Year One			
	Term 1	Term 2	Term 3
Science	• Identify and name common animals of different types. • Identify carnivores, herbivores and omnivores. • Describe and compare the structure of different animals. • 4 seasons and their weather / day length.	• Identify and name a range of plants. • Identify and describe the basic structure of plants. • Identify, name, label and draw the basic parts of the human body and say which part is associated with each sense.	**Everyday materials** • Identifying and naming. • Simple properties. • Comparing and grouping.
	• Collect evidence to try and answer a question. • Test ideas and say what I think will happen • Make observations. • Measure. • Present findings using simple tables / block graphs. • Make simple comparisons.		
Art & Design	- to use a range of materials creatively to design and make products; - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ; - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		
Computing	- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions; - create and debug simple programs; - use logical reasoning to predict the behaviour of simple programs; - use technology purposefully to create, organise, store, manipulate and retrieve digital content; - use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet; - recognise common uses of information technology beyond school.		
D.T.	**Design** - design purposeful, functional, appealing products for themselves and other users based on design criteria; - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology . **Make** - select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing ; - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. **Evaluate** - explore and evaluate a range of existing products;		

	- evaluate their ideas and products against design criteria . **Technical knowledge** - build structures, exploring how they can be made stronger, stiffer and more stable ; - explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. **Cooking and nutrition** Pupils should be taught to: - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from.
Geography	• Use of maps, atlases and globes linking to location knowledge. • Use North, South, East, West and directional language to describe location of features and routes on a map. • Devise a simple map, use it and construct basic symbols in a key. • Study the school, its grounds and surrounding environment. • 7 Continents and 5 Oceans. • Weather in UK. • Geographical vocabulary.
History	Across Key Stage One children will learn about: - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; significant historical events, people and places in their own locality. - events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries); - 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 (e.g. 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); - Look at similarities and differences between the past and now. (e.g. schools, transport, holidays, toys, homes) - Develop an awareness of historical vocabulary. - Ask and answer questions using historical stories.
Music	- use their voices expressively and creatively by singing songs and speaking chants and rhymes; - play tuned and untuned instruments musically; - listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.
P.E.	- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; - participate in team games, developing simple tactics for attacking and defending; perform dances using simple movement patterns.

<table>
<tr><td>R.E.</td><td>How and Why do we celebrate special times?</td><td>How do we show we care for others?</td><td>Who is an inspiring person and why?</td></tr>
<tr><td>Maths</td><td colspan="3">• 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 twos, fives and tens.

• Given a number, identify one more and one less.

• Identify and represent numbers using objects & 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.
Addition & subtraction
• Pupils should be taught to: read, write & interpret mathematical statements involving addition (+), subtraction (-) & equals (=) signs

• Represent and use number bonds and related subtraction facts within 20
• Add and subtract one-digit & two-digit numbers to 20, including zero.

• Solve one-step problems that involve addition and subtraction, using concrete objects & pictorial representations, and missing number problems such as 7 = [ ] - 9.
Multiplication & division
• Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations</td></tr>
<tr><td></td><td>Fractions
• Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
• Recognise, find and name a quarter as one of four equal
Position and direction
• Describe position, directions and movements, including half, quarter and three-quarter turns.</td><td>Geometry: Properties of shapes
• Recognise and name common 2-D and 3-D shapes, including:
2-D shapes (e.g. rectangles (including squares), circles and triangles)
3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).
• Compare, describe and solve practical problems for:
- lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]</td><td>Fractions
• Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
• Recognise, find and name a quarter as one of four equal</td></tr>
</table>

		- mass or weight [e.g. heavy/light, heavier than, lighter than] - capacity/volume [full/ empty, more than, less than, half, half full, quarter] - time [e.g. quicker, slower, earlier, later] • Measure and begin to record the following: lengths and heights; mass/weight; capacity & volume; time (hours, minutes, seconds) • Recognise and know the value of different denominations of coins and notes. • Sequence events in chronological order using language such as: 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.	
English	See attached		

<table>
<tr><td colspan="4">Year Two</td></tr>
<tr><td></td><td>Term 1</td><td>Term 2</td><td>Term 3</td></tr>
<tr><td>Science</td><td><u>Living things & Habitats</u>
• Living, dead and things that have never lived.
• How different habitats meet the needs of animals and plants and interdependency.
• Identify and name a variety of animals and plans in their habitats, including micro-habitats.
• Simple food chains.</td><td><u>Plants</u>
• Growing bulbs and seeds.
• Need for water, light and suitable temperature.
<u>Animals, including humans</u>
• Offspring.
• Basic needs.
• Exercise, food and hygiene.</td><td><u>Everyday materials</u>
• Identify and compare.
• How the shapes of solid objects made from some materials can be changed.

