<b>Week 5 30.09.19</b>	<b>Week 6 07.10.19</b>	<b>Week 7 14.10.19</b>
	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.
<b>Book/s</b> (fiction, non-fiction and poetry)	<b>Reception</b> Monkey Puzzle  <b>Nursery</b> Owl babies	<b>Reception</b> Monkey Puzzle  <b>Nursery</b> Owl babies	<b>Reception</b> <b>The Gruffalo</b>  <b>Nursery</b> Brown Bear	<b>Reception</b> <b>The Gruffalo</b>  <b>Nursery</b> Brown Bear	<b>Reception</b> Room On The Broom  <b>Nursery</b> The Mixed Up Chameleon	<b>Reception</b> Room On The Broom  <b>Nursery</b> The Mixed Up Chameleon
<b>Continuous provision</b>	<b>Maths Table</b>  Numicon boards <u>explore colours and numbers</u>  <b>Malleable table</b> Play dough <b>Creative</b> Paintings, sketches and illustrations linked to the stories  <b>Construction</b>	<b>Maths Table</b>  Numicon boards <u>explore colours and numbers</u>  <b>Malleable table</b> Play dough with seasonal herbs for sensory  <b>Creative</b> Paintings, sketches and illustrations linked to the stories	<b>Maths Table</b>  Numicon numbers with matching objects  Colour matching to Brown Bear story and Gruffalo story threading  <b>Malleable table</b>  A set of Numicon with the play dough to focus on counting.	<b>Maths Table</b>  Numicon with numbers and objects  <b>Construction Creative</b>  Paints of different colours to explore, especially for stories with colours.	<b>Maths Table</b>  Shapes 2-d shapes  <b>Malleable</b> Finger gym Disco dough  <b>Construction</b> Enclosures for the witch and the animals	<b>Maths Table</b>  2-d shapes  <b>Malleable</b> Finger gym  Disco dough  Black play dough, add sensory pieces

	<p>Building blocks- exploring and making</p> <p><b>Independent Writing Table Opportunities</b></p> <p>Draw yourself, your family, early mark making, circles and lines, finding your name, writing your name, any mark making linked to the stories.</p> <p><b>Water and Sand Areas</b></p> <p>Self-selecting and exploring as well Autumn leaves and natural resources. Talk about feelings and senses.</p>	<p><b>Construction</b> Building blocks exploring and making</p> <p><b>Independent Writing Table Opportunities</b></p> <p>Draw yourself, your family, early mark making, circles and lines, finding your name, writing your name, any mark making linked to the stories.</p> <p><b>Water and Sand Areas</b></p> <p>Self-selecting and exploring as well Autumn leaves and natural resources. Talk about feelings and senses.</p>	<p>Salt tray, add food powders, herbs, spices</p> <p><b>Creative</b></p> <p>Paintings of self and paintings links to the stories Nursery colour walk</p> <p><b>Construction</b> exploring and making Make a house Make a place for the Gruffalo and Brown</p> <p><b>independent Writing Table Opportunities</b></p> <p>Picture mats and word mats linked to the stories m a s t d sounds linked to RWI</p> <p>Continuous provision</p> <p><b>Water and Sand Areas</b></p> <p>In one of the trays include forest like items linked the stories.</p> <p>Self-selecting Add sounds of the week Add numbers/Numicon shapes</p>	<p><b>Independent Writing Table Opportunities</b></p> <p>Picture mats and word mats linked to the stories</p> <p><b>Water and Sand Areas</b></p> <p>Images and animals from the story.</p> <p>Sketches and drawings</p> <p>Transient art work</p>	<p><b>Independent Writing Table Opportunities</b></p> <p>Writing on black paper</p> <p>Picture mats and word mats linked to the stories</p> <p><b>Water and Sand Areas</b></p> <p>Images and animals from the story.</p> <p>Sketches and drawings</p> <p>Transient art work- collecting natural resources from the park.</p> <p>Characters from Room on the Broom in the sand tray and number matching with natural objects</p>	<p><b>Construction</b></p> <p>Mobile- make a model and draw it.</p> <p><b>Independent Writing Table</b></p> <p>Images and animals from the story.</p> <p>Phoneme frames</p> <p>Magnetic letters/ whiteboard pens.</p> <p><b>Water and Sand Areas</b></p> <p>Dark water linked to the story.</p> <p>Finding cvc words on pebbles- cat, mat, sat, bog, dog, pot, hat ... And RWI blending words.</p>
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<p><b>Topic Ideas</b> (CL / EAD / PSED Outdoor Learning</p>	<p>Role play is a house</p> <p>Take photos and speech bubbles of what the children say.</p> <p>Monkey Puzzle and Owl Babies interactive displays.</p>	<p>Create drawings and pictures and photos for the role play area.</p> <p>Collect seasonal natural resources such as leaves, conkers, twigs, herbs etc.</p>	<p>Sketches and drawings</p> <p>Transient art work</p> <p>Using natural resources in mud kitchen</p>	<p>Using natural resources in mud kitchen</p> <p>Use puppets and props linked to the story- adult to supervise and lead.</p> <p>Links to the natural world around us</p> <p>Sequencing the story- animal sequencing en route</p>	<p>Using natural resources in mud kitchen</p> <p>Use puppets and props linked to the story- adult to supervise and lead.</p> <p>Link to cvc words – listening, discriminating between sounds cat Dog bog Hat stick</p>	<p>Use sticks to make a fireplace for the witch</p> <p>Create a new chameleon, identify colours and shapes.</p> <p>Paintings and sketches</p> <p>Look at artists who use shapes in paintings.</p> <p>Colours and sounds</p> <p>Images of real life chameleons</p>
<p><b>Literacy Adult Led Focus Learning in Literacy Book for Reception and Nursery</b></p>	<p><b>Reception</b> <b>LI To recognize names and attempt to form initial letter of name</b></p> <p><b>Nursery</b> <b>LI Mark Making- Ascribe meaning to marks they make linked to the story.</b> Rhymes and songs at the end of all short sessions</p>	<p><b>Reception</b> <b>LI To recognize names and attempt to write initial sound of name, formation of circles and lines, mark making.</b></p> <p><b>Nursery</b> <b>LI Mark Making- Ascribe meaning to marks they make linked to the story.</b> 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.</p>	<p><b>Reception</b> <b>To recognize names and attempt to write initial sound of name, formation of circles and lines, mark making.</b></p> <p><b>L.I To mark make in response to the Gruffalo story w/b 23.09.19</b></p> <p><b>Baseline Testing for Literacy</b></p> <p><b>Nursery</b> <b>LI To be able to talk and mark make about any of the animals in the Brown Bear story. w/b 23/09/19</b></p> <p>•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</p>	<p><b>Reception</b> <b>LI To draw something beginning with the initial sounds- m, a, s, and d.</b></p> <p>•Support children in recognising and writing their own names.</p> <p><b>Baseline Testing for Literacy</b></p> <p><b>Nursery</b> <b>LI To mark make / draw myself and say something about me. w/b 30.09.19</b></p> <p>Use a photo and an illustrating -adult to scribe. Adult can model first.</p> <p>•Make books with children of activities they have been doing,</p>	<p><b>Reception</b> <b>LI To begin to write a cvc word linked to RWI</b></p> <p><b>Baseline Testing for Literacy</b></p> <p><b>Nursery</b> <b>LI To name colours in the environment linked to the story 'The Mixed Up Chameleon.'</b></p> <p>Earwig baseline</p>	<p><b>Reception</b> <b>LI To begin to write a cvc word linked to RWI.</b></p> <p><b>Nursery</b> <b>LI To add percussion to the story of The Mixed Up Chameleon.</b></p>



