# Year One Autumn Term

## Writing Targets for Year One

| | Important areas to be able to do in year one | | | | | | | | Extra Areas to do... | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Punctuation** | I can start a sentence with a capital letter. | I can use a capital letter for names of people | I can use a capital letter for places, | the days of the week, | and for 'I' | I can use at least one full stop in my writing. | I can use both full stops and capital letters in a long piece of writing.. | | I can use capital letters, full stops in sentences correctly **(more than 50%)** | | | |
| **Sentence and Word** | I can use question marks in my sentences. | I can use exclamation marks in my sentences. | I can use joining words like **and**. | I can separate words with spaces | I can tell you how words can go together to make sentences | recognise singular and plural dog/s and wish/es | know how a prefix changes a 'un' word | recognise the verb suffix -ing, -ed and - er | I use words like then in my writing | I can produce ideas related to a story. | I can use 2 adjectives in a piece of extended writing e.g. big cat, red bus, green hair | I can choose good words for my writing, e.g. bonfire night – fireworks, bang, whoosh |
| **Composition** | I can tell you my own stories and ideas. I can say what I am going to write before I start. | I can say my sentences before I write them | I can put a few sentences together to make short stories and writing | I can re-read what I have written to check it makes sense | I can talk to my teacher about what I have written | I can read my writing aloud so others can hear it clearly. | **Handwriting** I can do all of the handwriting targets given below. | | I can write a story with good beginning like 'one day', 'once upon a time'. | I can write labels, captions and lists. | I can write about characters. | |

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| **Handwriting** | I can sit correctly at a table, holding a pencil comfortably and correctly | I can begin to form lower-case letters in the correct direction, starting and finishing in the right place | I can write capital letters correctly | I can write digits 0-9 correctly | I know which letters belong to the same 'family'; they are written in the same way. | I can show that my handwriting is always joined. |

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| **Reading** | • **Blend phonemes to read CVC words**<br>• **Blend and read simple words containing adjacent consonants, e.g. stop, best** | • **Become familiar with traditional tales**<br>• **Link what they read or hear to their own experiences**<br>• **Re-tell the structure of the story** |

## Year 1 Maths

| Year 1 | During this term, children are learning to: |
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| Autumn | • Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.<br>• Count, read and write numbers to 10 in numerals and words.<br>• Given a number, identify one more or one less.<br>• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.<br>• Represent and use number bonds within 10.<br>• Read, write and interpret mathematical statements involving addition (+) and equals (=) signs.<br>• Add one digit numbers to 10, including zero<br>• Solve one step problems that involve addition using concrete objects and pictorial representations and missing number problems.<br>• Represent and use related subtraction facts within 10<br>• Subtract one digit numbers within 10, including zero<br>• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.<br>• Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems<br>• Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)<br>• Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)<br>• Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.<br>• Given a number, identify one more or one less.<br>• Count, read and write numbers to 20 in numerals and words<br>• Identify and represent numbers using objects and pictorial representations inc. number line, and use the language of: equal to, more than, less than (fewer), most, least.<br>• Represent and use number bonds and related subtraction facts within 20 |

# The Three Pigs

| Term: | Autumn | Length: | 6 weeks | Year: | One |
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## Cross Curricular Experiences

| Subject | Lesson | Learning Objectives | |
|---|---|---|---|
| | | Knowledge and Understanding | Progression of Skills |
| Science | 1 | **Materials**<br>Understand that that some materials are more waterproof than others. | **Working Scientifically**<br>• Perform simple tests<br>• Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum<br>• Use his/her observations and ideas to suggest answers to questions |

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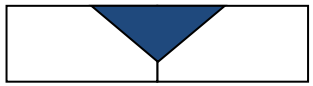
| | 2 | | **Working Scientifically**<br>• Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum<br>• Use simple equipment to observe closely<br>• Perform simple tests<br>• Use his/her observations and ideas to suggest answers to questions<br>• Gather and record data to help in answering questions |
| **DT** | **1** | **Structures**<br>• Know (by discovery) what makes a structure unstable<br>• Know what to do to make a structure more stable | • Roll paper to create tubes<br>• Cut along lines, straight and curved<br>• Investigate strengthening sheet materials<br>• Investigate joinings temporary, fixed and moving |
| | **2+3** | • Know how to strengthen corners of a cube made of card<br>• Know that triangles are strong structures<br>  | • Strengthen a corner by joining two pieces of card with triangles to reinforce |
| | **4** | • Know what makes a structure stable | • Experiment with other construction materials and kits<br>• Use kits/reclaimed materials to develop an idea |