<u>Sound</u>
• Ears and sound sources.
• Sound and distance.</td></tr>
<tr><td colspan="3">• Collect evidence to try to answer a question
• Suggest some ideas and questions based on simple knowledge and say how I might find out about them.
• Say what I think might happen.
• Consider and discuss whether comparisons and tests are fair or unfair.
• Make observations
• Measure
• Make records of observations
• Present results in tables, drawings and block graphs.
• Make simple comparisons, identifying similarities and differences between living things, objects and events.
• Say what my results show.
• Use my knowledge to explain what I did what I found out and to draw conclusions.</td></tr>
<tr><td>Art & Design</td><td colspan="3">- to use a range of materials creatively to design and make products;
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ;
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. e.g. Andy Goldsworthy, LS Lowry, Victorian Artists.</td></tr>
<tr><td>Computing</td><td colspan="3">- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions;
- create and debug simple programs;
- use logical reasoning to predict the behaviour of simple programs;
- use technology purposefully to create, organise, store, manipulate and retrieve digital content;
- use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet;</td></tr>
</table>

	- recognise common uses of information technology beyond school.
D.T.	**Design** - design purposeful, functional, appealing products for themselves and other users based on design criteria; - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology . **Make** - select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing ; - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. **Evaluate** - explore and evaluate a range of existing products; - evaluate their ideas and products against design criteria . **Technical knowledge** - build structures, exploring how they can be made stronger, stiffer and more stable ; - explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. **Cooking and nutrition** Pupils should be taught to: - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from.
Geography	• Use of maps, atlases and globes linking to location knowledge. • Use North, South, East, West and directional language to describe location of features and routes on a map. • Use aerial photos and plan perspectives to recognise landmarks and basic features. • Devise a simple map, use it and construct basic symbols in a key. • Weather in UK and beyond. • Geographical vocabulary. **Location Knowledge** • 4 countries of UK, their capital cities; surrounding seas. **Place Knowledge** • UK study. • Non-European study.

History	Across Key Stage One children will learn about: - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; significant historical events, people and places in their own locality. - events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries); - 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 (e.g. 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); - Look at similarities and differences between the past and now. (e.g. schools, transport, holidays, toys, homes) - Develop an awareness of historical vocabulary. Ask and answer questions using historical stories.		
Music	Music from the UK	Music from around the world. Instrument making.	Experiment with create and combine sounds.
	- use their voices expressively and creatively by singing songs and speaking chants and rhymes; - play tuned and untuned instruments musically; - listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.		
P.E.	- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; - participate in team games, developing simple tactics for attacking and defending; perform dances using simple movement patterns.		
R.E.	How and Why do we celebrate special times?	How do we show we care for others?	Who is an inspiring person and why?
Maths	• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or 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 <, > and = signs. • Read and write numbers to at least 100 in	• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or 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 <, > and = signs. • Read and write numbers to at least 100 in	• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or 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 <, > and = signs. • Read and write numbers to at least 100 in

	numerals and in words. • Use place value and number facts to solve problems. **Addition & subtraction** • Solve problems with addition & 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 and subtraction of one number from another cannot. • Recognise and use the inverse relationship between addition & subtraction and use this to check calculations and missing number problems. **Multiplication & division** • Recall & use multiplication & division facts for 2, 5 & 10 tables, including recognising odd and even numbers • Calculate mathematical statements for	numerals and in words. • Use place value and number facts to solve problems. **Addition & subtraction** • Solve problems with addition & 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 and subtraction of one number from another cannot. • Recognise and use the inverse relationship between addition & subtraction and use this to check calculations and missing number problems. **Multiplication & division** • Recall & use multiplication & division facts for 2, 5 & 10 tables, including recognising odd and even numbers • Calculate mathematical statements for	numerals and in words. • Use place value and number facts to solve problems. **Addition & subtraction** • Solve problems with addition & 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 and subtraction of one number from another cannot. • Recognise and use the inverse relationship between addition & subtraction and use this to check calculations and missing number problems. **Multiplication & division** • Recall & use multiplication & division facts for 2, 5 & 10 tables, including recognising odd and even numbers • Calculate mathematical statements for

	multiplication and division within the multiplication tables; write them using multiplication (x), division (÷) & 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. **Geometry: Properties of shapes** • Identify & describe the properties of 2-D shapes, including the number of sides & line symmetry in a vertical line • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces **Position and direction** • 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, distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) • Compare and order lengths, mass, volume / capacity and record the results using >, < 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	multiplication and division within the multiplication tables; write them using multiplication (x), division (÷) & 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. • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • Ask and answer questions about totaling and comparing categorical data. • Identify 2-D shapes on the surface of 3-D shapes, [e.g. a circle on a cylinder & a triangle on a pyramid.] • Compare and sort common 2-D and 3-D shapes and everyday objects. • 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…	multiplication and division within the multiplication tables; write them using multiplication (x), division (÷) & 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.