			paper and says, "I'm writing". <b>Earwig baseline</b>	using photographs of them as illustrations. <b>Earwig baseline</b>		
<b>Maths Adult Led Focus Learning Activity (In a book or recorded on Earwig with a photo) For Reception and Nursery</b>	<b>Reception LI To be able to recognize numerals</b> Use Numicon or other visuals <b>Nursery LI To begin to recognize and think about numbers through rhymes and songs.</b>	<b>Reception LI To be able to recognize numerals to 10 linked to quantities</b> Use Numicon or other visuals <b>Nursery LI To begin to recognize and think about numbers through rhymes and songs.</b>	<b>Reception LI- To be able to match numerals to quantities up to 10 or more w/b 23.09.19</b>  <b>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</b>  •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.	<b>Reception LI- To be able to count to 3, 5, 10 or more using manipulatives.</b> w/b 30.09.19  <b>balance numbers/or counting/ individual work</b>  <b>Nursery LI To begin to chant numbers through rhymes and songs. Use fingers, objects and Numicon for counting.</b> w/b 30.09.19	<b>Reception To be able to identify 2-D shapes in the environment.</b> w/b 07.10.19  <b>Walk around the school, take photos, take clipboards and draw shapes.</b>  <b>Nursery LI To begin to identify basic shapes in the environment such as circles.</b>  <b>Big arm circles, squares, triangles, gross motor skills.</b>	<b>Reception To be able to identify 2-D shapes and name them.</b> w/b 14.10.19  <b>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?</b>  <b>Nursery LI To begin to identify basic shapes from previous week, Draw circles and triangles.</b>
<b>Phonics Read Write Ink 9.30am</b>	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 1st half term plan	Follow RWI plan	Follow RWI plan	Follow RWI plan  RWI testing, groupings.
<b>ICT</b>		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
<b>PSED</b>	Settling in	. Settling in	Settling in	Settling in	Settling in	Assess settling in

<b>UTW</b>	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 & 2 Curriculum Objectives**

