

Cycle 1:

	Autumn Term Discover	Spring Term Explore	Summer Term Create
Project Title	Why is the rest of the world so interested in Ancient Egypt?	What if you lived in France?	Does clothing define you?
Concepts	class, equality, discrimination	equality, freedom, justice, democracy, protest	identity, individuality, community, passion
P4C	Where are You? P214~ personal identity, who am I?, minds and brains	Republic Island p78~ group decision making, politics, fairness, rules, society, citizenship, islands	
Lead subject/s	History	Geography~ types of settlement, land use	Art~ textiles~ spinning, weaving, natural dyes, embroidery, block printing, tie dye, batik
Quality outcome	Museum exhibition	French café~ invite French visitors	Upcycle an item of clothing for a fashion show
Cross curricular links	<p>DT~ levers, pulleys, ramps</p> <p>Science – forces – levers and pulleys; Sun~ rotation of Earth~ telling time~ sundial</p> <p>Maths: Use digimap for schools~ download overhead photo of area~ trace routes and calculate distances; calculate distances between GDPS and Egypt</p> <p>PE: Compass direction game~ different activity/action at each compass point</p> <p>British Values/ Life skills~ map reading builds self confidence; rules, identify ways to face challenges, tolerance.</p> <p>Music – pulse; write own song about Ancient Egypt</p> <p>Geography – investigate the climate and terrain~ how had this influenced the way Ancient Egyptians lived and worked?</p> <p>Black History Month</p> <p>Anti bullying week</p> <p>English/ drama: write script and act out Howard Carter discovering the tomb</p> <p>History~ moving blocks for pyramids; shaduf, movement of rocks to Stonehenge</p> <p>RE: investigate the religious beliefs of Ancient</p>	<p>DT~ cookery/ food technology</p> <p>Maths: calculate distances using a scale bar; pie charts of land use; comparison tables between E.Anglia & Paris Basin e.g. longest river, highest peak, population</p> <p>French: writing to pen pals in France</p> <p>British Values/ Life Skills~ government and the rule of law; UK Parliament visits; comparisons of landscapes with East Anglia brings sense of belonging and an appreciation of the culture/traditions that have shaped it over centuries; range of jobs associated with sport. Make judgements and decisions on ways of resisting negative peer pressure around issues affecting their health and well-being.</p> <p>Art: Landscapes~ Seurat, Monet, Cezanne, Morisot</p> <p>English: homophones to include source/sauce & current/currant</p> <p>Music – pulse</p> <p>Science – humans need the right types and amounts of nutrition and they get nutrition from what they eat. Humans have skeletons and muscles for support, protection and movement.</p>	<p>DT: Textiles</p> <p>History: British clothing 1066 to present day</p> <p>Music: chronology of music studied; how do fashion and musical styles change over time?; pulse</p> <p>Life Skills: how to develop healthy lifestyles. How to manage risks. Why and how rules are made and enforced.</p> <p>Geography – using international sporting events to locate cities and countries around the world.</p> <p>PE~ Sports Day</p> <p>Computing: digital/computer mapping.</p>

	<p>Egyptians History/ Geography~ eruption of Mt Vesuvius~ Pompeii Outdoor learning~ shaduf Week Art: make/paint a death mask for a pharaoh Computing: digital/computer mapping. Collecting information about the past. Present findings.</p>	<p>Geography – using international sporting events to locate cities and countries around the world. LGBT month Safe Internet Day P.E - importance of warming up bodies and muscles/healthy diet Art/DT: Shadow puppets – create and use to make a performance. Computing: digital/computer mapping. Collecting information about the past. Present findings.</p>	
Visits/ visitors	Swaffham Museum Norwich Castle~ Egyptian Day	penpal links French market	
Resource links	Ducksters.com Nustem.uk https://www.worldhistory.org/	The Paris Basin (key) Revealing France (photopack) https://www.geography.org.uk/Teaching-Resources https://www.worldhistory.org/	https://www.worldhistory.org/
Art:	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Annotate work in sketchbook. Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material Use papier mache to create a simple 3D object Create printing blocks using a relief or impressed method</p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Annotate work in sketchbook. Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Lines and Marks: Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Form and Shape: Experiment with different</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material</p>

	<p>Create repeating patterns Print with two colour overlays</p>	<p>grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. Tone: Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. Texture: Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects; Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Colour: Mix colours and know which primary colours make secondary colours; Use more specific colour language; Mix and use tints and shades</p>	<p>Develop skills in stitching, cutting and joining Experiment with paste resist.</p>
<p>Computing:</p>	<p>Search for information about myself online. Use key phrases in search engines. Explain what bullying is and can describe how people may bully others. Explain the difference between a 'belief', an 'opinion' and a 'fact'. Give reasons why I should only share information with people I choose to and can trust. Understand the opportunities computer networks offer for communication Ways to communicate online Is selective when using digital content E book (cross curricular) Search, import, internet, network, browser, avatar, footprint Recognise acceptable online content Design and create programs that use sequence:</p>	<p>Recognise the need to be careful before sharing anything about myself or others online. Explain why spending too much time using technology can sometimes have a negative impact on me Give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). Explain that if I am not sure or I feel pressured, I should ask a trusted adult Can choose from a variety of software and internet services to accomplish given goals: Green screen poetry; E book (cross curricular) Can collect and present information and data: Plant growth bar chart Green screen, spreadsheet, graph, data, QR code, copy, cut, paste, insert, save, resize Design and create programs that use sequence:</p>	<p>Understand the opportunities computer networks offer for communication. Ways to communicate online Recognise acceptable online content Explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media). Explain some risks of communicating online with others I don't know well. Search for information about myself online. Describe rules about how to behave online and how to follow them. Explain how the internet can be used to sell and buy things. Understand and can give reasons why passwords are important. Describe simple strategies for creating and</p>

	<p>Jam Sandwich; Draw a square in Scratch Can control physical systems: Crumble one sparkle; Microphone in Scratch Use logical reasoning to detect errors in programs Car game in Scratch Algorithm, error, bug, sequence, repeat, motion, repeat, loop, computational thinking, command, block sprite, script</p>	<p>Jam Sandwich; Draw a square in Scratch Can control physical systems: Crumble one sparkle; Microphone in Scratch Use logical reasoning to detect errors in programs Car game in Scratch Algorithm, error, bug, sequence, repeat, motion, repeat, loop, computational thinking, command, block sprite, script</p>	<p>keeping passwords private. Describe how connected devices can collect and share my information with others. Explain why copying someone else’s work from the internet without permission can cause problems. Give examples of what those problems might be.</p>
Essential Prior Learning	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Be able to create and debug simple programs. To use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. To recognise common uses of information technology beyond school. To 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.</p>		
Common misconceptions	<p>Online uploads can be retrieved/deleted.</p>		
SEND Support	<p>Keyboard keys display/sheets. Computer icons display/sheet. Off screen provision.</p>		
DT: Subject Specific Knowledge	<p>Mechanisms - Wood (shaduf~ irrigation; ship building; papyrus; farm tools; hieroglyphics; make up; toothpaste; pyramids~ levers, ramps, pulleys)</p> <p>Generate ideas for an item, considering its purpose and the user/s; Identify a purpose and establish criteria for a successful product; Make drawings with labels when designing Evaluate their product against original design criteria e.g. how well it meets its intended purpose;</p>	<p>Generate ideas for an item, considering its purpose and the user/s; Identify a purpose and establish criteria for a successful product; Plan the order of their work before starting; Explore, develop and communicate design proposals by modelling ideas; Make drawings with labels when designing Measure, with more accuracy; Work safely and accurately with a range of simple tools; Think about their ideas as they make progress and be willing change things if this helps them improve their work; Demonstrate hygienic food preparation and storage;</p>	<p>Generate ideas for an item, considering its purpose and the user/s; Identify a purpose and establish criteria for a successful product; Plan the order of their work before starting; Explore, develop and communicate design proposals by modelling ideas; Make drawings with labels when designing Select tools and techniques for making their product; Measure, mark out, cut, with more accuracy; Think about their ideas as they make progress and be willing change things if this helps them improve their work; Measure, tape or pin, cut and join fabric with some accuracy; Evaluate their product against original design criteria e.g. how well it meets its intended purpose; Disassemble and evaluate familiar products</p>

Essential Prior Knowledge	<p>To be able to use hand tools with some safety (scissors, knives, saws etc).</p> <p>To be able to choose ways to join materials and recognise the best 'tools' for a given purpose.</p> <p>To have experiences of designing what they are to create/evaluating creations.</p>		
Common Misconceptions	<p>Only straight lines can be cut when using wood.</p> <p>Adapting designs during the making process is a failure and should not be done.</p> <p>Products cannot be disassembled.</p>		
SEND Support	<p>Use of templates to draw/cut around.</p> <p>Peer support to use tools – such as another child holding a ruler in place whilst they draw the line for children with poor motor skills.</p> <p>Use of pictorial cues to show them the steps they need to take to be successful in the task.</p> <p>Use of clicker to evaluate where appropriate or the opportunity to evaluate orally and record.</p> <p>Where possible children to be allowed to work on a larger scale for those with poor motor skills.</p>		
English			
Reading Texts~ novels & picture books	<p>Hansel & Gretel</p> <p>The Lion Inside</p> <p>The Firework Maker's Daughter</p> <p>We're All Wonders</p> <p>The Iron Man</p>	<p>This is our house</p> <p>Why the Whales Came</p> <p>The Truth about Old People</p> <p>The Abominables</p> <p>The Count of Monte Cristo</p>	<p>Beegu</p> <p>The Lion, the Witch & the Wardrobe</p> <p>The Hueys and the new Jumper</p> <p>Bill's New Frock</p>
Poetry & Plays	<p>Y3:</p> <p>The World's Greatest Space Cadet – James Carter</p> <p>The Puffin book of Utterly Brilliant Poetry</p> <p>Paint Me a Poem – Grace Nichols</p> <p>Michael Rosen and Quentin Blake – Quick, Let's get out of here</p>		<p>Y4:</p> <p>Deep in the Green Wood – Wes Magee</p> <p>Hot Like Fire – Valerie Bloom</p> <p>Sensational – Roger Mcgough</p> <p>Hello H2O – John Agard</p>
Reading Words	<p>Apply growing knowledge of root words, including Greek & Latin root words, prefixes & suffixes to read aloud and to understand new words</p> <p>Read further exception words</p> <p>Test different pronunciations to read new words</p> <p>Identify effective tier 2 & 3 words</p>		
Developing reading attitudes	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books</p> <p>Read books that are structured in different ways and for different purposes</p> <p>Use dictionaries to check the meaning of words they have read</p> <p>Identify themes and conventions in a range of books</p> <p>Prepare poems and play-scripts to read aloud and to perform showing understanding through intonation, tone, volume and action</p> <p>Discuss key tier 2 & tier 3 words that capture the readers interest and imagination</p> <p>Participate in discussion about books that are read to them or they have read by taking turns & listening to others</p>		
Reading as Readers	<p>Retrieve and record information from fiction and non-fiction</p> <p>Summarise stories, sometimes retelling orally</p> <p>Summarise a paragraph, explaining the main ideas from it</p>		

	<p>Explain the meaning of new words in context Use contents pages and indexes to locate information Make logical predictions of what might happen based in details already in a text Ask & answer questions about a text to improve understanding Draw inferences such as inferring a characters' feelings, thoughts and motives from their actions, justifying inferences with evidence Record inferences using point and evidence approach</p>		
Reading as Writers	<p>Identify how specific structures contribute to the meaning of a text (and the impact of not having the structure) Identify how specific language contributes to the meaning of a text (and the impact of using weaker language)</p>		
Writing			
Genre & focus	<p>Wishing tale: Creating plots and paragraph types Instructions Defeating the monster: Characterisation and dialogue Information</p>	<p>Warning tale: Settings Recount~ letter Persuasion Finding tale: Hooking your reader</p>	<p>Losing tale: Suspense and action Discussion Tale of Quest: Creating plots and paragraph types Explanation</p>
Handwriting (See appendix A)	<p>Join from the letter 's' sa, se, si, sl, sm, sn, so, sp, ss, st, su, sw Join to letters with hooks, lines ja, je, ji, jo, ju, fa, fe, fi, fo, fr, ft, fu,</p>	<p>Practise writing words with capital letters. Practise combining all 4 joins when writing sentences. Practise printing using geographical vocabulary Join to letters with hooks, lines and loops ga, ge, gi, gl, go, gr, gs, gu, wh</p>	<p>Consolidation Recap on the 4 basic joins Recap on specific letter joins to ensure children are writing in a fluent style.</p>
Year 3			
Text structure	<p>Consolidate Year 2 list Introduce: Fiction Secure use of planning tools: Story map /story mountain / story grids /'Boxing-up' grid (Refer to Story-Type grids) Plan opening around character(s), setting, time of day and type of weather Paragraphs to organise ideas into each story part Extended vocabulary to introduce 5 story parts: Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p>		