	• Compare and sequence intervals of time. • Know the number of minutes in an hour and the number of hours in a day. **Fractions** • Recognise, find, name and write fractions $^{1}/_{3}$, $^{1}/_{4}$, $^{2}/_{4}$ & $^{3}/_{4}$ of a length, shape, set of objects or quantity	*using rulers, scales, thermometers and measuring vessels* • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. • 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. **Fractions** • Write simple fractions e.g. $^{1}/_{2}$ of 6 = 3 and recognise the equivalence of $^{2}/_{4}$ and $^{1}/_{2}$	
English	See attached		

<table>
<tr><th colspan="4">Year Three</th></tr>
<tr><td></td><td>Term 1</td><td>Term 2</td><td>Term 3</td></tr>
<tr><td>Science</td><td><u>Light</u>
• Light to see /dark is absence of light
• Reflection
• Dangers of sun.
• Shadows.

<u>Forces and Magnets</u>
• Movement on different surfaces
• Magnetic poles.
• Attract/repulsion.
• Magnetic/non-magnetic.</td><td><u>Plants</u>
• Functions of different parts.
• Requirements for life.
• How water is transported.
• Flowers and life cycles.

<u>Animals, including humans</u>
• Nutrition.
• Skeletons and muscles.</td><td><u>Rocks</u>
• Comparing and grouping.
• Fossils.
• Soils.</td></tr>
<tr><td></td><td colspan="3">• Collect evidence in a variety of contexts to answer a question or test an idea.
• Suggest questions and ideas and plan how to test them.
• Make predictions.
• Consider how to collect sufficient evidence.
• Consider what makes a test unfair.
• Make observations and comparisons
• Measure length, volume of liquid and time using simple measuring equipment effectively.
• Present results in drawings, bar charts and tables.
• Draw conclusions from results and begin to use scientific knowledge to suggest explanations for them.
• Begin to identify simple patterns in results presented in tables.</td></tr>
<tr><td>Art & Design</td><td colspan="3">- 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 (e.g. pencil, charcoal, paint, clay);
- Great artists, architects and designers in history.</td></tr>
<tr><td>Computing</td><td>Control technology
Algorithms, debugging, repetition</td><td>Film Making</td><td>Data Analysis</td></tr>
<tr><td></td><td colspan="3">Use the internet for research, esafety</td></tr>
</table>

D.T.	**Design** - 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. **Make** - select from and use a wider range of tools and equipment to perform practical tasks, such as 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. **Evaluate** - 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.		
	Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed	- Understand and apply the principles of a healthy and varied diet - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages; -	- apply their understanding of computing to programme, monitor and control their products.
Geography	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.	On a two year cycle with Year 4 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country e.g Glossop V Costa del sol,	Study the geographical feature of volcanos.

	- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; - use symbols and keys - - 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		
History	On a two year cycle team taught with Year 4 the children will study: Stone Age Romans Ancient Egypt 1066 and onwards WW2 local A street through time – local Through these the children will learn the skills of: Historical vocabulary locating events on a timeline identifying main characteristics of life in a particular era. Recognising that different representations of the past exist. Sorting artefacts Suggesting questions. Can talk about their work.		
Music	Listening and responding to music		
	World music	Composing	Composing & Performing
P.E.	- use running, jumping, throwing and catching in isolation and in combination; - play competitive games, modified where appropriate, such as 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.		
R.E.	What are the deeper meanings of festivals? Why is a pilgrimage important to some religious believers?	What can we learn from religions about deciding what is right and wrong?	What makes a leader worth following? How and why do Christians follow Jesus?
Maths	• Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.	• Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.	• 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 three-digit number (hundreds, tens, ones). • Compare and order numbers up to 1000 . • Identify, represent and estimate numbers using different representations. • Read and write numbers up to 1000 in numerals and in words. • Solve number problems and practical problems involving these ideas. **Addition & subtraction** • Add and subtract numbers mentally, including: *a three-digit number and ones* *a three-digit number and tens* *a three-digit number and hundreds* • Estimate answers to calculations; use inverses to check **Multiplication & division** • Recall & use x and ÷ facts for the 3, 4 and 8 tables. **Fractions** • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Recognise and show, using diagrams, equivalent fractions with small denominators. • Solve problems that involve all of the above. **Geometry: Properties of shapes** • Draw 2-D shapes and make 3-D shapes using	• Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). • Compare and order numbers up to 1000 . • Identify, represent and estimate numbers using different representations. • Read and write numbers up to 1000 in numerals and in words. • Solve number problems and practical problems involving these ideas. **Addition & subtraction** • Add & subtract numbers with up to three digits, using formal written methods of columnar + and – • Estimate answers to calculations; use inverses to check • Solve problems, including missing number problems, using number facts, place value & more complex + & - . **Multiplication & division** • Recall & use x and ÷ facts for the 3, 4 and 8 tables. • Write and calculate statements for x and ÷ using tables they know, including for TU x U using mental and progressing to formal written methods. • Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which ***n*** objects are connected to ***m*** objects.	• Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). • Compare and order numbers up to 1000 . • Identify, represent and estimate numbers using different representations. • Read and write numbers up to 1000 in numerals and in words. • Solve number problems and practical problems involving these ideas. • Estimate answers to calculations; use inverses to check **Multiplication & division** • Recall & use x and ÷ facts for the 3, 4 and 8 tables. **Fractions** • Add and subtract fractions with the same denominator within one whole [e.g. $^5/_7 + ^1/_7 = ^6/_7$] • Solve problems that involve all of the above. **Geometry: Properties of shapes** recognise 3-D shapes in different orientations and describe them. **Measures** • Measure the perimeter of simple 2-D shapes • Add and subtract amounts of money to give change, using both £ and p in practical contexts • Estimate and read time with increasing

	modelling materials; • Recognise that angles are a property of shape or a description of a turn • Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four 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. **Measures** • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • Add and subtract amounts of money to give change, using both £ and p in practical contexts • 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.] **Statistics** • Interpret and present data using bar charts, pictograms and tables • Solve one and two step questions [For example: *"How many more?"* and *"How many fewer?"*] … using information presented in scaled	**Fractions** • 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 and use fractions as numbers: unit fractions & non-unit fractions with small denominators. • Compare and order unit fractions, and fractions with the same denominators. • Solve problems that involve all of the above. **Measures** • 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	accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight

	bar charts and pictograms and tables.		
English	See attached		

<table>
<tr><th colspan="4">Year Four</th></tr>
<tr><td></td><td>Term 1</td><td>Term 2</td><td>Term 3</td></tr>
<tr><td rowspan="2">Science</td><td><u>Living things and their habitats</u>
• Grouping
• Classification keys
• Environmental change/dangers

<u>States of Matter</u>
• Grouping solids, liquids and gases.
• Heating and cooling.
• Evaporation and condensation.</td><td><u>Animals, including humans</u>
• Digestive system.
• Teeth.
• Food chains
<u>Sound</u>
• How sounds are made
• Ears and vibration
• Pitch.
• Patterns and volume.
• Sounds and distance</td><td><u>Electricity</u>
• Appliances that use electricity.
• Simple circuits.
• Switches.
• Conductors and insulators.</td></tr>
<tr><td colspan="3">• Collect evidence in a variety of contexts to test an idea or a prediction based on scientific knowledge and understanding.
• Suggest questions that can be tested and make predictions about what will happen.
• Design a fair test or plan how to collect sufficient evidence.
• Sometimes choose what apparatus to use and what to measure.
• Make observations and comparisons of relevant features in a variety of contexts.
• Make measurements of temperature, time and force as well as length.
• Present results in bar charts and tables.
• Identify simple trends and patterns in results and suggest explanations for some of these.
• Explain what the evidence shows and whether it supports any predictions I made.
• Link the evidence to scientific knowledge and understanding in some contexts.</td></tr>
<tr><td>Art & Design</td><td colspan="3">- 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 (e.g. pencil, charcoal, paint, clay);
- to study great artist and designers.</td></tr>
<tr><td rowspan="2">Computing</td><td>Control technology
Algorithms, debugging, repetition</td><td>Film Making</td><td>Data Analysis</td></tr>
<tr><td colspan="3">Use the internet for research, e-safety</td></tr>
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<tr><td>D.T.</td><td colspan="3"><u>Design</u>
- 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.
<u>Make</u>
- select from and use a wider range of tools and equipment to perform practical tasks, such as 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.
<u>Evaluate</u>
- 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.</td></tr>
<tr><td></td><td>- apply their understanding of how to strengthen, stiffen and reinforce more complex structures;
- E.g. Bridges</td><td>- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</td><td>- understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors;</td></tr>
</table>