<p><b>Year 1</b></p> <p><b>READING- WORD READING</b>                  apply phonic knowledge and skills as the route to decode words                  respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes                  read accurately by blending sounds in unfamiliar words containing GPCs that have been taught                  read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word                  read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings                  read other 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 omitted 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.</p>				<p><b>READING- COMPREHENSION</b>                  develop pleasure in reading, motivation to read, vocabulary and understanding by:                  listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently                  being encouraged to link what they read or hear read to their own experiences                  becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics                  recognising and joining in with predictable phrases                  learning to appreciate rhymes and poems, and to recite some by heart                  discussing word meanings, linking new meanings to those already known                  understand both the books they can already read accurately and fluently and those 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                  discussing the significance of the title and events                  making inferences on the basis of what is being said and done                  predicting what might happen on the basis of what has been read so far                  participate in discussion about what is read to them, taking turns and listening to what others say                  explain clearly their understanding of what is read to them</p>				<p><b>Year 2</b></p> <p><b>READING- WORD READING</b>                  continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent                  read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes                  read accurately words of two or more syllables that contain the same graphemes as above                  read words containing common suffixes                  read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word                  read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered                  read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation                  re-read these books to build up their fluency and confidence in word reading.</p>				<p><b>READING- COMPREHENSION</b>                  develop pleasure in reading, motivation to read, vocabulary and understanding by:                  listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently                  discussing the sequence of events in books and how items 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 recurring literary language in stories and poetry                  discussing and clarifying the meanings of words, linking new meanings to known vocabulary                  discussing their favourite words and phrases                  continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear                  understand both the books that they can already read accurately and fluently and those that they listen to by:                  drawing on what they already know or on background information and vocabulary provided by the teacher                  checking that the text makes sense to them as they read and correcting inaccurate reading                  making inferences on the basis of what is being said and done                  answering and asking questions                  predicting what might happen on the basis of what has been read so far                  participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say                  explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>			
<p><b>WRITING- TRANSCRIPTION</b></p> <ul style="list-style-type: none"> <li>spell: words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week</li> <li>name the letters of the alphabet:</li> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> <li>add prefixes and suffixes:</li> <li>using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un-</li> <li>using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>		<p><b>WRITING- VOCABULARY GRAMMAR AND PUNCTUATION</b>                  develop their understanding of the concepts set out in English Appendix 2 by:                  leaving spaces between words                  joining words and joining clauses using and                  beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark                  using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'                  learning the grammar for year 1 in English Appendix 2                  use the grammatical terminology in English Appendix 2 in discussing their writing.                  Vocabulary for pupils:                  letter, capital letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark</p>		<p><b>WRITING- COMPOSITION</b>                  write sentences by:                  saying out loud what they are going to write about                  composing a sentence orally                  before writing it sequencing sentences to form short narratives                  re-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.</p>		<p><b>WRITING- HANDWRITING</b>                  sit correctly at a table, holding a pencil comfortably and correctly                  begin to form lower-case letters in the correct direction, starting and finishing in the right place                  form capital letters form digits 0-9                  and to practise these.</p>		<p><b>WRITING- TRANSCRIPTION</b>                  spell by:                  segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly                  learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones                  learning to spell common exception words                  learning to spell more words with contracted forms                  learning the possessive apostrophe (singular) [for example, the girl's book]                  distinguishing between homophones and near-homophones                  add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly                  apply spelling rules and guidance, as listed in English Appendix 1                  write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>		<p><b>WRITING- VOCABULARY GRAMMAR AND PUNCTUATION</b>                  develop understanding of the concepts set out in English Appendix 2 by:                  learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)                  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 when, if, that, or, because) and co-ordination (using or, and, or but)                  the grammar for year 2 in English Appendix 2                  some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing.                  Vocabulary for pupils:                  noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma</p>		<p><b>WRITING- HANDWRITING</b>                  form lower-case 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.</p>		<p><b>WRITING- COMPOSITION</b>                  •develop positive attitudes towards and stamina for writing by:                  writing narratives 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 new vocabulary encapsulating what they want to say, sentence by sentence                  •make simple 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 of sentences punctuated correctly]                  •read aloud what they have written with appropriate intonation to make the meaning clear.</p>	
<p><b>Maths Objectives</b></p>															
<p><b>NUMBER- NUMBER AND PLACE VALUE</b>                  •count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number                  •count, read and write numbers to 100 in numerals; count in multiples of two, fives and tens                  •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.</p>		<p><b>NUMBER- ADDITION AND SUBTRACTION</b>                  •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                  •solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</p>		<p><b>MEASUREMENT</b>                  •compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]                  mass/weight [for example, heavy/light, heavier than, lighter than]                  capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]                  time [for example, quicker, slower, earlier, later]                  •measure and begin to record the following:                  lengths and heights                  mass/weight                  capacity and volume                  time (hours, minutes, seconds)                  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.</p>		<p><b>NUMBER- NUMBER AND PLACE VALUE</b>                  •count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward                  •recognise the place value of each digit in a two-digit number (tens, ones)                  •identify, represent and estimate numbers using different representations, including the number line                  •compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs                  •read and write numbers to at least 100 in numerals and in words                  •use place value and number facts to solve problems.</p>		<p><b>NUMBER- ADDITION AND SUBTRACTION</b>                  •solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures                  applying their increasing knowledge of mental and written methods                  •recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100                  •add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones                  a two-digit number and tens                  two two-digit numbers                  adding three one-digit numbers                  •show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot                  •recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>		<p><b>MEASUREMENT</b>                  •choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels                  •compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =                  •recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value                  •find different combinations of coins that equal the same amounts of money                  •solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change                  •compare and sequence intervals of time                  •tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times                  •know the number of minutes in an hour and the number of hours in a day.</p>					
<p><b>NUMBER- MULTIPLICATION AND DIVISION</b>                  •solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>		<p><b>NUMBER- FRACTIONS</b>                  •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.</p>		<p><b>GEOMETRY- PROPERTIES OF SHAPES</b>                  recognise and name common 2-D and 3-D shapes, including:                  2-D shapes [for example, rectangles (including squares), circles and triangles]</p>		<p><b>GEOMETRY- POSITION AND DIRECTION</b>                  Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>		<p><b>NUMBER- MULTIPLICATION AND DIVISION</b>                  recall and use multiplication and division facts for 2, 5 and 10 multiplication tables, including recognising odd and even numbers                  calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (+), division (÷) and equals (=) signs                  show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot                  solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>		<p><b>NUMBER- FRACTIONS</b>                  •recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math> and <math>\frac{1}{4}</math> of a length, shape, set of objects or quantity                  •write simple fractions for example, of <math>6 = 3</math> and recognise the equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math></p>		<p><b>GEOMETRY- PROPERTIES OF SHAPES</b>                  •identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line                  •identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces                  •identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]                  •compare and sort common 2-D and 3-D shapes and everyday objects.</p>		<p><b>GEOMETRY- POSITION AND DIRECTION</b>                  •order and arrange combinations of mathematical objects in patterns and sequences                  •use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p>	
<p><b>WORKING SCIENTIFICALLY</b>                  During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:                  asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions.</p>															
<p><b>PLANTS</b>                  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.</p>		<p><b>ANIMALS, INCLUDING HUMANS</b>                  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 carnivores, herbivores and omnivores                  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 say which part of the body is associated with each sense.</p>		<p><b>EVERYDAY MATERIALS</b>                  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.</p>		<p><b>SEASONAL CHANGES</b>                  observe changes across the four seasons                  observe and describe weather associated with the seasons and how day length varies.</p>		<p><b>PLANTS</b>                  observe and describe how seeds and bulbs grow into mature plants                  find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>		<p><b>ANIMALS, INCLUDING HUMANS :</b>                  notice that animals, including humans, have offspring which grow into adults                  find out about and describe the basic needs of animals, including humans, for survival (water, food and air)                  describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>		<p><b>USES OF EVERYDAY MATERIALS</b>                  Pupils should be taught to:                  •identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses                  •find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>		<p><b>LIVING THINGS AND THEIR HABITATS</b>                  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 suited 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 idea of a simple food chain, and identify and name different sources of food.</p>	