	<p>Non-Fiction Introduce: Secure use of planning tools: e.g. Text map, washing line, 'Boxing –up' grid, story grids Paragraphs to organise ideas around a theme Introduction Develop hook to introduce and tempt reader in e.g. <i>Who....? What....? Where....? Why....? When....? How....?</i> Middle Section(s): Group related ideas /facts into paragraphs; Sub headings to introduce sections /paragraphs; Topic sentences to introduce paragraphs; Lists of steps to be taken; Bullet points for facts; Flow diagram Develop Ending: Personal response; Extra information / reminders e.g. Information boxes/ Five Amazing Facts; Wow comment Use of the perfect form of verbs to mark relationships of time and cause e.g. <i>I have written it down so I can check what it said.</i> Use of present perfect instead of simple past. <i>He has left his hat behind</i>, as opposed to <i>He left his hat behind.</i></p>
<p>Sentence consolidation</p>	<p>Consolidate Year 2 list Introduce: Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy. Visit the farm now.</i> Embellished simple sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave.... Amazingly, small insects can....</i> Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) <i>A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me.</i> Prepositional phrases to place the action: <i>on the mat; behind the tree, in the air</i> Compound sentences (Coordination) using connectives: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions) Develop complex sentences (Subordination) with range of subordinating conjunctions -'ing' clauses as starters e.g. <i>Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</i> Drop in a relative clause using: <i>who/whom/which/whose/ that</i> e.g. <i>The girl, whom I remember, had long black hair. The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i> Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i> Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i> Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i> Dialogue –powerful speech verb</p>
<p>Word/language</p>	<p>Consolidate Year 2 list Introduce: Prepositions <i>Next to, by the side of, In front of, during, through, throughout, because of</i> Powerful verbs e.g. <i>stare, tremble, slither</i> Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i> More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the corrugated, tin roof.</i></p>

	<p><i>Nouns formed from prefixes e.g. auto... super...anti...</i> <i>Word Families based on common words e.g. teacher –teach, beauty – beautiful</i> <i>Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box</i></p>	
Punctuation	<p>Consolidate Year 2 list Introduce: Colon before a list e.g. <i>What you need:</i> Ellipses to keep the reader hanging on Secure use of inverted commas for direct speech Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>	
Terminology	<p>Consolidate: Punctuation: Finger spaces Letter Word Sentence Statement, question, exclamation, Command Full stops Capital letter Question mark Exclamation mark Speech bubble ‘Speech marks’ Bullet points Apostrophe (contractions only) Commas for sentence of 3 - description Singular/ plural Suffix Adjective / noun / Noun phrases Verb / adverb Bossy verbs Tense (past, present, future) Connective Generalisers Alliteration Simile – ‘as’/ ‘like’ Introduce: <ul style="list-style-type: none"> • Word family • Conjunction </p>	<ul style="list-style-type: none"> • Adverb • Preposition • Direct speech • Inverted commas • Prefix • Consonant/Vowel • Clause • Subordinate clause • Determiner • Synonyms • Relative clause • Relative pronoun • Imperative • Colon for instructions • Subordinating conjunction
Year 4		
Text structure	<p>Consolidate Year 3 list Introduce: Secure use of planning tools: e.g. story map /story mountain /story grids /‘Boxing-up’ grids (Refer to Story Types grids) Plan opening using: Description /action Paragraphs: to organise each part of story; to indicate a change in place or jump in time Build in suspense writing to introduce the dilemma Developed 5 parts to story Introduction</p>	

	<p>Build-up Problem / Dilemma Resolution Ending Clear distinction between resolution and ending. Ending should include reflection on events or the characters. Non-Fiction Secure use of planning tools: Text map/ washing line/ 'Boxing –up' grid Paragraphs to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams Introduction Middle section(s) Ending Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader <i>Appropriate choice of pronoun or noun across sentences to aid cohesion</i></p>
<p>Sentence consolidation</p>	<p>Consolidate Year 3 list Introduce: Standard English for verb inflections instead of local spoken forms Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. <i>It was midnight. It's great fun.</i> Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</i> Secure use of simple / embellished simple sentences Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet (coordinating conjunctions)</i> Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions. Consolidate understanding of fronted adverbials (see adverb starters, Year 3, plus eding- ly below) -'ed' clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</i> Expanded -'ing' clauses as starters e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</i> -'ly' phrases as starters e.g. <i>Unfortunately, no chocolate biscuits remained.</i> Drop in -'ing' clause e.g. <i>Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</i> Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but</i></p>

	<p><i>hated the weather.</i> Repetition to persuade e.g. <i>Find us to find the fun</i> Dialogue - verb + adverb - <i>"Hello," she whispered, shyly.</i> <i>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</i></p>		
Word/language	<p>Consolidate Year 3 list Introduce: Prepositions <i>at underneath since towards beneath beyond</i> Conditionals - <i>could, should, would</i> Comparative and superlative adjectives e.g. <i>small...smaller...smallest; good...better...best</i> Proper nouns refer to a particular person or thing e.g. <i>Monday, Jessica, October, England</i> The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p>		
Punctuation	<p>Consolidate Year 3 list Introduce: Commas to mark clauses and to mark off fronted adverbials Full punctuation for direct speech: Each new speaker on a new line; Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i> Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p>		
Terminology	<p>Consolidate: Punctuation: Finger spaces Letter Word Sentence Statement; question; exclamation; Command Full stops Capital letter Question mark Exclamation mark Speech bubble 'Speech marks' Direct speech Inverted commas Bullet points Apostrophe (contractions only) Commas for sentence of 3 – description, action Colon - instructions Singular/ plural; Suffix/ Prefix; Word family; Consonant/Vowel; Adjective / noun / noun phrase Verb / Adverb; Bossy verbs - imperative Tense (past, present, future); Connective; Conjunction; Preposition; Determiner/ generaliser; Clause; Subordinate clause; Relative clause; Relative pronoun; Alliteration; Simile – 'as' / 'like'; Synonyms Introduce: <ul style="list-style-type: none"> • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural; possession </p>		
French:	<p>Understand a range of familiar spoken phrases – e.g. basic phrases concerning myself, my family and school Respond to a clear model of language. Know how to pronounce all single letter sounds.</p>	<p>Respond to a clear model of language. Answer simple questions and give basic information – e.g. about the weather, brothers and sisters, pets Understands some familiar written phrases –</p>	<p>Select appropriate words to complete short phrases or sentences. Understand and respect that there are people and places in the world around me that are different to where I live and play.</p>

	<p>Show an awareness of sound patterns. Be clearly understood. Select appropriate words to complete short phrases or sentences. Begin to spell some commonly used words correctly. Understand and respect that there are people and places in the world around me that are different to where I live and play. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own~ Christmas</p>	<p>e.g. simple weather phrases, basic descriptions of objects Write or copy simple sentences correctly – e.g. personal information such as age, family, numbers, colours, objects Understand and respect that there are people and places in the world around me that are different to where I live and play. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own~ Easter Identify some facts about another country – capital city, currency</p>	<p>Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own~ Bastille Day</p>
Geography:	<p>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.</p>	<p>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. Name and locate cities of France, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns. Describe and understand these features and understand how some of these aspects have changed over time. Understand geographical similarities and differences through studying the human and physical geography of a region of a European country.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
Essential Prior Learning	<p>Maps show the spatial relationships between places~ experience of informal and formal maps. Knowledge of continents and understanding of difference between country</p>	<p>Maps show the spatial relationships between places~ experience of informal and formal maps. Knowledge of continents and understanding of difference between country</p>	<p>Knowledge of continents and oceans/ seas; knowledge of some countries within continents; use of Google Earth/ Mapillary to locate places; use of atlas/globes</p>

	and continent.	and continent. Know own address including county. Know capital cities of UK countries. Knowledge of rocks and soils.	
Misconceptions	Geography is just about where places are; 'Ancient' Egypt is not a country anymore;	Geography is just about where places are; confusion between county and country; recognising that boundaries are fluid and change; stereotyped and preconceived ideas/ images about France which will act as a filter for the learning (positive/ negative); need to challenge existing bias/ prejudice; idea that physical landscape was created by people rather than natural forces; rivers flow from upland to sea/ lake of another river not the other way round; vocab~ source, current; comprehending geological time	Geography is just about where places are
SEND Support	Consider individual needs when planning fieldwork~ include in risk assessment Map enlargements/ using magnifiers Adaptation of resources for individual needs Simpler versions of maps showing only key features Using globes and Google Earth/ Mapillary to develop sense of distance Sentence scaffolds Pre teaching of subject specific vocabulary		
History:	Use timelines to place events in order Uses words and phrases: century, decade, ancient. Use evidence to describe past: Houses and settlements; Culture and leisure activities; Clothes; Way of life and actions of people; Buildings and their uses; People's beliefs and attitudes; Things of importance to people; Differences between lives of rich and poor Uses evidence to find out how any of these may have changed during a time period. Looks at 2 versions of same event and identifies differences in the accounts. Recognise the part that archaeologists have in helping us understand more about what	Looks at 2 versions of same event and identify differences in the accounts. Use specific search engines on the Internet to help them find information more rapidly Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people?' What did people do for?' Suggests sources of evidence to use to help answer questions.	Use evidence to describe past: Clothes; Differences between lives of rich and poor Uses evidence to find out how clothing may have changed during a time period. Describes similarities and differences between clothing over time Shows changes on a timeline

	<p>happened in the past</p> <p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people?' 'What did people do for?'</p> <p>Suggests sources of evidence to use to help answer questions.</p> <p>Present findings about past using speaking, writing, ICT and drawing skills</p> <p>Uses dates and terms with increasing accuracy.</p> <p>Discuss different ways of presenting information for different purposes.</p>		
Essential Prior Learning	Timeline; AD, BC, BCE, CE; handling artefacts; evidence		
Misconceptions	<p>Confused chronology, anachronism and no sense of duration; confusion and simplicity with why things happened and what were the results & why people in the past acted as they did; misunderstanding sources; finding differences with historical investigations</p> <p>Ancient Egypt as a historical time period and Egypt as a country that still exists</p>		
SEND Support	<p>Place sources and information on audio/MP3</p> <p>Pairing of less confidence/ more able readers</p> <p>Visual representations of big ideas</p> <p>Handling artefacts</p> <p>Using word banks</p> <p>Active involvement</p> <p>Structured writing frames</p>		
Maths	Year 3		
Specific content	<p>Place Value:</p> <p>Count in 100s</p> <p>Count in 50s</p> <p>Represent numbers to 1000</p> <p>Represent 100s, 10s and 1s on a place value chart</p> <p>100s, 10s and 1s on a place value chart (digits)</p> <p>Numbers on a number line to 1000</p> <p>find one more/less than a number</p> <p>Compare objects to 1000</p> <p>Order numbers to 1000</p>	<p>Multiplication and Division</p> <p>Multiply two digit by one digit (concrete)</p> <p>Multiply two digit by one digit (pictorial and written)</p> <p>Divide 2 digits by one digit (concrete)</p> <p>Divide 2 digits by one digit (pictorial)</p> <p>Divide 2 digits by one digit (written)</p> <p>Scales and scaling</p> <p>Combinations (how many ways/possibilities)</p>	<p>Decimals including money:</p> <p>Writing and compare pounds and pence</p> <p>Convert pounds and pence</p> <p>Add money</p> <p>Subtract money</p> <p>Give change</p> <p>Find and recognise tenths</p> <p>Count in tenths</p> <p>Tenths as a decimal</p>

	Roman numerals to 12. Count in multiples 3, 4, 6 and 8		
Essential Prior Knowledge	Secure place value of numbers to 100 – including recognising, writing, ordering and comparing numbers Secure partitioning of two digit numbers. Experience of using place value charts Experiences of using number lines	To be secure in multiplying two one digit numbers. To understand multiplication is finding ‘lots’ of and groups of. To be secure in sharing and grouping to divide using concrete and pictorial methods. Experiences of and exposure to finding as many possibilities as they can	Securely recognise the coins and notes used in England. To understand the equivalence of coins, for example 10p is the same as 10 x 1p and 50p is the same as 50 x 1p. To be secure in adding and subtracting numbers.
Common Misconceptions	Writing numbers incorrectly for example writing 254 as 20054. Number lines are always horizontal. Only looking at the hundreds/ones digit to order numbers for example ordering 786, 794 and 729 as 794, 786, 729.	Division can be done in any order. When multiplying by ten you just add 0. Confusing the x sign with the + sign.	Notes cannot be broken down into smaller values. When giving/finding change only looking at the pounds and not the pence, for example £8.25 - £4.45 = £4 change. 100p is more than £1 Confusing tens and tenths.
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
Specific content	Addition and Subtraction: Add and subtract multiples of 100. Add and subtract 1 digit numbers from 3 digit numbers (not crossing 10/100) Add and subtract 2 digit numbers from 3 digit numbers (not crossing 10/100) Add and subtract 100s Spot patterns when adding multiples of 1/10/100 Add and subtract 1 digit numbers from 3 digit numbers – crossing 10. Add and subtract 2 digit numbers from 3 digit	Length and Perimeter: Measuring length using standard measures. Equivalent lengths meters and centimetres Equivalent lengths centimeters and millimetres Compare lengths Add lengths Subtract lengths Measure perimeter Calculation of perimeter (links to addition)	Time: Months and years Hours in a day Analogue - Telling time to 5 minutes Analogue - Telling time to the nearest minute Digital time – using AM and PM The 24 clock Finding the duration Comparing durations Start and end times Measuring time in seconds