<table>
<tr><td rowspan="2">Geography</td><td>- name and locate counties 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;</td><td>On a two year cycle with Year 3
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country e.g Glossop V Costa del sol,</td><td>Study the geographical feature of earthquakes.</td></tr>
<tr><td colspan="3">- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- use the eight points of a compass, two-figure grid references.
use fieldwork to observe, measure , record and present the human and physical features I the local are using a range of methods, including sketch maps, plans and graphs and digital technologies</td></tr>
<tr><td>History</td><td colspan="3">On a two year cycle team taught with Year 3 the children will study:
Stone Age
Romans
Ancient Egypt
1066 and onwards
WW2 local
A street through time – local</td></tr>
</table>

	Through these the children will learn the skills of: Placing historical events on a time line. Confidently use historical vocabulary Identifying characteristics of life for different people in a particular era and summerise differences between their lives. Suggesting some explanations for events, situations or changes Identifying fact and opinion Discussing what information we might get from a picture or artifact. Making inferences about lives in the past. Presenting information to a particular audience.		
Music	Wider Opportunities		
P.E.	- use running, jumping, throwing and catching in isolation and in combination; - play competitive games, modified where appropriate, such as 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 and water safety** All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: - swim competently, confidently and proficiently over a distance of at least 25 metres; - use a range of strokes effectively such as front crawl, backstroke and breaststroke; perform safe self-rescue in different water-based situations.		
R.E.	What are the deeper meanings of festivals? Why is a pilgrimage important to some religious believers?	What can we learn from religions about deciding what is right and wrong?	What makes a leader worth following? How and why do Christians follow Jesus?
Maths	**Number** • Count in multiples of 6, 7, 9, 25 and 1000. • Find 1000 more or less than a given number. • Count backwards through zero to include negative numbers. • Recognise the place value of each digit in a four-digit number (THTU, HTU, TU, and U).		

	• Order and compare numbers beyond 1000. • Identify, represent and estimate numbers using different representations. • Round any number to the nearest 10, 100 or 1000. • 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 zero and place value. **Calculation** **Addition & subtraction** • 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 + and - two-step problems in contexts, deciding which operations and methods to use & why. **Multiplication & division** • Recall multiplication and division facts up to 12 x 12. • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three 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 one digit, integer scaling problems and harder correspondence problems such as ***n*** objects are connected to **m** objects.		
	Geometry: Properties of shapes • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • Identify acute and obtuse angles and compare and order angles up to two right angles by size **Measures**	**Geometry: Properties of shapes** • 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. **Measures**	**Position and direction** • Describe positions on a 2-D grid as coordinates in the first quadrant • Describe movements between positions as translations of a given unit to the left/right and up/down • Plot specified points and draw sides to complete

	• Convert between different units of measure (e.g. 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. **Fractions** • 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 a hundred and dividing tenths by ten. • 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	• 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. **Statistics** • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs **Fractions** • 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 & write decimal equivalents to $^1/_4$; $^1/_2$; $^3/_4$	a given polygon. **Measures** • Convert between different units of measure (e.g. kilometre to metre; hour to minute) • 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. **Statistics** • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. **Fractions** • Round decimals with one decimal place to the nearest whole number • Compare numbers with the same number of decimal places up to two decimal places • Solve simple measure and money problems involving fractions and decimals to two decimal places.
English	See attached		