End of KS1 Objectives for Foundation Subjects																			
<p><b>ART AND DESIGN</b></p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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.</p>	<p><b>MUSIC</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>GEOGRAPHY</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Place knowledge</li> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> <li>Human and physical geography</li> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> <li>Geographical skills and fieldwork</li> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<p><b>HISTORY</b></p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary 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 some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</li> <li>the lives of significant 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 I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)</li> <li>significant historical events, people and places in their own locality.</li> </ul>																
<p><b>COMPUTING</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<p><b>DESIGN AND TECHNOLOGY</b></p> <p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Design</li> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>Make</li> <li>select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>Evaluate</li> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> <li>Technical knowledge</li> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.</li> <li>Food and Nutrition</li> <li>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</li> <li>Pupils should be taught to: <ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>understand where food comes from.</li> </ul> </li> </ul>	<p><b>RE</b></p> <p><b>Believing</b></p> <p>Who is a Christian and what do they believe?</p> <p>Who is a Muslim and what do they believe?</p> <p>Who is Jewish and what do they believe?</p> <p>What can we learn from sacred books?</p> <p><b>Expressing</b></p> <p>What makes some places sacred?</p> <p>How and why do we celebrate special and sacred times?</p> <p><b>Living</b></p> <p>What does it mean to belong to a faith community?</p> <p>How should we care for others and the world, and why does it matter?</p>	<table border="1"> <thead> <tr> <th colspan="2">PHSE</th> </tr> </thead> <tbody> <tr> <td>           Year 1            Autumn 1  <b>Mental health and emotional wellbeing:</b>            Friendship  <b>Friendships/Resilience</b>            Tribal Classroom            Strengths and targets            What went well  <b>Cooking:</b>  <b>Movement:</b>            Go noodle/Class Yoga  <b>Nature</b>            Planting Bulbs         </td> <td>           Year 2  <b>PSHE</b>  <b>Mental health and emotional wellbeing:</b>            Friendship  <b>Friendships/Resilience</b>            Tribal Classroom            Strengths and targets            What went well  <b>Cooking:</b>  <b>Movement:</b>            Go noodle/Class Yoga  <b>Nature</b>            Planting Bulbs         </td> </tr> <tr> <td>           Autumn 2            Kindness Week  <b>Physical health and wellbeing:</b>            Fun times  <b>Friendships/Resilience</b>            What went well  <b>Cooking</b>  <b>Movement</b>            Go noodle/Class Yoga  <b>Nature</b>            Planting Bulbs         </td> <td>           Kindness Week  <b>Physical health and wellbeing:</b>            What keeps me healthy? 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## Year 3 & 4 Curriculum Objectives