	<p>numbers – crossing 100. Add/subtract 3 digit number to 2 digit number (not crossing 10/100) Add and subtract 3 digit number to 2 digit number (crossing 10/100) Add/subtract 2 three digit numbers not crossing 10 or 100. Add/subtract 2 three digit numbers crossing 10 or 100.</p>		
Essential prior knowledge	<p>Secure and deep understanding of adding numbers to 100, including crossing ten. Secure and deep understanding of adding multiples of 10. Secure understanding of relationship between tens and 100s.</p>	<p>Secure multiplication and division by 10/100 Secure understanding of adding and subtracting numbers. Secure understanding on measuring length using standard and non-standard measures.</p>	<p>Telling the time to the nearest 15 minutes Days of the week Knowing that between each interval on a clock there are 5 minutes Experiences of measuring durations of time.</p>
Common misconceptions	<p>When subtracting you can take the larger number from the small number. The = symbol always has an answer before or after it – lack of understanding it means that both sides of the equation are equal.</p>	<p>Not adding units of measure to measurements. Confusion of relationship of mm, cm, m etc.</p>	<p>60 seconds in a minute, 60 minutes in an hour = 60 hours in a day 12am will also show as 12:00 on 24 clock. Less experiences and exposure to analogue clocks.</p>
SEND support	<p>Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching</p>		
	<p>Multiplication and Division: Making and multiplying equal groups Multiply by 3 Divide by 3 The 3 times tables Multiply by 4 Divide by 4 The 4 times table</p>	<p>Fractions: Recognising unit and non-unit fractions Making a whole Fractions on a number line Find and recognise equivalent fractions Compare fractions Order fractions Find and recognise fractions of an amount</p>	<p>Statistics: Pictograms – create and interpret Bar charts – create and interpret Tables – create and interpret</p>

	<p>Multiply by 8 Divide by 8 The 8 times table Comparing multiplication and division statements using $</>$ and $=$. Related multiplication and division statements</p>	<p>Add fractions Subtract fractions</p>	
Essential prior knowledge	<p>To know 2x, 5x and 10x tables and related division facts. Understand the multiplication and division symbols Secure understanding of $<$, $>$ and $=$ symbols</p>	<p>To know the terms denominator and numerator. To understand the relationship between fractions and division Be able to find half, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{3}{4}$ etc of a shape or number.</p>	<p>to be able to read a key to find the scale of a pictogram. To be able to gather data and record as a pictogram. Experiences of gathering data.</p>
Common misconceptions	<p>Statements cannot be compared and need an answer with them. Confusing the x and + symbols</p>	<p>The larger the denominator the greater the fraction will be. When adding and subtracting you have to subtract both the numerator and denominator.</p>	<p>Not reading keys correctly to find the scale of a pictogram. Not choosing an appropriate scale for their own pictograms/graphs/tables.</p>
SEND support	<p>Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching</p>		
		<p>Mass and Capacity: Measure mass Compare mass Add and subtract mass Measure capacity Compare capacity Add and subtract capacity</p>	<p>Geometry: Turns and angles Right angles in shapes Compare angles Draw accurate lines Horizontal and vertical lines Parallel and perpendicular lines Recognise and describe 2D shapes Recognise and describe 3D shapes Create 3D shapes</p>
Essential prior knowledge		<p>Understanding the difference between mass and weight Secure understanding on addition and</p>	<p>Be able to measure and draw lines using a ruler. Be able to name and describe the properties of a circle, square, triangle, pentagon, hexagon</p>

		subtraction of numbers.	and oblong Be able to name and describe the properties of a cylinder, sphere, cube, cuboid, square based pyramid. Be able to identify the side, vertices, edges and faces of a shape
Common misconceptions		Capacity is always spoken about in terms of how 'full' something is for example, half full rather than half empty, $\frac{1}{4}$ full rather than $\frac{3}{4}$ empty. Not adding units with measures	Angles can only be on the inside of a shape. Right angles are only found in squares and oblongs.
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
	Year 4		
Specific content	Place Value: Roman numerals to 100 Count in 1000s Count in steps of 25 Represent 1000s, 100s, 10s and 1s on a place value chart Partition numbers to 1000 Numbers on a number line to 10000 Find 1000 more/less than a number Round to the nearest 10. Round to the nearest 100. Round to the nearest 1000. Compare numbers to 10000. Order numbers to 10000 Introduce negative numbers	Multiplication and Division Written methods of multiplication Multiply 2 digit numbers by 1 digit Multiply 3 digit numbers by 1 digit Divide 2 digits by 1 digit (concrete) Divide 2 digits by 1 digit (pictorial and written) Divide 3 digits by 1 digit Combinations (how many ways/possibilities) Combination problems.	Decimals including money: Make a whole Write decimals Compare decimals Order decimals Round decimals Halves and quarters Write and compare pounds and pence Ordering money Estimating money Four operations with money
Essential prior	Secure place value of numbers to 1000.	Secure understanding of what the terms	To know the notes that we use in England

knowledge	Secure in counting in steps of 100, 50, 10, 2, 5 etc. Secure understanding of partitioning numbers. Be able to count in multiples of 10, 100 etc.	multiplication and division mean. Secure in multiplying a 2 digit number by a one digit number. To know multiplication is commutative but division is not.	To be able to compare whole numbers securely. To securely know the relationship between coins. To understand rounding whole numbers.
Common misconceptions	Negative numbers get greater as the digit increases, for example -4 has a greater value than -1 .	Multiplying by 3 digits will always result in a 3 digit number. Division can be done in any order. When multiplying by ten you just add 0. Confusing the \times sign with the $+$ sign.	Only looking at the ones digit or the last decimal place when ordering. Rounding decimals to another decimal, rather than the nearest 1. Ordering coins by size rather than value.
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
	Addition and Subtraction: Add and subtract 1s, 10s, 100s and 1000s. Add two four digit numbers – no exchanging Add two four digit numbers – one exchange Add two four digit numbers – more than one exchange Subtract two four digit numbers – no exchanging Subtract two four digit numbers – one exchange Subtract two four digit numbers – more than one exchange Efficient methods of subtraction Estimate answers Checking strategies	Length, perimeter and area: Understanding kilometres Perimeter on a grid Perimeter of rectangles Perimeter of rectilinear shapes Understanding area Counting squares to find area Making shapes to find area Comparing area of shapes	Time: Convert hours, minutes and seconds Convert years, months, weeks and days Convert analogue to digital – 12 hour Convert analogue to digital – 24 hour
Essential Prior Knowledge	Secure place value of numbers to 1000 Secure in understanding the relationships between 1s, 10s, 100s 1000s extra for	Experiences of finding and calculating the perimeter of shapes.	Know the relationship between seconds, minutes, hours, days, weeks, months and years. Be able to tell the time to the nearest 5 minutes

	exchanging. Secure number bonds for subtraction.		using both analogue and digital times.
Common misconceptions	When we exchange we cross it out and take 'one' away/add one/carry the 2 (not understanding the value of the numbers.	To calculate area we can always just count the squares inside/create squares inside and count. When writing area in cm ² /m ² etc the 2 represents two times that number.	60 seconds in a minute, 60 minutes in an hour means 60 hours in a day etc. Trying to work on a scale of 100 instead of 60.
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
	Multiplication and Division Multiply and divide by 6 The 6 times table and related division facts Multiply and divide by 9 The 9 times table and related division facts Multiply and divide by 7 The 7 times table and related division facts 11 and 12 times table. Multiply by 10 Divide by 10 Multiply by 100 Divide by 100 Multiply by 1 and 0 Divide by 1 Factor pairs	Fractions: Understanding fractions Fractions greater than one using bar models Count in fractions (steps) Find and recognise equivalent fractions Find and recognise equivalent fractions Calculate fractions of a quantity Problem solving with calculating fractions of a quantity Add 2 or more fractions Subtract 2 fractions Subtract from whole amounts	Statistics: Interpreting bar charts Comparison using bar charts Finding the sum and difference using bar charts Introduce line graphs Interpret line graphs
Essential Prior Knowledge	To securely know 2, 5, 10, 3, 4 and 8 times tables. To be secure in the terms multiplication and division and how to solve.	To know the terms numerator and denominator securely. To know relationship between halves, quarters etc. Secure in adding whole numbers. Secure in subtracting whole numbers.	To be able to collect data, create and interpret tally charts, pictograms and bar charts using different scales. To be able to find the sum and difference of/in numbers.
Common misconceptions	To multiply or divide by 10/100 we just add or subtract 1 or 2 zeros.	When adding and subtracting fractions we have to add and subtract both the denominator and	A scale of 1-1 is always used for bar charts/line graphs.

	To find an answer to the times table you can work out 10x that number and subtract one.	numerator. When finding fractions it is asking for a subtraction.	Finding the difference can only be done between the highest and lowest values, rather than anywhere along the line.
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
		Decimals: Recognise tenths and hundredths Tenths as decimals Tenths on a place value grid Tenths on a number line Divide 1-digit by 10 Divide 2-digits by 10 Hundredths Hundredths as decimals Hundredths on a place value grid Divide 1 or 2-digits by 100	Geometry: Identify angles Compare and order angles Triangles Quadrilaterals Lines of symmetry Complete a symmetric figure Describe position Draw a position on a grid Move position on a grid Describe movement on a grid
Essential Prior Knowledge		Secure knowledge and understanding of place value and the relationship between 1s, 10s, 100s, 1000s etc. To be able to divide whole numbers.	To find and identify right angles. To know the properties of a triangle Secure positional and directional language
Common misconceptions		Hundredths are greater than tenths. the decimal place moves to the left when dividing.	Only equilateral triangles are 'real' triangles. Angles can only be on the inside of a shape.
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		

<p>Music:</p>	<p>Charanga Units: Autumn 1 – Let Your Spirit Fly (Y3 unit Aut1) Autumn 2 – Glockenspiel 1 (Y3 unit Aut2) plus songs for Christmas To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people’s thoughts about the music. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being ‘in tune’. To have an awareness of the pulse internally when singing To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. Improvise using instruments in the context of the song they are learning to perform Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate</p>	<p>Charanga Units: Spring 1 – Three Little Birds (Y3 unit Spr1) Spring 2 – Mamma Mia (Y4 unit Aut1) To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people’s thoughts about the music. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being ‘in tune’. To have an awareness of the pulse internally when singing To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. Improvise using instruments in the context of the song they are learning to perform Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound</p>	<p>Charanga Units: Summer 1 – Blackbird (Y4 unit Sum1) Summer 2 – Reflect, Rewind, Replay (Y3 unit Sum2) To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people’s thoughts about the music. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being ‘in tune’. To have an awareness of the pulse internally when singing To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. Improvise using instruments in the context of the song they are learning to perform Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate</p>
---------------	---	---	---

	<p>that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>and symbol (e.g. graphic/pictorial notation). To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why. Describe different purposes of music in history/ other cultures.</p>
Essential Prior Learning	<p>Correct beater hold and instrument care High notes to the left; low notes to right</p>		
Misconceptions	<p>Playing louder is better; singing voice moves to shouting voice to increase volume Classical music is boring</p>		
SEND Support	<p>Ask closed questions and offer clear options. Allow 'thinking time'. Don't demand eye contact. Let pupils volunteer, don't choose. Use visual communication tools eg Makaton and flash cards. This could be an alternative to singing. Pick up behavioural signals early. If appropriate, agree a signal a pupil can give if they are beginning to be over stimulated or distressed. Ear defenders if noise/sounds are issues 1:1 or peer support</p>		
PE:	<p>Interaction with objects: Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Pass the ball in two different ways in a game situation with some success.</p>	<p>Interaction with objects: Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance. Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game.</p>	<p>Interaction with objects: Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Develop a safe and effective overarm bowl. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. Develop different ways of throwing and catching.</p>