<table>
<tr><th colspan="4">Year Five</th></tr>
<tr><td></td><td>Term 1</td><td>Term 2</td><td>Term 3</td></tr>
<tr><td>Science</td><td><u>Animals including humans</u>
• Circulatory system.
• Impact of diet, exercise, drugs and lifestyle.
• Transport of nutrients and water in animals/humans.</td><td><u>Materials</u>
• Comparing and grouping.
• Dissolving/solutions.
• Solids, liquids and gases.
• Uses of materials.
• Changes of state are reversible.
• Non reversible charge.
<u>Electricity</u>
• Voltage of cells and brightness/ loudness
• Variations in how components function
Symbols in circuits</td><td><u>Forces</u>
• Gravity.
• Resistance.
• Gears, pulleys, levers and springs.
<u>Living things and their habitats</u>
• Grouping and classification of living things
• Giving reasons for classification</td></tr>
<tr><td></td><td colspan="3">• Consider how scientists have combined evidence from observations and measurement with creative thinking to suggest new ideas and explanations for phenomena.
• Make predictions based on scientific knowledge and understanding and suggest how to test these.
• Use knowledge and understanding to plan how to carry out a fair test or how to collect sufficient evidence to teat an idea.
• Identify factors that need to be taken into consideration in different contexts.
• Make relevant observations.
• Measure accurately volume, temperature, time and length.
• Think about why observations and measurements should be repeated.
• Decide whether results support predictions.
• Begin to evaluate repeated results.
• Recognise and make predictions from patterns in data and suggest explanations for these using scientific knowledge and understanding.</td></tr>
<tr><td>Art & Design</td><td colspan="3">• Develop techniques in art, craft and design.
• Create sketch books to record observations and use them to review and revisit ideas.
• Develop mastery of art and design techniques including drawing, painting and sculpture within a range of materials.
Learn about great artists, architects and designers in history.
Look at art from other cultures e.g. Aboriginal Art.</td></tr>
<tr><td>Computing</td><td>Control technology
Algorithms, debugging, repetition</td><td>Film Making</td><td>Data Analysis</td></tr>
<tr><td></td><td colspan="3">Use the internet for research, e-safety</td></tr>
<tr><td>D.T.</td><td>Where Food has come from.</td><td>Torches, Grow your own</td><td>Paper Mechanisms
Gears, pulleys, levers and springs</td></tr>
<tr><td></td><td colspan="3">Work across a variety of contexts (home, school, leisure, culture, enterprise, industry and the wider environment to design and make.
<u>Design</u>
• 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</td></tr>
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<table>
<tr><td></td><td colspan="3">computer-aided design
<u>Make</u>
• Select from and use a wider range of tools and equipment to perform practical tasks, such as 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.
<u>Evaluate</u>
• 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.
<u>Technical knowledge</u>
• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
• Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.
• Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.
• apply their understanding of computing to programme, monitor and control their products.
<u>Cooking and nutrition:</u>
• Understand and apply the principles of a healthy and varied diet
• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</td></tr>
<tr><td rowspan="2">Geography</td><td>• Equators
• Hemispheres
• Biomes and tropics</td><td>• On a two-year cycle with Year 6
• Compare a location in North and South America to the UK concentrating on their environmental regions, as well as their key physical and human characteristics,
• Settlements and land use.
• UK countries and cities, human and physical characteristics (hills, mountains, coasts and rivers).</td><td>• Tornados, hurricanes and cyclones</td></tr>
<tr><td colspan="3">• Using 8 points of the compass.
• Using maps, atlases and globes, digital and computer mapping.
• Use fieldwork to observe, measure and record using methods such as sketchmaps, plans, graphs.
• Use 4 figure grid references
• Use symbols and keys on maps (including the use of Ordnance Survey maps)</td></tr>
</table>