Year 3							
<p><b>READING- WORD READING</b> 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.</p>	<p><b>WRITING- TRANSCRIPTION</b> Spelling (see English Appendix 1) Pupils should be taught to: use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, 'girls', 'boys'] and in words with irregular plurals [for example, 'children'] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>			<p><b>WRITING- VOCABULARY GRAMMAR AND PUNCTUATION</b> Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive 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.</p>			
<p><b>READING- COMPREHENSION</b> Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes Using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p><b>WRITING- COMPOSITION</b> Pupils should be taught to: plan their writing by: 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 rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative 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 changes to grammar and vocabulary 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.</p>			<p><b>WRITING- HANDWRITING</b> 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 increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>			
Maths Objectives							
<p><b>NUMBER- NUMBER AND PLACE VALUE</b> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a 3-digit number (100s, 10s, 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 in words solve number problems and practical problems involving these ideas</p>	<p><b>NUMBER- ADDITION AND SUBTRACTION</b> Pupils should be taught to: add and subtract numbers mentally, including: a three-digit number and 1s compare and order numbers up to 1,000 a three-digit number and 10s a three-digit number and 100s add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction 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</p>	<p><b>MEASUREMENT</b> measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes add and subtract amounts of money to give change, using both £ and p in practical contexts tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks using formal written methods of columnar addition and subtraction estimate time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example, to calculate the time taken by particular events or tasks]</p>	<p><b>NUMBER- NUMBER AND PLACE VALUE</b> count in multiples of 6, 7, 9, 25 and 1,000 find 1,000 more or less than a given number count backwards through 0 to include negative numbers recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) order and compare numbers beyond 1,000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1,000 solve number and practical problems that involve all of the above and with increasingly large positive numbers read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value</p>		<p><b>MEASUREMENT</b> convert between different units of measure [for example, kilometre to metre; hour to minute] measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares estimate, compare and calculate different measures, including money in pounds and pence read, write and convert time between analogue and digital 12- and 24-hour clocks solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days <b>NUMBER- ADDITION AND SUBTRACTION</b> add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p>		
<p><b>NUMBER- MULTIPLICATION AND DIVISION</b> 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 numbers, using mental and progressing to formal written methods solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</p>	<p><b>NUMBER- FRACTIONS</b> count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>] compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above</p>	<p><b>GEOMETRY- PROPERTIES OF SHAPES</b> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p>	<p>Statistics interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables</p>	<p><b>NUMBER- FRACTIONS</b> recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math> 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 round decimals with 1 decimal place to the nearest whole number compare numbers with the same number of decimal places up to 2 decimal places solve simple measure and money problems involving fractions and decimals to 2 decimal places</p>		<p><b>GEOMETRY- PROPERTIES OF SHAPES</b> 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 symmetric figure with respect to a specific line of symmetry</p>	<p><b>GEOMETRY- POSITION AND DIRECTION</b> 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</p>
<p><b>NUMBER- MULTIPLICATION AND DIVISION</b> recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math> 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 by a 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 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</p>		<p>Statistics interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p>					
Science							
<p><b>WORKING SCIENTIFICALLY</b> asking relevant questions and using different types of scientific enquiries to answer them recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables identifying differences, similarities or changes related to simple scientific ideas and processes</p>							
<p>setting up simple practical enquiries, comparative and fair tests reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using straightforward scientific evidence to answer questions or to support their findings</p>		<p>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>		<p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p>		<p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p>	
<p><b>Plants</b> 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, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p><b>Animals, including humans</b> 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 support, protection and movement.</p>	<p><b>Rocks</b> 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 that have lived are trapped within rock recognise that soils are made from rocks and organic matter.</p>	<p><b>Light</b> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change.</p>	<p><b>Forces and Magnets</b> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><b>Living things and their habitats</b> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p><b>Sound</b> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.</p>	<p><b>Animals, including humans</b> 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 and prey.</p>	<p><b>States of Matter</b> 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 Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b>Electricity</b> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors.</p>