## Cross Curricular Experiences

| Subject | Lesson | Learning Objectives | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **ICT** | **1+2** | **Programming**<br>• To know that we can programme devices to follow instructions | • Programme a Beebot to move forward, back, left and right<br>• Programme the Beebot to move 2 steps |
| **Music** | **1** | • Know the names of some classroom instruments.<br>• know how sounds can be changed on classroom instruments<br>• Know the terms louder/quieter, higher/lower, softer/stronger | **Appreciate:**<br>• Name the instrument being played<br>• Describe the sound it produces<br>• Use terms - louder/quieter, higher/lower, softer/stronger |
| | **2** | • Know some orchestral instruments and describe the sounds that they make.<br>• know how sounds can be changed– louder/quieter, higher/lower, softer/stronger | **Appreciate and Play:**<br>• Play a variety of musical instruments<br>• Match instrument to mood/sound<br>• Justify choices made. |

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| | **3** | • Understand that instruments can be used to create 'characters' and moods. | **Compose and Perform:**<br>• Create and chose sounds in response to a given stimulus. Make short tunes using notes CDE (add C sharp for the big bad pig.) |
| **Drama** | **1** | • To know about the drama contract and how it instils good behaviour.<br>• To know that a story has a setting, characters and plot. | **Making**<br>• Getting into role<br>• Varying voice and gesture for characterisation.<br>• Working as a group. |
| | **2** | • To have an awareness of an audience and how to meet their needs.<br>• To respond verbally to a performance. | **Making and responding**<br>• Beginning to identify why they enjoyed a performance. |
| | **3** | • To have an awareness of an audience and how to meet their needs. | **Making and devising**<br>• Beginning to identify why they enjoyed a performance |

## Stand Alone Learning

| Subject | Lesson | Learning Objectives | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **ICT** | **1** | **Using Digital Media: Photography**<br>• Know that photographs can be used for a range of different purposes. | • take photographs |
| | **2+3** | | • upload photos to Moviemaker in sequence |
| | **1** | • E-safety: Online Research<br>• Know how to find safe and trustworthy information on the internet<br>• I know how to move around a website (forward back and home)<br>• Know what to do if something pops up online which we don't like. | • Greater understanding of the internet and websites.<br>• Navigation online<br>• Safer use of the internet |
| **DT-** | **1+2** | **Textiles**<br>• Know that two pieces of material can **be joined** using a running stitch | • Use thread to join with a running stitch or an over stitch.<br>• Stuff the cushion and seal.<br>• Join fabrics by using running stitch |

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| **Science** | **1** | **Materials**<br>• know and recognise everyday materials including rock, wood, plastic and metal and brick, foil, elastic and fabrics and objects made from these | **Working Scientifically**<br>• Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum<br>• Identify and classify<br>• Use his/her observations and ideas to suggest answers to questions<br>• Gather and record data to help in answering questions |
| | **2** | • know that objects can be grouped based on the material that they are made from | |
| | **3** | • know the properties of materials– hard/soft, rough/smooth, stretchy/stiff, bendy/not bendy, shiny/dull | |
| **History** | **1** | • know that our own homes were built at different times | • use photographs of house fronts to date the houses on a time line |
| | **2** | • know the differences between houses in the past and today. know that homes long ago did not have electricity and running water. | • compare photographs of a house built a long time ago (Edwardian/Victorian) with a modern day house |
| | **3** | • know that kitchen life has changed from looking at historical artefacts and pictures | • Look at artefacts and photographs to identify differences.<br>• Identify how life has changed as a result.<br>• Use everyday terms to describe the passing of time and demonstrate a sense of chronology |
| | **4** | • Begin to place objects in history in a chronological way | • talk in an historical way about objects from the past and their uses |
| | **2** | • To have an awareness of an audience and how to meet their needs.<br>• To respond verbally to a performance. | **Making and responding**<br>• Beginning to identify why they enjoyed a performance. |
| | **3** | • To have an awareness of an audience and how to meet their needs. | **Making and devising**<br>• Beginning to identify why they enjoyed a performance |

## Stand Alone Fair Trade Activity to be covered this term

| Subject | Lesson | Learning Objectives | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **Fairtrade** | **1** | To recognise everyday Fairtrade products<br>eg bananas, chocolate, sugar, tea, coffee | • |