	<p>Know how to keep and win back possession of the ball in a team game.</p>	<p>Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Use fielding skills to stop a ball from travelling past them. Swing and hang from equipment safely using hands.</p>	<p>Move with the ball using a range of techniques showing control and fluency. Use fielding skills as an individual to prevent a player from scoring.</p>
	<p>Movement: Find a useful space and get into it to support teammates. Use simple attacking and defending skills in a game.</p>	<p>Movement: Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game.</p>	<p>Movement: Sprint over a short distance up to 60m Compete with others in athletics.</p>
	<p>Competitive, Co-operative and Teamwork: Take part in outdoor and adventurous activity challenges both individually and within a team. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence.</p>	<p>Competitive, Co-operative and Teamwork: Take part in outdoor and adventurous activity challenges both individually and within a team Compete against self and others in a controlled manner. Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</p>	<p>Competitive, Co-operative and Teamwork: Take part in outdoor and adventurous activity challenges both individually and within a team Take part in a range of competitive games and activities.</p>
	<p>Dance, Balance and Agility: Perform dances using a range of movement patterns. Develop flexibility, strength, technique, control and balance.</p>	<p>Dance, Balance and Agility: Perform dances using a range of movement patterns. Refine movements into sequences. Develop suppleness through stretching.</p>	<p>Dance, Balance and Agility: Develop suppleness through stretching. Develop flexibility, strength, technique, control and balance.</p>
	<p>Knowledge, Theory and Tactics: Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why exercise is good for your health.</p>	<p>Knowledge, Theory and Tactics: Recognise and describe the effects of exercise on the body. Explain why it is important to warmup and cool-down. Explain why exercise is good for your health.</p>	<p>Knowledge, Theory and Tactics: Know some reasons for warming up and cooling down. Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health.</p>

	Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Watch, describe and evaluate the effectiveness of a performance.	Vary the tactics they use in a game. Adapt rules to alter games. Describe how their performance has improved over time. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Know how to play a striking and fielding game fairly. Modify their use of skills or techniques to achieve a better result.
Essential Prior Learning	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.		
Misconceptions	The skills taught in a specific sport cannot be applied in another sport or game. There are 'boys' and 'girls' sports and games. Dance and gymnastics are girls' sports.	The skills taught in a specific sport cannot be applied in another sport or game. There are 'boys' and 'girls' sports and games. Dance and gymnastics are girls' sports.	The skills taught in a specific sport cannot be applied in another sport or game. There are 'boys' and 'girls' sports and games.
SEND Support	<ul style="list-style-type: none"> -Available and accessible kit -Visual representations for some theory -Different zones to create areas where pupils are matched by ability -Plan pre-teaching of PE vocabulary, concepts, processes or skills -Some tasks need to be broken down into smaller sets of instructions. -Consideration and support may be required if tasks or rules have to be modified or adapted. -Revisiting learning. -Using cameras to support pupils' recall. 		
RE:	<p>Norfolk Agreed Syllabus: How do people express commitment to a religion/ worldview in different ways? (Hindu/Jewish/Sikh/Christian) How do/have religious groups contribute to society and culture in the local area? What can we learn from different expressions of the Christian tradition? Discovery RE: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Does participating in worship help people to feel closer to God or their faith community?</p>	<p>Norfolk Agreed Syllabus: What do we mean by truth? Is seeing believing? (Multi) What do Christians believe about God? Why do Christians call the day Jesus died 'Good Friday'? Discovery RE: Could Jesus really heal people? Were these miracles or is there some other explanation? Is religion the most important influence and inspiration in everyone's life? What is 'good' about Good Friday? Understanding Christianity unit</p>	<p>Norfolk Agreed Syllabus: What do Hindus believe about God? Discovery RE: How can Brahman be everywhere and in everything? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? Would visiting the River Ganges feel special to a non Hindu? Do religious people live better lives? Is religion the most important influence and inspiration in everyone's life?</p>

	<p>Has Christmas lost its true meaning? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life?</p>	<p>Should religious people be sad when someone dies? Do sacred texts have to be 'true' to help people understand their religion?</p>	
<p>Essential Prior Learning</p>	<p>Norfolk Agreed Syllabus: What is philosophy? How do people make moral decisions? (Christian/ Humanist)</p>	<p>Norfolk Agreed Syllabus: What is the Trinity? (Christian) Understanding Christianity unit Whole school unit~ one day around Easter</p>	<p>Norfolk Agreed Syllabus: What difference does being a _____ make to daily life? (Muslim/ Hindu) Discovery RE: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Does participating in worship help people to feel closer to God or their faith community?</p>
<p>Life Skills (RSHE)</p>	<p>Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules. Recognise their own worth, but may need support to demonstrate or express that, and also to identify ways to face new challenges. Express their views, and listen to those of others, sometimes needing reminders about how to show respect for others Understand some basic facts about democracy and about some of the institutions that support it locally and nationally. Understand some of the range of national, regional, religious and ethnic identities in the United Kingdom and describe, with support, some of the different beliefs and values in society. Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals,</p>	<p>Relationships: Y3 and Y4 specific content~ see RHE skills progression~ each year taught separately Name a range of jobs, understand that they will need to develop skills to work in the future, and, with support, demonstrate how to look after and save money Make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well-being. Explore, with support, how the media present information</p>	<p>First Aid: https://www.sja.org.uk/get-advice/resource-archive/ Express simple ideas, with support, about how to develop healthy lifestyles With support, list some commonly available substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations With support, research, discuss and debate topical issues, problems and events Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules</p>

	<p>communities and the sustainability of the environment</p> <p>Demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and, with support, resolve differences by looking at alternatives, making decisions and explaining choices</p> <p>Understand, with support, the nature and consequences of bullying, and ways of responding to it.</p> <p>Recognise negative behaviours such as aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities</p>		
<p>Science:~ Generic skills</p>	<p>To use the following practical scientific methods, processes and skills –</p> <p>Begin to explore everyday phenomena and the relationships between living things and familiar environments.</p> <p>Begin to develop their ideas about functions, relationships and interactions.</p> <p>Begin to raise their own questions about the world around them.</p> <p>Begin to make some decisions about which types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative and fair tests, finding things out using secondary sources</p> <p>Begin to look for naturally occurring patterns and relationships and to decide what data to collect to identify them.</p> <p>Begin to see a pattern in results.</p> <p>Begin to choose from a selection of equipment.</p> <p>Gather, record, and begin to classify and present data in a variety of ways to help in answering questions.</p> <p>Begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Begin to identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Begin to talk about criteria for grouping, sorting and classifying and use simple keys.</p> <p>Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations</p> <p>Begin to use straightforward scientific evidence to answer questions or to support their findings.</p> <p>Begin to use some scientific language to talk and, later, write about what they have found out.</p> <p>Begin to use relevant scientific language.</p> <p>Begin to use comparative and superlative language.</p>		
<p>Science content specific skills</p>	<p>Forces and Magnets</p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between 2 objects, but magnetic forces can act at a</p>	<p>Animals including humans</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get</p>	<p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p>

	<p>distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>Describe magnets as having 2 poles</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>	<p>nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>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</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
Essential prior knowledge	<p>Understanding that objects can move – for example playing with toys with moving parts.</p> <p>Understanding of a range of everyday materials and their properties.</p>	<p>Understand that animals have different diets. Use the terms carnivore, omnivore and herbivore and understand these</p> <p>Name basic body parts – e.g. arms, legs, head.</p>	<p>To name the parts of the plant.</p> <p>To be able to name some common and wild flowering plants and trees.</p> <p>Understanding of lifecycles of animals.</p>
Common misconceptions	<p>Magnets are attracted to materials.</p> <p>All metals will be magnetic.</p>	<p>Humans are not animals.</p> <p>All skeletons will look the same in different animals.</p>	<p>Plants cannot move.</p> <p>Plants etc their food from the soil.</p> <p>Water only travels up the roots.</p>
SEND support	<p>Pictorial task cards – these allow children to sequence their learning</p> <p>Writing frames – for example the investigation planning sheets provided to all teachers to provide a starting point to build on</p> <p>Word mats to keep relevant vocabulary close at hand – the vocabulary should be well modelled by all adults and where suitable be accompanied by a visual cue to support understanding</p> <p>Task plans - provide instructions for a task visually using the headings, What do I need? What do I need to do? What happens after that? As the children become more confident they can take more ownership over creating the plan.</p> <p>A visual framework can be used as a consistent guide for planning an investigation in science. Headings of what am I finding out? What I need? What will I do? What to look for? What happened? Why did it happen? Each with picture support will simplify the method, results and conclusion format for the children</p> <p>Use of clicker where applicable/allowing children to orally record their ideas and findings.</p>		
Specific content	<p>Rocks:</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter</p>	<p>Light</p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid</p>	

		<p>object</p> <p>Find patterns in the way that the size of shadows change.</p>	
Essential prior knowledge	<p>Experiences of exploring rocks and soil during play in EYFS/KS1.</p> <p>Understanding of 'soil' in relation to plants and keeping them alive.</p>	<p>Understanding of how the seasons influence how many hours of daytime we have.</p> <p>Understanding of day and night.</p>	
Common misconceptions	<p>Volcanoes: only occur on land; all erupt violently; not erupted for 100 hundred years then they are extinct; difficulty explaining the causes of eruptions and unable to explain why volcanoes are grouped together in certain places</p>	<p>The moon is a source of light.</p> <p>Shadows are 'stuck' to humans at all times.</p> <p>Light can only be reflected on a shiny surface.</p>	
SEND support	<p>Pictorial task cards – these allow children to sequence their learning</p> <p>Writing frames – for example the investigation planning sheets provided to all teachers to provide a starting point to build on</p> <p>Word mats to keep relevant vocabulary close at hand – the vocabulary should be well modelled by all adults and where suitable be accompanied by a visual cue to support understanding</p> <p>Task plans - provide instructions for a task visually using the headings, What do I need? What do I need to do? What happens after that? As the children become more confident they can take more ownership over creating the plan.</p> <p>A visual framework can be used as a consistent guide for planning an investigation in science. Headings of what am I finding out? What I need? What will I do? What to look for? What happened? Why did it happen? Each with picture support will simplify the method, results and conclusion format for the children</p> <p>Use of clicker where applicable/allowing children to orally record their ideas and findings.</p>		

Cycle 2:

	Autumn Term Discover	Spring Term Explore	Summer Term Create
Project Title	What if the Romans had never invaded Britain?	Does adversity always make you stronger?	What if you could set up your own art gallery?
Concepts	strength, peace, reform , change , protest	poverty, wealth, rights, weakness, strength	beauty, creativity, individuality, pride, trust
P4C	Here & Elsewhere p108	The Six Wise Men p167~ points of view, parts/ whole, knowledge, wisdom, working together The Fair Well p218~ fairness, justice, wishes	
Lead subject/s	History	Geography: volcanoes, earthquake, tsunami	Art~ sculpture, painting, drawing
Quality outcome			
Cross curricular links	<p>History: location of Roman Empire; place names in Britain~ changes to now; Boudica~ links to local area Must include overviews of Anglo Saxons and Vikings Must include overview of changes in Britain from Stone Age to Iron Age Science: what did we do before we had electric appliances etc; how can we make changes to sounds DT: make a replica trebuchet, scorpio, ballista Life skills: friendship, peace, overcoming differences rules, identify ways to face challenges, tolerance. Concepts - strength Black History – sports people of colour. Music – pulse English: diary entry~ Roman soldier; recount Picts attack on Hadrian’s Wall; letter from Boudicca explaining why you are fighting back; Geography – plot on a map where Romans landed and main Celtic strongholds; Roman place names; current location/ expansion of Roman Empire; plot Boudicca’s path of terror on a map</p>	<p>English: glossary for technical vocabulary Maths: numerical information about most significant earthquakes in graph form Science: seismic waves linked to sounds/vibration History: timeline of significant earthquakes/ eruptions English - rap writing using a rhythmic/rhyme scheme to put a point across British Values/Life Skills: how people use resilience and tenacity to rebuild their lives after devastating events; collaboration and support within communities help people recover and prosper; sustainability~ use materials to construct buildings to withstand earthquakes Music – pulse Geography – using international sporting events to locate cities and countries around the world; how the water cycle influences climate and the impact it has on people in different parts of the world Computing: Digital/computer mapping. Present findings about the past.</p>	<p>Art/ Music/ DT (textiles)~ from different countries/ continents (avoid being Eurocentric) Art - How can music enhance visuals? History - chronology of music studied Music – pulse Geography – using international sporting events to locate cities and countries around the world. Concepts – creativity, individuality, pride, trust Life skills – healthy diets and lifestyles. How to look after teeth to ensure good oral hygiene (possibility of dentist visit) Computing: Digital/computer mapping. Collect information about the past.</p>