<table>
<tr><td>History</td><td>On a two year cycle team taught with Year 6 the children will study:
Invaders and settlers
Ancient China
Mayan History
The Plague (local)
Industrial Revolution (local)
Shaping our futures</td></tr>
<tr><td></td><td>Through these the children will learn the skills of:
Using a timeline
suggesting similarities between the past and the present
Identifying and describing problems / challenges faced by a group within a society
Identifying an event or change and its effect.
Recognising there are different interpretations of events
Identifying questions
Research answers using a number of sources.
Remember use information about an era or a famous person.</td></tr>
<tr><td>Music</td><td>Timeline of music | | Own Instrument making</td></tr>
<tr><td></td><td>- 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.</td></tr>
<tr><td>P.E.</td><td>- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate, such as 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.
<u>Swimming and water safety.</u>
All schools must provide swimming instruction either in key stage 1 or key stage 2.
In particular, pupils should be taught to:
- swim competently, confidently and proficiently over a distance of at least 25 metres;
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R.E.	What are the deeper meanings of festivals? Why is a pilgrimage important to some religious believers?	What can we learn from religions about deciding what is right and wrong?	What makes a leader worth following? How and why do Christians follow Jesus?
Maths	**Addition & subtraction** • Add and subtract whole numbers with more than 4 digits, including using formal methods (columnar + & -) • Add and subtract numbers mentally with increasingly large numbers. • Use rounding to check answers 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 & why. **Multiplication & division** • Identify multiples & factors; find all factor pairs of a number & common factors of 2 numbers. • Multiply numbers up to 4 digits by a one or two-digit number using a formal 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; interpret remainders appropriately for the context • Multiply and divide whole numbers and those involving decimals by 10, 100 & 1000. • Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • Solve problems involving + - x ÷ and a combination of these, including understanding meaning of = sign **Fractions** • Read and write decimal numbers as fractions [e.g. 0.71 = $^{71}/_{100}$] • Recognise and use $^{1}/_{1000}$ and relate them to $^{1}/_{10}$, $^{1}/_{100}$ & 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 with number to three decimal places. Solve problems which require knowing percentage and decimal equivalents of $^{1}/_{2}$, $^{1}/_{4}$, $^{1}/_{5}$, $^{2}/_{5}$, $^{4}/_{5}$ and those with a denominator of a multiple of 10 or 25. • 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 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, 1000, 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. • Convert between different units of metric measure [e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and milliliter] • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. • 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.		
	Fractions • Compare & order fractions whose denominators are all multiples of the same number • Identify, name & write equivalent fractions of a given fraction, represented visually, inc. $^{1}/_{10}$ & $^{1}/_{100}$ • Recognise mixed numbers & improper fractions; convert from one form to the other; write mathematical statements > 1 as a mixed number [e.g. $^{2}/_{5} + {}^{4}/_{5} = {}^{6}/_{5} = 1\,^{1}/_{5}$] **Geometry: Properties of shapes** • Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.	**Multiplication & division** • Know & use the vocabulary of prime numbers, prime factors & composite numbers. **Fractions** • Add & subtract fractions with the same denominator & multiples of the same number. • Multiply proper fractions & mixed numbers by whole numbers, supported by materials & diagrams. • Recognise the per cent symbol (%) and understand that per cent relates to 'the number of parts per 100' and write percentages as a fraction with denominator hundred; and as a decimal fraction **Geometry: Properties of shapes** • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. • Distinguish between regular and irregular	**Multiplication & division** • Establish whether a number up to 100 is prime; recall primes up to 19. • Recognise and use square numbers & cube numbers and notation for squared ^{2}, cubed ^{3} • Solve problems involving x and ÷ including scaling by simple fractions & problems involving simple rates. **Fractions** • Add & subtract fractions with the same denominator & multiples of the same number. • Multiply proper fractions & mixed numbers by whole numbers, supported by materials & diagrams. • Recognise the per cent symbol (%) and understand that per cent relates to 'the number of parts per 100' and write percentages as a fraction with denominator hundred; and as a decimal **Geometry: Properties of shapes** • Draw given angles, and measure them in

		polygons based on reasoning about equal sides and angles. • Estimate volume [eg. using 1 cm^3 blocks to build cuboids including cubes] and capacity [e.g. using water] • Solve comparison, sum and difference problems using information presented in a line graph • Complete, read and interpret information in tables, including timetables.	degrees (^{o}) • Identify: angles at a point and one whole turn (total 360^o); angles at a point on a straight line and ½ a turn (total 180^o); other multiples of 90^o • Use the properties of rectangles to deduce related facts and find missing lengths and angles. **Position and direction** • 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. fraction • 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^2) & square metres (m^2) and estimate the area of irregular shapes • Solve comparison, sum and difference problems using information presented in a line graph • Complete, read and interpret information in tables, including timetables.

English	See attached

Year Six			
	Term 1	Term 2	Term 3
Science	**Animals, including humans** • Digestive system. • Teeth. • Food chains	• Movement in the solar system. • Sun, Earth and moon. • Night and day. • Light travels in straight lines • The eye and light • Light and shadows	• Lifecycles of mammals, amphibians, insects and birds. • Reproduction in some plants and animals. • Change over time/fossils. • Living things/offspring. • Adaptation.
	• Consider how scientists have combined evidence from observations and measurement with creative thinking to suggest new ideas and explanations to phenomena. • Decide how to turn ideas into a form that can be tested and, where appropriate, I can make predictions using scientific knowledge and understanding. • Choose what evidence to collect to investigate a question, ensuring the evidence is sufficient. • Choose what equipment to use. • Make a variety of relevant observations and measurements. • Decide when observations and measurements need to be checked by repeating to give more reliable data. • Use tables, bar charts and line graphs to present results. • Make comparisons • Evaluate repeated results • Identify patterns in results and results which do not appear to fit the pattern. • Use results to draw conclusions and make further predictions.		
Art & Design	• Develop techniques in art, craft and design. • Create sketch books to record observations and use them to review and revisit ideas. • Develop mastery of art and design techniques including drawing, painting and sculpture within a range of materials. Learn about great artists, architects and designers in history e.g. Salvadore Dali, Gaudi Leonardo Da Vinci		
Computing	Control technology Algorithms, debugging, repetition	Film Making	Data Analysis
	Use the internet for research, e-safety		
D.T.	Where Food has come from.	Periscopes, Grow our own	
	Work across a variety of contexts (home, school, leisure, culture, enterprise, industry and the wider environment to design and make. **Design** • 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 **Make**		

<table>
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Select from and use a wider range of tools and equipment to perform practical tasks, such as 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.