# A Home for Barnaby Bear

| Term: | Autumn | Length: | 5 weeks | Year: | One |
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## Literacy

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| **Reading** | • **Use picture cues to help in reading simple texts**<br>• **Read simple phonically decidable two and three syllable words, e.g. fantastic, cowboy** | • **Listen to and discuss a range of non fiction texts**<br>• **Answer simple and literal retrieval questions about the text**<br>• **Understand the different between fiction and non fiction**<br>• **Locate pages/ sections of interest**<br>• **Discuss the significance of the title and events** |

## Cross Curricular Experiences

| Subject | Lesson | Learning Objectives | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **African Art** | **1** | • Understand features of African art<br>• Know that repeated patterns are a feature of African artwork<br>• Understand how to create a simple repeated pattern | • Record patterns which inspire them.<br>• Draw repeated patterns inspired by research.<br>• Try out repeated patterns<br>• Use a range of tools to replicate art and colour |
| | **2** | • Understand that printing can be used to create repeated patterns on a variety of materials | • Use bought sponge printing shapes<br>• Use printing ink on paper and/or fabric to create African inspired patterns. |
| | **3** | • Understand that printing can be used to create repeated patterns on a variety of materials | • Practise with printing inks<br>• Use printing ink on paper and/or fabric to create African inspired patterns. |
| | **4** | • Understand features of African art | • Select materials for a task, taking account of personal taste and audience. |
| **ICT** | **1** | **Researching/Presenting 2:**<br>• Know that various programmes can be used to create art and designs | • create own patterns<br>• select shapes and colours<br>• upload work to own portfolio |
| | **2** | • Know how that work is named and stored in a personal folder | • Reopen work and modify design |

# Stand Alone Learning

| Subject | Lesson | Learning Objectives | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **Science** | **1** | **Materials**<br>• Know what is meant by opaque and transparent | **Working Scientifically**<br>• Identify and classify |
| | **2** | • Know how to carry out a simple test | **Working Scientifically**<br>• Ask simple questions ... |
| | **3** | • know what is meant by absorbent and not absorbent | • Perform simple tests<br>• Identify and classify<br>• Use his/her observations and ideas to suggest answers to questions<br>• Gather and record data to help in answering questions |
| **ICT** | **1+2** | **We are geographers: Networking:**<br>Know how to locate a place using a simple name (e.g. 'Epsom') | • use a symbol to identify Epsom on a digimap |
| | **3** | Know how to insert a symbol on to a map | • select the correct tool to insert a symbol onto a digimap |
| **Geog** | **1** | • know what maps, atlases and globes are and understand what they're used for | • familiarise themselves with maps, atlases and globes |
| | **2** | • know where the equator and north and south poles are on a globe | • locate the equator and north and south poles on a globe |
| | **3** | • know where Australia is on a map of the world and to understand why is it is a hot country | • locate Australia on a world map.<br>• Identify where Australia lies in comparison to the equator |
| | **4** | • Know where Lapland is on a map of the world and understand why is it a cold country | • locate Lapland on map.<br>• Identify where Lapland lies on a globe in comparison to the equator<br>• Research Lapland on the internet |
| | **5** | • Know where Kenya is on a world map and understand how it is different to the UK | • locate Kenya on a map<br>• Compare photographs of Kenya and the UK |

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| | **6** | • Know where Ireland is on a map of the UK and understand how it is similar to England | • locate Ireland on a map and know how it is similar England |
| **Music** | **1** | • Know that sounds made can give a message. | **Compose:**<br>• Improvise sounds to give messages, creating a conversation. Use symbols to accompany them and to change the conversations. |
| | **2** | • Know that music can be recorded using symbols | **Appreciate and Record:**<br>• Create symbols for musical sounds<br>• Record their own ideas using symbols. |
| | **3** | • Know the term 'pulse' and what it means<br>• Know the term 'tempo' and what it means. | **Appreciate:**<br>• Identify the pulse and join in getting faster and slower together. |
| **Drama**<br>**Carol Concert** | **1** | • To know how to improvise. | **Improvisation**<br>• Children to respond openly as Barnaby Bear. |
| | **2** | • To have an awareness of an audience and how to meet their needs. | **Making and devising**<br>• Beginning to identify why they enjoyed a performance |
| | **3** | • To show an awareness of the audiences needs. | **Performing**<br>• Articulation, pronunciation |