	<p>Art: model of Hadrian's Wall ; Celtic warrior mask; Roman shield</p> <p>Computing~ research. Digital/computer mapping. Collect information about the past.</p>		
Visits/ visitors	Norwich Castle~ Roman Workshop	Anglia TV~ weather forecast	Sainsbury Centre South Asia Collection~ Norwich
Resource Links	<p>https://www.worldhistory.org/www.bbc.co.uk/education/clips/zs2mhyc</p>	<p>https://www.geography.org.uk/Teaching-Resources</p> <p>https://www.worldhistory.org/</p>	<p>https://www.worldhistory.org/</p>
Art:	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Annotate work in sketchbook.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining</p> <p>Experiment with paste resist.</p> <p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material</p> <p>Use papier mache to create a simple 3D object</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Annotate work in sketchbook.</p> <p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Lines and Marks: Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Form and Shape Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.</p> <p>Tone: Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p> <p>Texture: Create textures with a wide range of</p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p> <p>Record and collect visual information using digital cameras and video recorders</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision.</p> <p>Changing the type of brush to an appropriate style e.g. charcoal</p> <p>Create shapes by making selections to cut, duplicate and repeat</p> <p>Experiment with colours and textures by making</p>

		<p>drawing implements. Apply a simple use of pattern and texture in a drawing. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. Colour Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades</p>	<p>an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays</p>
<p>Computing:</p>	<p>Create content to accomplish a goal Can combine information and data Understand how computer networks can provide multiple services, such as the world wide web Can appreciate how search results are selected I can explain that my online identity might be different to my real identity I can describe the right decisions about how I interact with others and how others perceive me. I can describe ways people can be bullied through a range of technology and media (e.g. image, video, text, chat). I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'. I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups)</p>	<p>Design and debug programs that use selection Use logical reasoning to correct errors in programs Debug, selection, decompose, condition, logical, I can describe strategies for having safe and fun experiences online I can give examples of how to be respectful online I can describe how others can find out information about me by looking online. I can explain ways that some of the information about me online could have been created, copied or shared by others</p>	<p>Create content to accomplish a goal Can combine information and data I can explain how using technology can distract me from other things I might do or should be doing. I can identify times or situations when I might need to limit the amount of time I use technology and strategies to help me do this. I can explain what a strong password is. I can explain that others online can pretend to be me or other people, including my friends and why they might want to do this. I can explain how internet use can be monitored. When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</p>

	<p>and can recognise some of these when they appear online.</p> <p>I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.</p> <p>I know that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people.</p> <p>I can explain why I need to think carefully before I forward anything online.</p>		
Essential Prior Learning	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Be able to create and debug simple programs. To use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. To recognise common uses of information technology beyond school. To 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.</p>		
Common misconceptions	<p>Online uploads can be retrieved/deleted.</p>		
SEND Support	<p>Keyboard keys display/sheets. Computer icons display/sheet. Off screen provision.</p>		
DT:	<p>Generate ideas, considering the purposes for which they are designing;</p> <p>Make labelled drawings from different views showing specific features;</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail;</p> <p>Evaluate products and identify criteria that can be used for their own designs</p> <p>Select appropriate tools and techniques for making their product;</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques;</p> <p>Join and combine materials and components accurately in temporary and permanent ways;</p> <p>Sew using a range of different stitches, weave and knit;</p>	<p>Generate ideas, considering the purposes for which they are designing;</p> <p>Make labelled drawings from different views showing specific features;</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail;</p> <p>Evaluate products and identify criteria that can be used for their own designs</p> <p>Select appropriate tools and techniques for making their product;</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques;</p> <p>Join and combine materials and components accurately in temporary and permanent ways;</p>	<p>Generate ideas, considering the purposes for which they are designing;</p> <p>Make labelled drawings from different views showing specific features;</p> <p>Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail;</p> <p>Evaluate products and identify criteria that can be used for their own designs</p> <p>Select appropriate tools and techniques for making their product;</p> <p>Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques;</p> <p>Join and combine materials and components accurately in temporary and permanent ways;</p>

	Measure, tape or pin, cut and join fabric with some accuracy; Use simple graphical communication techniques Evaluate their work both during and at the end of the assignment; Evaluate their products carrying out appropriate tests		
Essential Prior Knowledge	<p>To be able to use hand tools with some safety (scissors, knives, saws etc).</p> <p>To be able to choose ways to join materials and recognise the best 'tools' for a given purpose.</p> <p>To have experiences of designing what they are to create/evaluating creations.</p> <p>Experiences of running stitch, weaving and creating threads.</p> <p>Experiences of measuring and marking materials (potentially with support)</p> <p>Experiences of printing and making own stamps.</p>		
Common misconceptions	<p>Only straight lines can be cut when using wood.</p> <p>Adapting designs during the making process is a failure and should not be done.</p> <p>Products cannot be disassembled.</p>		
SEND Support	<p>Use of templates to draw/cut around.</p> <p>Peer support to use tools – such as another child holding a ruler in place whilst they draw the line for children with poor motor skills.</p> <p>Use of pictorial cues to show them the steps they need to take to be successful in the task.</p> <p>Use of clicker to evaluate where appropriate or the opportunity to evaluate orally and record.</p> <p>Where possible children to be allowed to work on a larger scale for those with poor motor skills</p>		
English			
Reading Texts~ novels & picture books	Voices in the park Along came a different Perry Angels suitcase The Way Back Home Cat Tales: Ice Cat	Mixed Charlotte's Web When Sadness Comes to Call The Battle Of Bubble and Squeak	Red: A Crayon's story Sheep - Pig Dogs Don't do Ballet The Miraculous Journey of Edward Tulane
Poetry & Plays	<p>Y3:</p> <p>The World's Greatest Space Cadet – James Carter</p> <p>The Puffin book of Utterly Brilliant Poetry</p> <p>Paint Me a Poem – Grace Nichols</p> <p>Michael Rosen and Quentin Blake – Quick, Let's get out of here</p>	<p>Y4:</p> <p>Deep in the Green Wood – Wes Magee</p> <p>Hot Like Fire – Valerie Bloom</p> <p>Sensational – Roger MCGough</p> <p>Hello H2O – John Agard</p>	
Reading Words	<p>Apply growing knowledge of root words, including Greek & Latin root words, prefixes & suffixes to read aloud and to understand new words</p> <p>Read further exception words</p> <p>Test different pronunciations to read new words</p> <p>Identify effective tier 2 & 3 words</p>		
Developing	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books</p>		

reading attitudes	<p>Read books that are structured in different ways and for different purposes</p> <p>Use dictionaries to check the meaning of words they have read</p> <p>Identify themes and conventions in a range of books</p> <p>Prepare poems and play-scripts to read aloud and to perform showing understanding through intonation, tone, volume and action</p> <p>Discuss key tier 2 & tier 3 words that capture the readers interest and imagination</p> <p>Participate in discussion about books that are read to them or they have read by taking turns & listening to others</p>		
Reading as Readers	<p>Retrieve and record information from fiction and non-fiction</p> <p>Summarise stories, sometimes retelling orally</p> <p>Summarise a paragraph, explaining the main ideas from it</p> <p>Explain the meaning of new words in context</p> <p>Use contents pages and indexes to locate information</p> <p>Make logical predictions of what might happen based in details already in a text</p> <p>Ask & answer questions about a text to improve understanding</p> <p>Draw inferences such as inferring a characters' feelings, thoughts and motives from their actions, justifying inferences with evidence</p> <p>Record inferences using point and evidence approach</p>		
Reading as Writers	<p>Identify how specific structures contribute to the meaning of a text (and the impact of not having the structure)</p> <p>Identify how specific language contributes to the meaning of a text (and the impact of using weaker language)</p>		
Writing Genre & focus	<p>Tale of quest~ creating plots and paragraph types</p> <p>Discussion Text</p> <p>A Finding Tale~ characterisation & dialogue</p> <p>Instruction Text</p>	<p>Tale of Fear~ settings</p> <p>Recount – letter</p> <p>Losing Tale~ suspense & action</p> <p>Information Text</p>	<p>Defeating the monster~ hooking your reader</p> <p>Explanation</p> <p>Warning tale~ creating plots & paragraph types</p> <p>Persuasive</p>
Handwriting (See appendix A)	<p>Join from the letter</p> <p>'s' sa, se, si, sl, sm, sn, so, sp, ss, st, su, sw</p> <p>Join to letters with hooks, lines</p> <p>ja, je, ji, jo, ju, fa, fe, fi, fo, fr, ft, fu,</p>	<p>Practise writing words with capital letters.</p> <p>Practise combining all 4 joins when writing sentences. Practise printing using geographical vocabulary</p> <p>Join to letters with hooks, lines and loops ga, ge, gi, gl, go, gr, gs, gu, wh</p>	<p>Consolidation</p> <p>Recap on the 4 basic joins</p> <p>Recap on specific letter joins to ensure children are writing in a fluent style.</p>
Year 3			
Text structure	<p>Consolidate Year 2 list</p> <p>Introduce:</p> <p>Fiction</p> <p>Secure use of planning tools: Story map /story mountain / story grids /'Boxing-up' grid (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce 5 story parts:</p>		

	<p>Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. Non-Fiction Introduce: Secure use of planning tools: e.g. Text map, washing line, ‘Boxing –up’ grid, story grids Paragraphs to organise ideas around a theme Introduction Develop hook to introduce and tempt reader in e.g. <i>Who....? What....? Where....? Why....? When....? How....?</i> Middle Section(s): Group related ideas /facts into paragraphs; Sub headings to introduce sections /paragraphs; Topic sentences to introduce paragraphs; Lists of steps to be taken; Bullet points for facts; Flow diagram Develop Ending: Personal response; Extra information / reminders e.g. Information boxes/ Five Amazing Facts; Wow comment Use of the perfect form of verbs to mark relationships of time and cause e.g. <i>I have written it down so I can check what it said.</i> Use of present perfect instead of simple past. <i>He has left his hat behind,</i> as opposed to <i>He left his hat behind.</i></p>
<p>Sentence consolidation</p>	<p>Consolidate Year 2 list Introduce: Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. <i>Sam was really unhappy. Visit the farm now.</i> Embellished simple sentences: Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave....</i> Amazingly, small insects can.... Adverbial phrases used as a ‘where’, ‘when’ or ‘how’ starter (fronted adverbials) <i>A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me.</i> Prepositional phrases to place the action: <i>on the mat; behind the tree, in the air</i> Compound sentences (Coordination) using connectives: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions) Develop complex sentences (Subordination) with range of subordinating conjunctions -‘ing’ clauses as starters e.g. <i>Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.</i> Drop in a relative clause using: who/whom/which/whose/ that e.g. <i>The girl, whom I remember, had long black hair. The boy, whose name is George, thinks he is very brave. The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i> Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</i> Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i> Topic sentences to introduce non-fiction paragraphs e.g. <i>Dragons are found across the world.</i> Dialogue –powerful speech verb</p>
<p>Word/language</p>	<p>Consolidate Year 2 list Introduce:</p>

	<p>Prepositions <i>Next to, by the side of, In front of, during, through, throughout, because of</i> Powerful verbs e.g. <i>stare, tremble, slither</i> Boastful Language e.g. <i>magnificent, unbelievable, exciting!</i> More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the corrugated, tin roof.</i> Nouns formed from prefixes e.g. <i>auto... super...anti...</i> Word Families based on common words e.g. <i>teacher –teach, beauty – beautiful</i> Use of determiners <i>a or an</i> according to whether next word begins with a vowel e.g. <i>a rock, an open box</i></p>		
<p>Punctuation</p>	<p>Consolidate Year 2 list Introduce: Colon before a list e.g. <i>What you need:</i> Ellipses to keep the reader hanging on Secure use of inverted commas for direct speech Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p>		
<p>Terminology</p>	<table border="0"> <tr> <td data-bbox="327 632 1232 1425"> <p>Consolidate: Punctuation • Finger spaces • Letter • Word • Sentence • Statement, question, exclamation, Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • ‘Speech marks’ • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 - description Singular/ plural Suffix Adjective / noun / Noun phrases Verb / adverb Bossy verbs Tense (past, present, future)</p> </td> <td data-bbox="1232 632 2157 1425"> <p>Connective Generalisers Alliteration Simile – ‘as’/ ‘like’ Introduce: • Word family • Conjunction • Adverb • Preposition • Direct speech • Inverted commas • Prefix • Consonant/Vowel • Clause • Subordinate clause • Determiner • Synonyms • Relative clause • Relative pronoun • Imperative • Colon for instructions • Subordinating conjunction</p> </td> </tr> </table>	<p>Consolidate: Punctuation • Finger spaces • Letter • Word • Sentence • Statement, question, exclamation, Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • ‘Speech marks’ • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 - description Singular/ plural Suffix Adjective / noun / Noun phrases Verb / adverb Bossy verbs Tense (past, present, future)</p>	<p>Connective Generalisers Alliteration Simile – ‘as’/ ‘like’ Introduce: • Word family • Conjunction • Adverb • Preposition • Direct speech • Inverted commas • Prefix • Consonant/Vowel • Clause • Subordinate clause • Determiner • Synonyms • Relative clause • Relative pronoun • Imperative • Colon for instructions • Subordinating conjunction</p>
<p>Consolidate: Punctuation • Finger spaces • Letter • Word • Sentence • Statement, question, exclamation, Command • Full stops • Capital letter • Question mark • Exclamation mark • Speech bubble • ‘Speech marks’ • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 - description Singular/ plural Suffix Adjective / noun / Noun phrases Verb / adverb Bossy verbs Tense (past, present, future)</p>	<p>Connective Generalisers Alliteration Simile – ‘as’/ ‘like’ Introduce: • Word family • Conjunction • Adverb • Preposition • Direct speech • Inverted commas • Prefix • Consonant/Vowel • Clause • Subordinate clause • Determiner • Synonyms • Relative clause • Relative pronoun • Imperative • Colon for instructions • Subordinating conjunction</p>		
<p>Year 4</p>			