End of KS2 Objectives for Foundation Subjects						
<p><b>ART AND DESIGN</b> Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p>	<p><b>MUSIC</b> Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: play and perform in solo 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 aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.</p>	<p><b>GEOGRAPHY</b> <b>Locational knowledge</b> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate countries and cities of the United Kingdom, 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 significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <b>Place knowledge</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <b>Human and physical geography</b> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <b>Geographical skills and fieldwork</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		<p><b>HISTORY</b> Changes in Britain from the Stone Age to the Iron Age This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture  The Roman Empire and its impact on Britain This could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity  Britain's settlement by Anglo-Saxons and Scots This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne</p>		
<p><b>COMPUTING</b> KS2 Objectives to be allocated after implementation mapping completed  design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b>DESIGN AND TECHNOLOGY</b> pupils should be taught to: <b>Design</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <b>Make</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <b>Evaluate</b> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <b>Technical knowledge</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.</p>	<p><b>RE</b> Both year groups: Why are festivals important to religious communities? Christians, Hindus and/or Muslims and/or Jewish people Y3 What do different people believe about God? Christians, Hindus and/or Muslims Why is the Bible so important for Christians today? Why do people pray? Christians, Hindus and/or Muslims What does it mean to be a Christian in Britain today? Y4 Why is Jesus inspiring to some people? Why do some people think that life is like a journey and what significant experiences mark this? Christians, Hindus and/or Jewish people and non-religious responses (e.g. Humanist) What does it mean to be a Hindu in Britain today? What can we learn from religions about deciding what is right and wrong? Christians, Jewish people and non-religious responses (e.g. Humanist)</p>	<p><b>French</b> Pupils should be taught to: listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p><b>PE</b> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best Swimming Year 3 only Autumn 1 2019 for 2 weeks intensive 11am-12 daily pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations  Year 3 will go swimming for a fortnight block in the Autumn term from 11-12 every morning</p>	<p>11 X 11  Trips &amp; Visits</p>	
<p>PHSE Autumn 1 Year 3 Mental health and emotional wellbeing: Strengths and challenges Communicating on the Internet Friendships/Resilience Breathing Spaces Tribal Classroom Strengths and targets What went well Cooking Movement: Go noodle/Class Yoga Nature Planting Bulbs/maintenance</p>	<p>Autumn 2 Kindness Week Keeping safe and managing risk: Bullying – see it, say it, stop it Communicating on the Internet (British Values) Friendships/Resilience Breathing Spaces What went well Cooking Movement: Go noodle/Class Yoga Nature</p>	<p>Spring 1 Internet Safety Identity, society and equality: Celebrating difference Communicating on the Internet (British Values) Friendships/Resilience Breathing Spaces What went well Cooking Movement: Go noodle/Class Yoga Nature</p>	<p>Spring 2 Physical health and wellbeing: What helps me choose? Friendships/Resilience Breathing Spaces What went well Cooking Movement: Go noodle/Class Yoga Nature</p>	<p>Summer 1 Careers, financial capability and economic wellbeing: Saving, spending and budgeting Friendships/Resilience Breathing Spaces What went well Cooking Movement: Go noodle/Class Yoga Nature:</p>	<p>Summer 2 Drug, alcohol and tobacco education: Tobacco is a drug Friendships/Resilience Breathing Spaces What went well Cooking Movement: Go noodle/Class Yoga Nature: Kenwood/Highgate</p>	
<p>Year 4 Physical health and wellbeing: What is important to me? Communicating on the Internet Friendships/Resilience Breathing Spaces Tribal Classroom Strengths and targets What went well Cooking Movement: Go noodle/Class Yoga Nature: Planting Bulbs/maintenance</p>	<p>Kindness Week Identity, society and equality: Democracy Communicating on the Internet (British Values) Friendships/Resilience Breathing Spaces What went well Cooking Movement: Go noodle/Class Yoga Nature</p>	<p>Internet Safety Keeping safe and managing risk: Playing safe Communicating on the Internet (British Values) Friendships/Resilience Breathing Spaces What went well Cooking Movement: Go noodle/Class Yoga Nature:</p>	<p>Drug, alcohol and tobacco education: Making choices Friendships/Resilience Breathing Spaces What went well Cooking Movement: Go noodle/Class Yoga Nature</p>	<p>Sex and relationship education: Growing up and changing Friendships/Resilience Breathing Spaces What went well Cooking Movement: Go noodle/Class Yoga Nature: Parkland Walk</p>		

## Year 5 & 6 Curriculum Objectives

Year 3							
<p><b>READING- WORD READING</b> Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p><b>WRITING- TRANSCRIPTION</b> Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.</p>			<p><b>WRITING- VOCABULARY GRAMMAR AND PUNCTUATION</b> 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 using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>			
<p><b>READING- COMPREHENSION</b> Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <b>understand what they read by:</b> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.</p>	<p><b>WRITING- COMPOSITION</b> Pupils should be taught to: <b>plan their writing by:</b> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <b>draft and write by:</b> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors <b>perform their own compositions,</b> using appropriate intonation, volume, and movement so that meaning is clear.</p>			<p><b>WRITING- HANDWRITING</b> Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.</p> <p><b>Spelling:</b> The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include: all letters of the alphabet and the sounds which they most commonly represent consonant digraphs which have been taught and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds words with adjacent consonants guidance and rules which have been taught</p>			
Maths Objectives							
<p><b>NUMBER- NUMBER AND PLACE VALUE</b> read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit count forwards or 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 numbers, including through zero round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000 solve number problems and practical problems that involve all of the above read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p>	<p><b>NUMBER- ADDITION AND SUBTRACTION</b> 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 a problem, levels of accuracy solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p><b>DECIMALS AND PERCENTAGES</b> 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 <math>&gt; 1</math> as a mixed number add and subtract fractions with the same denominator and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams read and write decimal numbers as fractions recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places solve problems involving number up to three decimal places recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal solve problems which require knowing percentage and decimal equivalents of half, quarter fifths and those fractions with a denominator of a multiple of 10 or 25.</p>	<p><b>NUMBER- NUMBER AND PLACE VALUE</b> 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 the answer to a simple addition and subtraction problem involving numbers with different signs solve number and practical problems that involve all of the above</p>	<p><b>MEASUREMENT</b> solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to 3 decimal places convert between miles and kilometres recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units (for example, mm<sup>3</sup> and km<sup>3</sup>)</p>	<p><b>RATIO AND PROPORTION</b> solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison solve problems involving similar shapes where the scale factor is known or can be found solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p>		
<p><b>NUMBER- MULTIPLICATION AND DIVISION</b> identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers multiply and divide numbers mentally drawing upon known facts divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	<p><b>MEASUREMENT</b> convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water] solve problems involving converting between units of time use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p>	<p><b>GEOMETRY- PROPERTIES OF SHAPES</b> Pupils should be taught to: ■ identify 3-D shapes, including cubes and other cuboids, from 2-D representations know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees (°) identify: angles at a point and one whole turn (total 360°) ■ angles at a point on a straight line and 2 x a turn (total 360°) other multiples of 90° use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>	<p><b>Statistics</b> Pupils should be taught to: solve comparison, sum and difference problems using information presented in a line graph complete, read and interpret information in tables, including timetables.</p> <p><b>GEOMETRY- POSITION AND DIRECTION</b> identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p>	<p><b>NUMBER- FRACTIONS</b> use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions <math>&gt; 1</math> add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>1/4 \times 1/2 = 1/8</math>] divide proper fractions by whole numbers [for example, <math>1/3 \div 2 = 1/6</math>] associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, <math>3/8</math>] identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places multiply one-digit numbers with up to 2 decimal places by whole numbers use written division methods in cases where the answer has up to 2 decimal places solve problems which require answers to be rounded to specified degrees of accuracy recall and use equivalences between simple fractions, decimals and percentages, including in different contexts</p>	<p><b>GEOMETRY- PROPERTIES OF SHAPES</b> draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes, including making nets compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</p>	<p><b>GEOMETRY- POSITION AND DIRECTION</b> describe positions on the full coordinate grid (all 4 quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes</p> <p><b>Statistics:</b> interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average</p>	