# Year Two Autumn Term

## Writing Targets for Year Two

| | Important areas to be able to do in year two | | | | | | | | Extra Areas to do... | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Punctuation** | I can use capital letters, full stops correctly most of the time. | I can use questions well most of the time. | I can use exclamation marks well most of the time. | I can use commas to separate items in a list | I can use apostrophes to mark where letters are missing in spelling | I can use apostrophes to mark singular possession in nouns e.g. the girl's name | | | | | | |
| **Sentence and Word** | I can write statements. | I can write my own questions. | I can write my own exclamations | I can write commands | I can write in the present tense accurately. | I can write the past tense accurately. | I can use or, and and but to join clauses in sentences and make them longer | I can use when, if , that, or and because mid sentence to join clauses.) | I can make sentences longer using adjectives. | I can start a sentence with an adverb, describing how.. | I can write a simile. | |
| | I can use the present and past progressive tenses, He is running; she was drumming | I can use noun phrases for description e.g. the blue butterfly, a dark, spooky house. | I can use suffixes – ly, -ing, -full, -ness | **Handwriting** I can do all of the handwriting targets given below. | | | | | | | | |
| **Composition** | I can plan or say out loud what I am going to write about | I can write down ideas and/or key words, including new vocabulary | I can say what I will be writing, before I start, sentence by sentence | I can re-read to check that my writing makes sense | I can check verbs to indicate time are used correctly | I can proof-read to check for errors in spelling, grammar and punctuation | I can evaluate my own writing with the teacher and other pupils | I can read aloud what I have written clearly with good intonation. | I can use 'story' language like suddenly, lived happily ever ... | I can write a story in order. | I can write a report in order. | My story has a beginning, middle and end. |

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| **Handwriting** | I can write lower-case letters of the correct size | I can start using some of the strokes needed to join letters | I know which letters, when next to one another, are best left unjoined | I can write capital letters of the correct size | I can write capitals and lower case letters, next to each other, of the correct size | I can write digits of the correct size | I can use spacing between words that reflects the size of the letters |

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| **Reading** | • **Integrate phonic strategies with cues from the meaning of language structures**<br>• **Sustain reading with phrasing and fluency to support meaning**<br>• **Re-read books- build up fluency/confidence in word reading**<br>• **Read accurately by blending the sounds, especially recognising alternative sounds for graphemes** | • **Discuss the sequence of events in books**<br>• **Become familiar with retelling stories**<br>• **Make simple comments on obvious features by referring back to the text, e.g. main character, beginning, middle and end**<br>• **Use an understanding of the text to make simple predictions** |

# Year 2 Maths – Autumn Term

| Year 2 | During this term, children are learning to: |
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| Autumn | • Read and write numbers to at least 100 in numerals and in words.<br>• Recognise the place value of each digit in a two digit number (tens, ones)<br>• Identify, represent and estimate numbers using different representations including the number line.<br>• Compare and order numbers from 0 up to 100; use <, > and = signs.<br>• Use place value and number facts to solve problems.<br>• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.<br>• Solve problems with addition using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.<br>• Subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens;<br>• Add numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens<br>• Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.<br>• Subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers; adding three one-digit numbers.<br>• Solve problems with subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.<br>• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number<br>• problems.<br>• Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot<br>• Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.<br>• Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.<br>• Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.<br>• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.<br>• Find different combinations of coins that equal the same amounts of money.<br>• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. |

# Trains, Planes and Automobiles

| Term: | Autumn | Length: | 4 weeks | Year: | Two |
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## Cross Curricular Experiences

| Subject | Lesson | Learning Objectives | |
|---|---|---|---|
| | | Knowledge and Understanding | Progression of Skills |
| Geog | | • To know what traffic is and how much traffic passes through their local area<br>• know that traffic causes pollution and think how we can limit this | • observe and record the traffic in my local area<br>• research traffic pollution on the internet<br>• look at photographs of the effect traffic pollution has on our environment |
| ICT | | **Networking:**<br>• Know how to draw a simple route independently<br>• Know how to use the measuring tool to show distance on a route | • Draw different routes from the school to Epsom Downs<br>• Compare lengths of a variety of routes |

| Subject | Lesson | Learning Objectives | |
|---|---|---|---|
| | | Knowledge and Understanding | Progression of Skills |
| ICT | 1 | **Programming**<br>• Know the term 'debug' and know how to debug a programme<br>• Know the 'algorithm' and that it means ..... | • Follow a set of instructions, watch where it goes wrong.<br>• Debug the programme<br>• State the order in which instructions need to happen. |
| | 2 | • Know that programmes/codes can be written to make objects move<br>• Know that we need to follow a code in order to bring about movement<br>• Know the term 'debug' and know how to debug a programme | • Write a programme<br>• Study a partner's programme and identify what will happen- where it might end up<br>• Recognise how the written programme impacts on the object's movements<br>• Test the programme<br>• Debug where required |
| DT | 1 | **Structures:**<br>• Know how wheels and axles work | • Carry out research and gather design ideas in a portfolio |
| | 2 | • Know that an annotated diagram is an important aspect of design work. | • Explore wheels and axles<br>• Record work as an annotated diagram<br>• Record work as a photograph |