<u>Evaluate</u>

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.

<u>Technical knowledge</u>

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.
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apply their understanding of computing to programme, monitor and control their products.

<u>Cooking and nutrition:</u>

Understand and apply the principles of a healthy and varied diet
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
</td></tr>
<tr><td rowspan="2">Geography</td><td>

Arctic and Antarctic
Time zones and meridians

</td><td>
On a two-year cycle with year 5

Compare a location in North and South America to the UK concentrating on their environmental regions, as well as their key physical and human characteristics,
Settlements and land use.
UK countries and cities, human and physical characteristics (hills, mountains, coasts and rivers).
Climate zones and vegetation belts.

</td><td>

Tsunamis, rivers and waterfalls

</td></tr>
<tr><td colspan="3">

Using maps, atlases and globes, digital and computer mapping.
Use fieldwork to observe, measure and record using methods such as sketchmaps, plans, graphs.
Identify longitude and latitude.
Use 6 figure grid references
Recall and link geographic knowledge.
Use appropriate geographic vocabulary.

</td></tr>
</table>

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Invaders and settlers
Ancient China
Mayan History
The Plague (local)
Industrial Revolution (local)
Shaping our futures</td></tr>
<tr><td></td><td>Through these the children will learn the skills of:
Using a timeline matching dates and events
Using historical vocabulary accurately and purposefully.
Identifying the characteristic features of an era or society.
Identifying how changes in technology effect events.
Linking events, situations and changes.
Identifying different beliefs and attitudes held by groups living in the same era and suggest reasons why.
Select and use a range of sources.
Remember use and present information about an era.
Make connections between eras.</td></tr>
<tr><td>Music</td><td>Timeline of music</td><td></td><td>Own instrument making</td></tr>
<tr><td></td><td colspan="3">- 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
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- 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.
<u>Swimming and water safety.</u>
All schools must provide swimming instruction either in key stage 1 or key stage 2.
In particular, pupils should be taught to:
- swim competently, confidently and proficiently over a distance of at least 25 metres;
- use a range of strokes effectively such as front crawl, backstroke and breaststroke;
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R.E.	What are the deeper meanings of festivals? Why is a pilgrimage important to some religious believers?	What can we learn from religions about deciding what is right and wrong?	What makes a leader worth following? How and why do Christians follow Jesus?
Maths	**Addition, subtraction, multiplication & division** • Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of short division where appropriate, interpreting remainders according to the context • Perform mental calculations, including with mixed operations and large numbers. • Identify common factors, common multiples and prime numbers • Use their knowledge of the order of operations to carry out calculations involving the four operations • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Solve problems involving addition, subtraction, multiplication and division • Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy. **Fractions** • Associate a fraction with division and calculate decimal fraction equivalents [for example 0.375] for a simple fraction [for example $^3/_8$] • Identify the value of each digit to three decimal places & x and ÷ numbers by 10, 100 and 1000 - with answers to 3 decimal places • Multiply one-digit numbers with up to two	**ALGEBRA** • Use simple formulae • Generate and describe linear number sequences • Express missing number problems algebraically • Find pairs of numbers that satisfy number sentences involving two unknowns • Enumerate possibilities of combinations of two variables. **RATIO AND PROPORTION** • Solve problems involving the relative sizes of two 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. **Fractions** • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. • Compare & order including fractions >1 • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.	

	decimal places by whole numbers • Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. • Round any whole number to a required degree of accuracy. • Use negative numbers in context, and calculate intervals across zero. • Solve number and practical problems that involve all of the above. • Use written ÷ methods where the answer has up to 2 decimal places • Solve problems which require answers to be rounded to specified degrees of accuracy • Recall & use equivalences between simple fractions, decimals & percentages, including in different contexts. **Position and direction** • Describe positions on the full coordinate grid (all four quadrants) • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. • 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	• Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $^1/_4$ x $^1/_2$ = $^1/_8$] • Divide proper fractions by whole numbers [for example $^1/_3 \div 2 = {}^1/_6$] **Geometry: Properties of shapes** • 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. • Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three 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 to up to three decimal places • Interpret and construct pie charts and line graphs and use these to solve problems	

	cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units [for example mm^3 and km^3.]	• Calculate and interpret the mean as an average.	
English	See attached		