Text structure	<p>Consolidate Year 3 list</p> <p>Introduce:</p> <p>Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p>Plan opening using:</p> <p>Description /action</p> <p>Paragraphs: to organise each part of story; to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p>Developed 5 parts to story</p> <p>Introduction</p> <p>Build-up</p> <p>Problem / Dilemma</p> <p>Resolution</p> <p>Ending</p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p>Non-Fiction</p> <p>Secure use of planning tools:</p> <p>Text map/ washing line/ 'Boxing –up' grid</p> <p>Paragraphs to organise ideas around a theme</p> <p>Logical organisation</p> <p>Group related paragraphs</p> <p>Develop use of a topic sentence</p> <p>Link information within paragraphs with a range of connectives.</p> <p>Use of bullet points, diagrams</p> <p>Introduction</p> <p>Middle section(s)</p> <p>Ending</p> <p>Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p> <p><i>Appropriate choice of pronoun or noun across sentences to aid cohesion</i></p>
Sentence consolidation	<p>Consolidate Year 3 list</p> <p>Introduce:</p> <p>Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. <i>It was midnight. It's great fun.</i></p> <p>Start with a simile e.g. <i>As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</i></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet (coordinating conjunctions)</i></p>

	<p>Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions. Consolidate understanding of fronted adverbials (see adverb starters, Year 3, plus eding- ly below) -‘ed’ clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.</i> Expanded -‘ing’ clauses as starters e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.</i> -‘ly’ phrases as starters e.g. <i>Unfortunately, no chocolate biscuits remained.</i> Drop in -‘ing’ clause e.g. <i>Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</i> Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat. The Romans enjoyed food, loved marching but hated the weather.</i> Repetition to persuade e.g. <i>Find us to find the fun</i> Dialogue - verb + adverb - <i>“Hello,” she whispered, shyly.</i> <i>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</i></p>		
<p>Word/language</p>	<p>Consolidate Year 3 list Introduce: Prepositions <i>at underneath since towards beneath beyond</i> Conditionals - <i>could, should, would</i> Comparative and superlative adjectives e.g. <i>small...smaller...smallest; good...better...best</i> Proper nouns refer to a particular person or thing e.g. <i>Monday, Jessica, October, England</i> The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p>		
<p>Punctuation</p>	<p>Consolidate Year 3 list Introduce: Commas to mark clauses and to mark off fronted adverbials Full punctuation for direct speech: Each new speaker on a new line; Comma between direct speech and reporting clause e.g. <i>“It’s late,” gasped Cinderella!</i> Apostrophes to mark singular and plural possession (e.g. <i>the girl’s name, the boys’ boots</i>) as opposed to s to mark a plural</p>		
<p>Terminology</p>	<table border="0"> <tr> <td data-bbox="327 1142 1240 1458"> <ul style="list-style-type: none"> Consolidate: Punctuation • Finger spaces • Letter • Word • Sentence • Statement; question; exclamation; Command • Full stops • Capital letter </td> <td data-bbox="1240 1142 2159 1458"> <ul style="list-style-type: none"> Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Connective Conjunction Preposition Determiner/ generaliser Clause </td> </tr> </table>	<ul style="list-style-type: none"> Consolidate: Punctuation • Finger spaces • Letter • Word • Sentence • Statement; question; exclamation; Command • Full stops • Capital letter 	<ul style="list-style-type: none"> Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Connective Conjunction Preposition Determiner/ generaliser Clause
<ul style="list-style-type: none"> Consolidate: Punctuation • Finger spaces • Letter • Word • Sentence • Statement; question; exclamation; Command • Full stops • Capital letter 	<ul style="list-style-type: none"> Consonant/Vowel Adjective / noun / noun phrase Verb / Adverb Bossy verbs - imperative Tense (past, present, future) Connective Conjunction Preposition Determiner/ generaliser Clause 		

	<ul style="list-style-type: none"> • Question mark • Exclamation mark • Speech bubble • ‘Speech marks’ • Direct speech • Inverted commas • Bullet points • Apostrophe (contractions only) • Commas for sentence of 3 – description, action • Colon - instructions <p>Singular/ plural Suffix/ Prefix Word family</p>		<p>Subordinate clause Relative clause Relative pronoun Alliteration Simile – ‘as’/ ‘like’ Synonyms Introduce:</p> <ul style="list-style-type: none"> • Pronoun • Possessive pronoun • Adverbial • Fronted adverbial • Apostrophe – plural; possession
<p>French:</p>	<p>Understand and respond to a range of familiar spoken phrases – e.g. basic phrases concerning myself, my family, pets and school Respond to a clear model of language. Ask and answer simple questions and give basic information – e.g. about where you live; family; pets & hobbies Talk about personal interests, likes and dislikes. Know how to pronounce all single letter sounds and some letter strings. Show an awareness of sound patterns. Be clearly understood. Understands some familiar written phrases – e.g. simple weather phrases & basic descriptions of objects Write two or more short sentences with support e.g. presentation on self Spell some commonly used words correctly. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own~ Christmas</p>	<p>Take part in a simple conversation using modelled phrases. Can substitute items of vocabulary to vary questions or statements Be clearly understood. Write two or more short sentences with support e.g. presentation on opinions on sports Spell some commonly used words correctly. Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own~ Easter Remember key facts about a country – bordering countries, currency, capital city</p>	<p>Can substitute items of vocabulary to vary questions or statements. Be clearly understood. Write two or more short sentences with support e.g. presentation on food. Spell some commonly used words correctly. Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own~ Bastille Day Remember key facts about a country – bordering countries, currency, capital city</p>
<p>Geography:</p>	<p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and</p>	<p>Locate the world’s countries, using maps to focus on Europe (inc the location of Russia) and North</p>	<p>Locate the world’s countries, using maps to focus on Europe (inc the location of Russia) and</p>

	<p>Capricorn. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Use fieldwork to observe, measure and record 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>and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied Learn the eight points of a compass, and four-figure grid references. Use fieldwork to observe, measure and record 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>North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country. Types of settlements in modern Britain: villages, towns, cities. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p>
Essential Prior Learning	Continents and oceans; Compass directions; Equator. Mapwork~ following and plotting routes	Continents and oceans; 4 points on the compass; Compass directions; Equator. Mapwork~ following and plotting routes;	Countries of the UK; knowing where we live; continents and oceans; countries within continents that have been studied previously; using globes, atlas, Google Earth/ Mapillary
Misconceptions	Geography is just about where places are; Equator is a real line around the Earth	Geography is just about where places are; Volcanoes: only occur on land; all erupt violently; not erupted for 100 hundred years then they are extinct; difficulty explaining the causes of eruptions and unable to explain why volcanoes are grouped together in certain places; Earthquakes & tsunamis: negative images about the countries where earthquakes occur; can become upset when they learn about terrible damage and suffering	Geography is just about where places are; differences between village, town and city (difficult to visualise and broad generalisations); people who live in villages are poor (based on the work in earlier years of other countries)
SEND support	<p>Consider individual needs when planning fieldwork~ include in risk assessment Map enlargements/ using magnifiers Adaptation of resources for individual needs Simpler versions of maps showing only key features Using globes and Google Earth/ Mapillary to develop sense of distance Sentence scaffolds Pre teaching of subject specific vocabulary</p>		

<p>History:</p>	<p>Uses words and phrases: century, decade, BCE/ACE (BC, AD) after, before, during. Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. Names and places dates of significant events from past on a timeline. Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. Describes how some of the past events/people affect life today. Can place period of history on a timeline using centuries Gives reasons why there may be different accounts of history. Can independently or as part of a group, present an aspect they have researched about a given period of history using multimedia skills when doing so Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as ‘what was it like for a during?’ Suggests sources of evidence from a selection provided to use to help answer questions. Presents findings about past using speaking,</p>	<p>Describes how some of the past events/people affect life today. Can place period of history on a timeline using centuries Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as ‘what was it like for a during?’ Suggests sources of evidence from a selection provided to use to help answer questions. Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience.</p>	<p>Uses words and phrases: century, decade, BCE/ACE (BC, AD) after, before, during. Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. Names and places dates of significant events from past on a timeline. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. Describes how some of the past events/people affect life today. Can place period of history on a timeline using centuries Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as ‘what was it like for a during?’ Suggests sources of evidence from a selection provided to use to help answer questions. Uses dates and terms correctly.</p>
-----------------	---	---	---

	writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience. Uses subject specific words such as monarch, settlement, invader.		
Essential Prior Learning	Timelines~ placing dates/events in chronological order	Different sources of evidence	Asking questions about historical sources
Misconceptions	Confused chronology, anachronism and no sense of duration; confusion and simplicity with why things happened and what were the results & why people in the past acted as they did; misunderstanding sources; finding differences with historical investigations		
SEND support	Place sources and information on audio/MP3 Pairing of less confidence/ more able readers Visual representations of big ideas Handling artefacts Using word banks Active involvement Structured writing frames		
Maths:	Year 3		
Specific content	Place Value: Count in 100s Count in 50s Represent numbers to 1000 Represent 100s, 10s and 1s on a place value chart 100s, 10s and 1s on a place value chart (digits) Numbers on a number line to 1000 find one more/less than a number Compare objects to 1000 Order numbers to 1000 Roman numerals to 12. Count in multiples 3, 4, 6 and 8	Multiplication and Division Multiply two digit by one digit (concrete) Multiply two digit by one digit (pictorial and written) Divide 2 digits by one digit (concrete) Divide 2 digits by one digit (pictorial) Divide 2 digits by one digit (written) Scales and scaling Combinations (how many ways/possibilities)	Decimals including money: Writing and compare pounds and pence Convert pounds and pence Add money Subtract money Give change Find and recognise tenths Count in tenths Tenths as a decimal
Essential Prior Knowledge	Secure place value of numbers to 100 – including recognising, writing, ordering and comparing numbers Secure partitioning of two digit numbers. Experience of using place value charts Experiences of using number lines	To be secure in multiplying two one digit numbers. To understand multiplication is finding ‘lots’ of and groups of. To be secure in sharing and grouping to divide using concrete and pictorial methods.	Securely recognise the coins and notes used in England. To understand the equivalence of coins, for example 10p is the same as 10 x 1p and 50p is the same as 50 x 1p. To be secure in adding and subtracting numbers.