<b>Year 1</b>	Autumn Term	Spring Term	Summer Term
Week 1	Number and Place Value Numbers to 10	Calculation Addition and Subtraction within 20	Calculations: Multiplication
Week 2		Geometry – Properties of Shape Shapes and Patterns	Calculations: Division
Week 3	Calculation Addition and Subtraction	Measurement: Length and Height	Fractions - Fractions
Week 4			Number and Place Value: Numbers to 100
Week 5		Mid Year Maths Assessment Test	Calculations: Addition and Subtraction
Week 6		Number and Place Value: Numbers to 40	Measurement: Time
Week 7			Measurement: Money
Week 8			Measurement: Volume and Capacity
Week 9	Geometry – Position and Direction: Positions	Measurement: Time	Measurement: Mass
Week 10	Number and Place Value: Numbers to 20		Geometry – Position and Direction: Positions
Week 11		Calculations: Multiplication	Word Problems
Week 12		Calculations: Addition and Subtraction within 20	Measurement: Money

<b>Year 2</b>	Autumn Term	Spring Term	Summer Term
Week 1	Number and Place Value Numbers to 100	Statistics: Picture Graphs	Measurement: Time
Week 2		Calculations: More Word Problems	Measurement: Volume
Week 3	Calculation Addition and Subtraction		Measurement: Money
Week 4		Measurement: Money	
Week 5	Calculations: Multiplication of 2, 5 and 10	Mid Year Test and remediation	SATs
Week 6		Geometry: Properties of Shapes 2D Shapes	Maths Projects and Investigations – See Attached Planning
Week 7	Calculations: Multiplication and Division of 2, 5 and 10	Geometry: Properties of Shapes 3D Shapes	
Week 8		Fractions	
Week 9	Measurement: Time		
Week 10	Measurement: Length		
Week 11	Measurement: Mass Measurement: Temperature	SATs Revision	
Week 12			

# Year 3

	Autumn Term	Spring Term	Summer Term
Week 1	Number and Place Value Numbers to 1000	Measurement: Length	Statistics: Picture and Bar Graphs
Week 2			Mid-year Test and remediation
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9	Calculation Addition and Subtraction	Measurement: Mass	Geometry: Property of Shapes, Angles
Week 10		Measurement: Money	Geometry: Lines and Shapes
Week 11	Calculation: Multiplication and Division		Measurement: Perimeter
Week 12			

<b>Year 4</b>	Autumn Term	Spring Term	Summer Term
Week 1	Number and Place Value Numbers to 10,000	Calculation: Further Multiplication and Division	Measurement: Money
Week 2			Measurement: Mass
Week 3			Measurement: Volume
Week 4	Calculation Addition and Subtraction	Statistics: Graphs	Measurement: Length
Week 5		Mid-year Test and remediation	Measurement: Area
Week 6		Fractions, Decimals and Percentages	Geometry: Properties of Shape
Week 7			
Week 8	Calculation: Multiplication and Division	Measurement: Time	Geometry: Position and Direction
Week 9		Fractions, Decimals and Percentages	Number and Place Value: Roman Numerals
Week 10			End of Year Tests & Remediation
Week 11	Further Multiplication and Division	Fractions, Decimals and Percentages	End of Year Tests & Remediation
Week 12			

<b>Year 5</b>	Autumn Term	Spring Term	Summer Term
Week 1	<b>Number and Place Value</b> Numbers to 100,000	Fractions, Decimals and Percentages: Fractions	Geometry – Position and Movement
Week 2			Measurement: Measurements
Week 3			
Week 4	<b>Calculation</b> Addition and Subtraction	<b>Mid-year Test and remediation</b>	Measurement: Area and Perimeter
Week 5			
Week 6	<b>Calculation: Multiplication and Division</b>	Fractions, Decimals and Percentages: Decimals	Measurement: Volume
Week 7			
Week 8		Fractions, Decimals and Percentages: Percentage	
Week 9			
Week 10	<b>Calculation: Word Problems</b>	<b>Geometry – Properties of Shapes</b>	<b>Number and Place Value: Roman Numerals</b>
Week 11	<b>Statistics: Graphs</b>		<b>Word Problems</b>
Week 12			<b>End of Year Tests &amp; Remediation</b>

<b>Year 6</b>	Autumn Term	Spring Term	Summer Term
Week 1	Number and Place Value to 10 Million	Measurement: Measurements	Statistics: Graphs and Averages
Week 2	Calculation: Four Operations on Whole Numbers	Word Problems	
Week 3		Ratio and Proportion: Ratio	Number and Place Value – Negative Numbers
Week 4			SATs
Week 5		Mid-year Test and remediation	Maths Project and Investigation centred learning
Week 6		Fractions, Decimals and Percentages: Percentage	
Week 7	Fractions, Decimals and Percentages: Fractions	Algebra	
Week 8	Fractions, Decimals and Percentages: Decimals	Measurement: Area and Perimeter	
Week 9		Geometry – Properties and Shapes	
Week 10		Geometry – Position and Movement	
Week 11	Measurement: Measurements		
Week 12			





## **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 <i>(Psychomotor learning domain)</i>	Thinking <i>(Cognitive learning domain)</i>	Feeling <i>(Affective learning domain)</i>
Reception	<ul style="list-style-type: none"> <li>develop fundamental movement skills</li> </ul>	<ul style="list-style-type: none"> <li>apply skills</li> </ul>	<ul style="list-style-type: none"> <li>working individually and with others</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>develop fundamental movement skills</li> <li>develop agility balance coordination</li> </ul>	<ul style="list-style-type: none"> <li>apply skills</li> <li>develop confidence</li> </ul>	<ul style="list-style-type: none"> <li>working individually and with others</li> <li>developing communication skills</li> <li>develop personal responsibility</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>develop fundamental movement skills</li> <li>develop agility balance coordination</li> <li>develop competence</li> <li>Perform dances using simple movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>develops simple tactics for attacking and defending</li> <li>develop confidence</li> <li>develop competence</li> </ul>	<ul style="list-style-type: none"> <li>working individually and with others</li> <li>developing communication skills</li> <li>developing</li> <li>develop responsibility towards others as well as self</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>develop a broader range of skills</li> <li>develop flexibility, strength, technique, control and balance</li> </ul>	<ul style="list-style-type: none"> <li>understand how to improve</li> <li>learn how to evaluate and recognise their own success</li> <li>develops simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>enjoy communicating, cooperating, and competing with each other</li> <li>Model positive language towards others in PE Lessons</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>develop a broader range of skills</li> <li>develop flexibility, strength, technique, control and balance</li> <li>perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>understand how to improve</li> <li>learn how to evaluate and recognise their own success</li> <li>compare and improve performances with previous ones</li> <li>applying basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>enjoying communicating, cooperating, and competing with each other</li> <li>Develop responsible awareness of own environment in PE including welfare of others</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>develop a broader range of skills</li> <li>develop flexibility, strength, technique, control and balance</li> <li>perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>understand how to improve.</li> <li>learn how to evaluate and recognise their own success</li> <li>link skills to make actions and sequences in movement</li> <li>applying basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>enjoying communicating, cooperating, and competing with each other</li> <li>Demonstrate positive behaviours towards others in PE using language that promotes success in outcomes</li> <li>Demonstrate responsibility towards the PE environment</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Develop a broader range of skills</li> <li>Perform dances using a range of movement patterns</li> <li>Develop flexibility, strength, technique, control and balance</li> </ul>	<ul style="list-style-type: none"> <li>Link skills to make actions and sequences of movement</li> <li>Learn how to evaluate and recognise their own success</li> <li>Compare and improve performances with previous ones</li> <li>Apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy communicating, collaborating and competing with each other</li> <li>Develop flexibility, strength, technique, control and balance</li> <li>Demonstrate care for others’ well-being and environment in PE and beyond the “classroom”</li> </ul>

**Breadth of Study - Key stage 1:** Pupils will attain the headline curriculum outcomes through engaging in the following contexts for learning:

<p><b>Fundamental Movement Skills (FMS)</b>  <i>“Skill Themes” developed by “Movement concepts” increasing challenge leading towards basic mastery</i></p>	<p><b>Games</b>  <i>Individual and team games, basic tactics, range of equipment and creative collaboration</i></p>	<p><b>Dance</b>  <i>Performing simple movement patterns. Using basic dance actions and devices to communicate themes, topics or ideas</i></p>	<p><b>Gymnastics</b>  <i>Roll, balance, flight, shapes, partner work, travel, spins / turns, low level apparatus</i></p>
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**Breadth of Study - Key stage 2:** Pupils will attain the headline curriculum outcomes through engaging in the following contexts for learning:

<p><b>Games</b>  <i>Individual and team games, Principles of attack and defence, range of equipment, creative collaboration, more formalised games</i></p>	<p><b>Athletics</b>  <i>Running, jumping, throwing</i></p>	<p><b>Gymnastics</b>  <i>Roll, balance, flight, shapes, partner and group work, travel, spins / turns, range of apparatus, sequence building</i></p>	<p><b>Dance</b>  <i>Performing dances using complex movement patterns, choreographic devices to communicate themes, topics or ideas</i></p>	<p><b>Outdoor and Adventurous Activities</b>  <i>Activities of a challenging nature, teambuilding and problem solving individually and in a team</i></p>
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**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*