		Experiences of and exposure to finding as many possibilities as they can	
Common Misconceptions	<p>Writing numbers incorrectly for example writing 254 as 20054.</p> <p>Number lines are always horizontal.</p> <p>Only looking at the hundreds/ones digit to order numbers for example ordering 786, 794 and 729 as 794, 786, 729.</p>	<p>Division can be done in any order.</p> <p>When multiplying by ten you just add 0.</p> <p>Confusing the x sign with the + sign.</p>	<p>Notes cannot be broken down into smaller values.</p> <p>When giving/finding change only looking at the pounds and not the pence, for example £8.25 - £4.45 = £4 change.</p> <p>100p is more than £1</p> <p>Confusing tens and tenths.</p>
SEND support	<p>Use of concrete resources available at all time.</p> <p>Use of worked models to support independent working.</p> <p>Use of relevant displays to refer to.</p> <p>Use of peer support and discussion to support working out.</p> <p>Break tasks into manageable chunks</p> <p>Use of Maths meetings to revisit and review concepts regularly</p> <p>Use of technology where appropriate.</p> <p>Pre-teaching</p>		
Specific content	<p>Addition and Subtraction:</p> <p>Add and subtract multiples of 100.</p> <p>Add and subtract 1 digit numbers from 3 digit numbers (not crossing 10/100)</p> <p>Add and subtract 2 digit numbers from 3 digit numbers (not crossing 10/100)</p> <p>Add and subtract 100s</p> <p>Spot patterns when adding multiples of 1/10/100</p> <p>Add and subtract 1 digit numbers from 3 digit numbers – crossing 10.</p> <p>Add and subtract 2 digit numbers from 3 digit numbers – crossing 100.</p> <p>Add/subtract 3 digit number to 2 digit number (not crossing 10/100)</p> <p>Add and subtract 3 digit number to 2 digit number (crossing 10/100)</p> <p>Add/subtract 2 three digit numbers not crossing 10 or 100.</p> <p>Add/subtract 2 three digit numbers crossing 10</p>	<p>Length and Perimeter:</p> <p>Measuring length using standard measures.</p> <p>Equivalent lengths meters and centimetres</p> <p>Equivalent lengths centimeters and millimetres</p> <p>Compare lengths</p> <p>Add lengths</p> <p>Subtract lengths</p> <p>Measure perimeter</p> <p>Calculation of perimeter (links to addition)</p>	<p>Time:</p> <p>Months and years</p> <p>Hours in a day</p> <p>Analogue - Telling time to 5 minutes</p> <p>Analogue - Telling time to the nearest minute</p> <p>Digital time – using AM and PM</p> <p>The 24 clock</p> <p>Finding the duration</p> <p>Comparing durations</p> <p>Start and end times</p> <p>Measuring time in seconds</p>

	or 100.		
Essential prior knowledge	Secure and deep understanding of adding numbers to 100, including crossing ten. Secure and deep understanding of adding multiples of 10. Secure understanding of relationship between tens and 100s.	Secure multiplication and division by 10/100 Secure understanding of adding and subtracting numbers. Secure understanding on measuring length using standard and non-standard measures.	Telling the time to the nearest 15 minutes Days of the week Knowing that between each interval on a clock there are 5 minutes Experiences of measuring durations of time.
Common misconceptions	When subtracting you can take the larger number from the small number. The = symbol always has an answer before or after it – lack of understanding it means that both sides of the equation are equal.	Not adding units of measure to measurements. Confusion of relationship of mm, cm, m etc.	60 seconds in a minute, 60 minutes in an hour = 60 hours in a day 12am will also show as 12:00 on 24 clock. Less experiences and exposure to analogue clocks.
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
	Multiplication and Division: Making and multiplying equal groups Multiply by 3 Divide by 3 The 3 times tables Multiply by 4 Divide by 4 The 4 times table Multiply by 8 Divide by 8 The 8 times table Comparing multiplication and division statements using \times and \div and =. Related multiplication and division statements	Fractions: Recognising unit and non-unit fractions Making a whole Fractions on a number line Find and recognise equivalent fractions Compare fractions Order fractions Find and recognise fractions of an amount Add fractions Subtract fractions	Statistics: Pictograms – create and interpret Bar charts – create and interpret Tables – create and interpret
Essential prior knowledge	To know 2x, 5x and 10x tables and related division facts.	To know the terms denominator and numerator. To understand the relationship between	to be able to read a key to find the scale of a pictogram.

	<p>Understand the multiplication and division symbols</p> <p>Secure understanding of <, > and = symbols</p>	<p>fractions and division</p> <p>Be able to find half, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{3}{4}$ etc of a shape or number.</p>	<p>To be able to gather data and record as a pictogram.</p> <p>Experiences of gathering data.</p>
Common misconceptions	<p>Statements cannot be compared and need an answer with them.</p> <p>Confusing the x and + symbols</p>	<p>The larger the denominator the greater the fraction will be.</p> <p>When adding and subtracting you have to subtract both the numerator and denominator.</p>	<p>Not reading keys correctly to find the scale of a pictogram.</p> <p>Not choosing an appropriate scale for their own pictograms/graphs/tables.</p>
SEND support	<p>Use of concrete resources available at all time.</p> <p>Use of worked models to support independent working.</p> <p>Use of relevant displays to refer to.</p> <p>Use of peer support and discussion to support working out.</p> <p>Break tasks into manageable chunks</p> <p>Use of Maths meetings to revisit and review concepts regularly</p> <p>Use of technology where appropriate.</p> <p>Pre-teaching</p>		
		<p>Mass and Capacity:</p> <p>Measure mass</p> <p>Compare mass</p> <p>Add and subtract mass</p> <p>Measure capacity</p> <p>Compare capacity</p> <p>Add and subtract capacity</p>	<p>Geometry:</p> <p>Turns and angles</p> <p>Right angles in shapes</p> <p>Compare angles</p> <p>Draw accurate lines</p> <p>Horizontal and vertical lines</p> <p>Parallel and perpendicular lines</p> <p>Recognise and describe 2D shapes</p> <p>Recognise and describe 3D shapes</p> <p>Create 3D shapes</p>
Essential prior knowledge		<p>Understanding the difference between mass and weight</p> <p>Secure understanding on addition and subtraction of numbers.</p>	<p>Be able to measure and draw lines using a ruler.</p> <p>Be able to name and describe the properties of a circle, square, triangle, pentagon, hexagon and oblong</p> <p>Be able to name and describe the properties of a cylinder, sphere, cube, cuboid, square based pyramid.</p> <p>Be able to identify the side, vertices, edges and faces of a shape</p>
Common misconceptions		<p>Capacity is always spoken about in terms of how 'full' something is for example, half full rather than half empty, $\frac{1}{4}$ full rather than $\frac{3}{4}$ empty.</p>	<p>Angles can only be on the inside of a shape.</p> <p>Right angles are only found in squares and oblongs.</p>

		Not adding units with measures	
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
	Year 4		
Specific content	Place Value: Roman numerals to 100 Count in 1000s Count in steps of 25 Represent 1000s, 100s, 10s and 1s on a place value chart Partition numbers to 1000 Numbers on a number line to 10000 Find 1000 more/less than a number Round to the nearest 10. Round to the nearest 100. Round to the nearest 1000. Compare numbers to 10000. Order numbers to 10000 Introduce negative numbers	Multiplication and Division Written methods of multiplication Multiply 2 digit numbers by 1 digit Multiply 3 digit numbers by 1 digit Divide 2 digits by 1 digit (concrete) Divide 2 digits by 1 digit (pictorial and written) Divide 3 digits by 1 digit Combinations (how many ways/possibilities) Combination problems.	Decimals including money: Make a whole Write decimals Compare decimals Order decimals Round decimals Halves and quarters Write and compare pounds and pence Ordering money Estimating money Four operations with money
Essential prior knowledge	Secure place value of numbers to 1000. Secure in counting in steps of 100, 50, 10, 2, 5 etc. Secure understanding of partitioning numbers. Be able to count in multiples of 10, 100 etc.	Secure understanding of what the terms multiplication and division mean. Secure in multiplying a 2 digit number by a one digit number. To know multiplication is commutative but division is not.	To know the notes that we use in England To be able to compare whole numbers securely. To securely know the relationship between coins. To understand rounding whole numbers.
Common misconceptions	Negative numbers get greater as the digit increases, for example -4 has a greater value than -1 .	Multiplying by 3 digits will always result in a 3 digit number. Division can be done in any order. When multiplying by ten you just add 0. Confusing the x sign with the + sign.	Only looking at the ones digit or the last decimal place when ordering. Rounding decimals to another decimal, rather than the nearest 1. Ordering coins by size rather than value.

SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching		
	Addition and Subtraction: Add and subtract 1s, 10s, 100s and 1000s. Add two four digit numbers – no exchanging Add two four digit numbers – one exchange Add two four digit numbers – more than one exchange Subtract two four digit numbers – no exchanging Subtract two four digit numbers – one exchange Subtract two four digit numbers – more than one exchange Efficient methods of subtraction Estimate answers Checking strategies	Length, perimeter and area: Understanding kilometres Perimeter on a grid Perimeter of rectangles Perimeter of rectilinear shapes Understanding area Counting squares to find area Making shapes to find area Comparing area of shapes	Time: Convert hours, minutes and seconds Convert years, months, weeks and days Convert analogue to digital – 12 hour Convert analogue to digital – 24 hour
Essential Prior Knowledge	Secure place value of numbers to 1000 Secure in understanding the relationships between 1s, 10s, 100s 1000s extra for exchanging. Secure number bonds for subtraction.	Experiences of finding and calculating the perimeter of shapes.	Know the relationship between seconds, minutes, hours, days, weeks, months and years. Be able to tell the time to the nearest 5 minutes using both analogue and digital times.
Common misconceptions	When we exchange we cross it out and take 'one' away/add one/carry the 2 (not understanding the value of the numbers.	To calculate area we can always just count the squares inside/create squares inside and count. When writing area in cm ² /m ² etc the 2 represents two times that number.	60 seconds in a minute, 60 minutes in an hour means 60 hours in a day etc. Trying to work on a scale of 100 instead of 60.
SEND support	Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate.		

	Pre-teaching		
	<p>Multiplication and Division Multiply and divide by 6 The 6 times table and related division facts Multiply and divide by 9 The 9 times table and related division facts Multiply and divide by 7 The 7 times table and related division facts 11 and 12 times table. Multiply by 10 Divide by 10 Multiply by 100 Divide by 100 Multiply by 1 and 0 Divide by 1 Factor pairs</p>	<p>Fractions: Understanding fractions Fractions greater than one using bar models Count in fractions (steps) Find and recognise equivalent fractions Find and recognise equivalent fractions Calculate fractions of a quantity Problem solving with calculating fractions of a quantity Add 2 or more fractions Subtract 2 fractions Subtract from whole amounts</p>	<p>Statistics: Interpreting bar charts Comparison using bar charts Finding the sum and difference using bar charts Introduce line graphs Interpret line graphs</p>
Essential Prior Knowledge	<p>To securely know 2, 5, 10, 3, 4 and 8 times tables. To be secure in the terms multiplication and division and how to solve.</p>	<p>To know the terms numerator and denominator securely. To know relationship between halves, quarters etc. Secure in adding whole numbers. Secure in subtracting whole numbers.</p>	<p>To be able to collect data, create and interpret tally charts, pictograms and bar charts using different scales. To be able to find the sum and difference of/in numbers.</p>
Common misconceptions	<p>To multiply or divide by 10/100 we just add or subtract 1 or 2 zeros. To find an answer to the times table you can work out 10x that number and subtract one.</p>	<p>When adding and subtracting fractions we have to add and subtract both the denominator and numerator. When finding fractions it is asking for a subtraction.</p>	<p>A scale of 1-1 is always used for bar charts/line graphs. Finding the difference can only be done between the highest and lowest values, rather than anywhere along the line.</p>
SEND support	<p>Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching</p>		
		<p>Decimals: Recognise tenths and hundredths</p>	<p>Geometry: Identify angles</p>

		<p>Tenths as decimals Tenths on a place value grid Tenths on a number line Divide 1-digit by 10 Divide 2-digits by 10 Hundredths Hundredths as decimals Hundredths on a place value grid Divide 1 or 2-digits by 100</p>	<p>Compare and order angles Triangles Quadrilaterals Lines of symmetry Complete a symmetric figure Describe position Draw a position on a grid Move position on a grid Describe movement on a grid</p>
Essential Prior Knowledge		<p>Secure knowledge and understanding of place value and the relationship between 1s, 10s, 100s, 1000s etc. To be able to divide whole numbers.</p>	<p>To find and identify right angles. To know the properties of a triangle Secure positional and directional language</p>
Common misconceptions		<p>Hundredths are greater than tenths. the decimal place moves to the left when dividing.</p>	<p>Only equilateral triangles are 'real' triangles. Angles can only be on the inside of a shape.</p>
SEND support	<p>Use of concrete resources available at all time. Use of worked models to support independent working. Use of relevant displays to refer to. Use of peer support and discussion to support working out. Break tasks into manageable chunks Use of Maths meetings to revisit and review concepts regularly Use of technology where appropriate. Pre-teaching</p>		

<p>Music:</p>	<p>Charanga Units: Autumn 1 – Bringing Us Together (Y3 unit Sum1) Autumn 2 – Glockenspiel 2 (Y4 unit Aut2) plus songs for Christmas To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people’s thoughts about the music. When you talk try to use musical words. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being ‘in tune’. To rejoin the song if lost. To listen to the group when singing To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song</p>	<p>Charanga Units: Spring – whole term project linked to topic – Stop! - (Y4 unit Spr1) plus Beatboxing, extended rap writing and using Music technology to create backing loops To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people’s thoughts about the music. When you talk try to use musical words. Make creative use of the way sounds can be changed, organised and controlled (including ICT). Create accompaniments for tunes using drones or melodic ostinati (riffs). Create (dotted) rhythmic patterns with awareness of timbre and duration. Know how pulse stays the same but rhythm changes in a piece of music. Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Use more musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. Combine sounds expressively (all dimensions). Know that sense of occasion affects performance. Describe different purposes of music in history/ other cultures. To choose what to perform and create a</p>	<p>Charanga Units: Summer 1 – Lean On Me (Y4 unit Spr2) Summer 2 – Reflect, Rewind, Replay (Y4 unit Sum2) To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people’s thoughts about the music. When you talk try to use musical words. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being ‘in tune’. To rejoin the song if lost. To listen to the group when singing To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing</p>
---------------	--	--	--

	<p>Help create at least one simple melody using one, three or all five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>To choose what to perform and create a programme.</p> <p>Present a musical performance designed to capture the audience.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>programme.</p> <p>Present a musical performance designed to capture the audience.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>section of the song</p> <p>Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>To choose what to perform and create a programme.</p> <p>Present a musical performance designed to capture the audience.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p> <p>Describe different purposes of music in history/ other cultures.</p>
--	---	---	---

Misconceptions		Rap is a genre of music I can't beatbox	Classical music is boring
SEND Support	<p>Ask closed questions and offer clear options. Allow 'thinking time'. Don't demand eye contact. Let pupils volunteer, don't choose. Use visual communication tools eg Makaton and flash cards. This could be an alternative to singing. Pick up behavioural signals early. If appropriate, agree a signal a pupil can give if they are beginning to be over stimulated or distressed. Ear defenders if noise/sounds are issues 1:1 or peer support</p>		
PE:	<p>Interaction with objects: Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Pass the ball in two different ways in a game situation with some success. Know how to keep and win back possession of the ball in a team game.</p>	<p>Interaction with objects: Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance. Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Use fielding skills to stop a ball from travelling past them. Swing and hang from equipment safely using hands.</p>	<p>Interaction with objects: Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Develop a safe and effective overarm bowl. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. Develop different ways of throwing and catching. Move with the ball using a range of techniques showing control and fluency. Use fielding skills as an individual to prevent a player from scoring.</p>
	<p>Movement: Find a useful space and get into it to support teammates. Use simple attacking and defending skills in a game.</p>	<p>Movement: Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game.</p>	<p>Movement: Sprint over a short distance up to 60m Compete with others in athletics.</p>
	<p>Competitive, Co-operative and Teamwork: Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>Competitive, Co-operative and Teamwork: Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Competitive, Co-operative and Teamwork: Take part in outdoor and adventurous activity challenges both individually and within a team</p>

	Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence.	Compete against self and others in a controlled manner. Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Take part in a range of competitive games and activities.
	Dance, Balance and Agility: Perform dances using a range of movement patterns. Develop flexibility, strength, technique, control and balance.	Dance, Balance and Agility: Perform dances using a range of movement patterns. Refine movements into sequences. Develop suppleness through stretching.	Dance, Balance and Agility: Develop suppleness through stretching. Develop flexibility, strength, technique, control and balance.
	Knowledge, Theory and Tactics: Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why exercise is good for your health. Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Watch, describe and evaluate the effectiveness of a performance.	Knowledge, Theory and Tactics: Recognise and describe the effects of exercise on the body. Explain why it is important to warmup and cool-down. Explain why exercise is good for your health. Vary the tactics they use in a game. Adapt rules to alter games. Describe how their performance has improved over time. Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.	Knowledge, Theory and Tactics: Know some reasons for warming up and cooling down. Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know how to play a striking and fielding game fairly. Modify their use of skills or techniques to achieve a better result.
Essential Prior Learning	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.		
Misconceptions	The skills taught in a specific sport cannot be applied in another sport or game. There are 'boys' and 'girls' sports and games. Dance and gymnastics are girls' sports.	The skills taught in a specific sport cannot be applied in another sport or game. There are 'boys' and 'girls' sports and games. Dance and gymnastics are girls' sports.	The skills taught in a specific sport cannot be applied in another sport or game. There are 'boys' and 'girls' sports and games.
SEND Support	-Available and accessible kit -Visual representations for some theory -Different zones to create areas where pupils are matched by ability -Plan pre-teaching of PE vocabulary, concepts, processes or skills		

	<p>-Some tasks need to be broken down into smaller sets of instructions. -Consideration and support may be required if tasks or rules have to be modified or adapted. -Revisiting learning. -Using cameras to support pupils' recall.</p>		
RE:	<p>Norfolk Agreed Syllabus: Where do religious beliefs come from? (Christian/ Jewish) What questions do religious stories make us ask? Can we find any answers? How have events in history shaped beliefs? Discovery RE: How special is the relationship Jews have with God? Do sacred texts have to be 'true' to help people understand their religion? Understanding Christianity Does participating in worship help people to feel closer to God or their faith community?</p>	<p>Norfolk Agreed Syllabus: Why are symbols and artefacts important to some people? How do people make moral decisions? Discovery RE: How important is it for Jewish people to do what God asks them to do? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? Is forgiveness always possible? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?</p>	<p>Norfolk Agreed Syllabus: How do worship gatherings/ceremonies give Jews a sense of identity and belonging? How do people express commitment to a religion or worldview in different ways? Discovery RE: What is the best way for a Jew to show commitment to God? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? Does participating in worship help people to feel closer to God or their faith community? Do people need to go to church to show they are Christians? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community?</p>
	<p>Norfolk Agreed Syllabus: What questions do religious stories make us ask? Can we find any answers? How have events in history shaped beliefs? Discovery RE: What is the most significant part of the Nativity story for Christians today?</p>	<p>Norfolk Agreed Syllabus: What questions do religious stories make us ask? Can we find any answers? How have events in history shaped beliefs? Discovery RE: How special is the relationship Jews have with God? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community? Can the arts help to communicate religious beliefs?</p>	<p>Norfolk Agreed Syllabus: What questions do religious stories make us ask? Can we find any answers? How have events in history shaped beliefs? Discovery RE: How special is the relationship Jews have with God? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community? Can the arts help to communicate religious beliefs?</p>
Life Skills RSHE:	<p>Understand why and how rules are made and enforced, why different rules are needed in different situations and take part in making and changing rules. Recognise their own worth, but may need</p>	<p>Relationships: Y3 and Y4 specific content~ see RSHE skills progression~ each year taught separately Name a range of jobs, understand that they will</p>	<p>First Aid: https://www.sja.org.uk/get-advice/resource-archive/ Express simple ideas, with support, about how to develop healthy lifestyles With support, list some commonly available</p>

	<p>support to demonstrate or express that, and also to identify ways to face new challenges. Express their views, and listen to those of others, sometimes needing reminders about how to show respect for others</p> <p>Understand some basic facts about democracy and about some of the institutions that support it locally and nationally.</p> <p>Understand some of the range of national, regional, religious and ethnic identities in the United Kingdom and describe, with support, some of the different beliefs and values in society.</p> <p>Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>Demonstrate respect and tolerance towards others, sometimes needing reminders to do so, and, with support, resolve differences by looking at alternatives, making decisions and explaining choices</p> <p>Understand, with support, the nature and consequences of bullying, and ways of responding to it.</p> <p>Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities</p>	<p>need to develop skills to work in the future, and, with support, demonstrate how to look after and save money</p> <p>Make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health, well-being and friendship groups.</p> <p>Explore, with support, how the media present information</p>	<p>substances and drugs that are legal and illegal, describe some of their effects and risks, and understand how to manage the risks in different familiar situations</p> <p>With support, research, discuss and debate topical issues, problems and events</p>
<p>Science~ generic skills</p>	<p>To use the following practical scientific methods, processes and skills –</p> <p>Ask some relevant questions and use different types of scientific enquiries to answer them.</p> <p>Begin to make systematic and careful observations and where appropriate take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.</p> <p>Help to make decisions about what observations to make, how long to make them for and what simple equipment to use.</p> <p>Learn to use some new equipment appropriately.</p>		

	<p>Begin to use standard units of measurement including time in minutes and seconds. Set up some simple practical enquiries, comparative and fair tests. Begin to recognise when a simple fair test is necessary and help to decide how to set it up. Begin to think of more than one variable factor. Begin to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Begin to use notes, simple tables and standard units and help to decide how to record and analyse their data. Begin to record results in tables and bar charts. Begin to compare and group according to behaviour or properties, based on testing. Begin to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. With help, begin to look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, begin to identify new questions arising from the data, make new predictions and find ways of improving what they have already done. Begin to see a pattern in my results. Begin to say what I found out, linking cause and effect. Begin to say how I could make it better. Begin to answer questions from what I have found out Begin to know which things in science have made our lives better. Can begin to understand risk in science.</p>		
<p>Science~ content specific skills</p>	<p>Electricity 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>	<p>Complete sound unit from autumn two. States of Matter Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>All Living Things 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>Essential Prior Knowledge</p>	<p>Understanding that we use electricity in many areas of our lives. Be able to say how electricity helps us in our lives.</p>	<p>Be able to name common everyday materials, including plastic, glass, wood, stone. To be able to describe the properties of everyday materials.</p>	<p>To be able to identify mammals, fish, amphibians, reptiles and insects. To say how we can identify mammals etc by their features, e.g. mammals have hair/fur and</p>

			<p>give birth to live young. To be able to name some animal habitats and micro habitats.</p>
Common misconceptions	<p>The longer the wire the longer it will take electricity to travel down it. Different coloured wires affect how the circuit works. Wire is made of plastic. If a circuit is broken, energy goes off into the air. Electricity comes out of both sides of the battery and leads to both sides of the component. Current, voltage and electricity are all the same thing. Current gets less as it passes through components. Electricity is an object that can be seen.</p>	<p>When water evaporates it has gone forever and will not come back. All liquids will boil at 100 degrees Celsius and will freeze at 0 degrees Celsius. All changes cannot be reversed.</p>	<p>Animals become extinct just because they are old. Animals can only be grouped in one way e.g. only by diet or animal family and not by more than one criteria.</p>
SEND support	<p>Pictorial task cards – these allow children to sequence their learning Writing frames – for example the investigation planning sheets provided to all teachers to provide a starting point to build on Word mats to keep relevant vocabulary close at hand – the vocabulary should be well modelled by all adults and where suitable be accompanied by a visual cue to support understanding Task plans - provide instructions for a task visually using the headings, What do I need? What do I need to do? What happens after that? As the children become more confident they can take more ownership over creating the plan. A visual framework can be used as a consistent guide for planning an investigation in science. Headings of what am I finding out? What I need? What will I do? What to look for? What happened? Why did it happen? Each with picture support will simplify the method, results and conclusion format for the children Use of clicker where applicable/allowing children to orally record their ideas and findings.</p>		
Specific Content	<p>Sound 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>Animals including humans Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>

<p>Essential Prior Knowledge</p>	<p>To understand sound is associated with the sense of hearing. To understand that volume is a change in how loud or quiet a sound is.</p>		<p>To name the basic parts of the human body (arms, legs etc). To name the 5 senses and say which body part they are associated with. To name the 4 animal diets – herbivore, omnivore and carnivore.</p>
<p>Common misconceptions</p>	<p>Sound can only travel through air and not through solids and liquids Sound can travel through a vacuum, such as space Sound can be produced without using any materials Hitting an object harder changes the pitch of the sound produced</p>		<p>Digestion ends in the stomach. We breathe in air through the same tube our food travels down. Predators are always large animals, prey are always small animals.</p>
<p>SEND support</p>	<p>Pictorial task cards – these allow children to sequence their learning Writing frames – for example the investigation planning sheets provided to all teachers to provide a starting point to build on Word mats to keep relevant vocabulary close at hand – the vocabulary should be well modelled by all adults and where suitable be accompanied by a visual cue to support understanding Task plans - provide instructions for a task visually using the headings, What do I need? What do I need to do? What happens after that? As the children become more confident they can take more ownership over creating the plan. A visual framework can be used as a consistent guide for planning an investigation in science. Headings of what am I finding out? What I need? What will I do? What to look for? What happened? Why did it happen? Each with picture support will simplify the method, results and conclusion format for the children Use of clicker where applicable/allowing children to orally record their ideas and findings.</p>		

Appendix A

This is the sequence that is followed:

☑ Hand and finger strength

☑ Seating position

☑ Pencil grip

☑ Tracing

☑ Patterns

☑ Over teacher's writing (highlighter)

☑ Under teacher's writing (directly under words
– write in large letters, leave large spaces
between words)

☑ Independence

These are the four-letter families and order that they are taught:

c, a, o, d, g, q, e, s,

l, i, t, u,

r, b, n, h, m, k, p

v, w, x, z

More complex letters from the 4 families:

f, j, y

Digits 0-9

Capital Letters A-Z Capital letters do not join to lower case letters

These are the four main joins and order that are taught and examples of the joins:

1. Diagonal joins to letters without ascenders
e.g. ai, ar, un, am, ear, aw, ir, hu, ti, ki, du, up,
ag, fe, fu.

2. Diagonal joins to letters with ascenders e.g.
ab, ul, it, ib, if, ub, th, ck, ch, it, ft, fl.

3. Horizontal joins to letters without ascenders
e.g. ou, vi, wi, op, ow, ov, ri, ru, ve, we, re.

4. Horizontal joins to letters with ascenders e.g.
ob, ol, wh, it, of, rt, rk.