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| | **3** | • Understand the role of a chassis on a vehicle | • Use a range of materials to create models with wheels and axles e.g. tubes,<br>• dowel, cotton reels<br>• Attach wheels to a chassis using an axle<br>• Record work as an annotated diagram<br>• Explain their product construction |
| | **4** | • Understanding that evaluation of a product is an important stage in future development of ideas | • Evaluate the efficiency of their vehicle and others.<br>• Establish own ideas for improvements.<br>• Make vehicles with construction kits which contain free running wheels |

## Stand Alone Learning

| Subject | Lesson | Learning Objectives | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **Science** | **1** | • Understand what is meant by a force in terms of a push or a pull<br>• Understand what is meant by a force | **Working Scientifically**<br>• Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum<br>• Use simple equipment to observe closely<br>• Perform simple comparative tests<br>• Identify, group and classify<br>• Use his/her observations and ideas to suggest answers to questions<br>• Gather and record data to help in answering questions |
| | **2** | • Understand that a force can make something start moving, stop moving, speed up, and slow down | |
| | **3** | • Understand that a force can make something, change shape and direction. | |
| | **4** | • Know that objects move differently on different surfaces.<br>• Know the word 'friction' | |
| **Geog** | **1** | • know that there are 7 continents and identify them on a world map | • identify continents on a world map |
| | **2** | • know that there are 5 oceans and identify them on a world map | • identify the oceans on a world map |
| **Music** | **1** | • To understand what makes singing sound nice! | **Sing:**<br>• Sing songs expressively |
| | **2** | • To be able to describe features of music in everyday terms and communicate that | **Record**<br>• Respond to music through drawing |
| | **3** | • To know the effect created by different percussion instruments | **Compose and Perform**<br>• Play instruments in different ways and create sound effects. |

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| **Drama** | **1** | • To know about the drama contract and how it instils good behaviour.<br>• To adopt appropriate roles in small or large groups and consider alternative courses of action. | **Making**<br>• Getting into role<br>• Varying voice and gesture for characterisation.<br>• Working as a group.<br>• Prepare and learn a few lines in their performance. |
| | **2** | • To know that they have to practice and refine performance. | **Rehearsing**<br>• Rehearse their lines in their performance. |
| | 3 | • To know how to use simple theatre devises in a performance<br>• To have an awareness of an audience and how to meet their needs. | Responding<br>• Talk about why they made certain decisions in their play and suggest how it could be improved next time. |
| **Fairtrade** | **1** | To find out where our favourite FT food comes from and how it reaches us. | |

# Seasons

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| **Term:** | **Autumn** | **Length:** | **1 weeks** | **Year:** | **Two** |

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| **Reading** | • **Blend phonemes to read unfamiliar words in texts**<br>• **Apply knowledge of graphemes with alternative pronunciations when reading texts** | • **Look at information books that are structured in different ways**<br>• **Locate key vocabulary and specific information in the text**<br>• **Use contents and index to help retrieve information** |

| **Subject** | **Lesson** | **Learning Objectives** | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **Science** | **1** | • understand what is meant by the seasons<br><br>**Meadow/grounds activity** | |
| **ICT** | **1** | **E-safety: Online Exploration**<br><br>• I know I can use the internet to answer questions<br>• I know that not everything on the internet is true<br>• I am kind and polite on the internet<br>• I know websites sometimes have adverts and ignore them<br>• I know what to do if I find something that I don't like on the internet. | • Searching the internet<br>• Strategies to ignore inappropriate things on the internet. |

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| **Geog** | **1** | • Know how much rainfall there is in my local area over a period of 1 week | • Research and collect rainfall in my local area |
| **Art** | **1** | • Understand what a skyline is and how it can be created<br>**Meadow/grounds activity: go out to main field and look at the skyline of the Epsom Racecourse on the hill.** | • Research for inspiration - a range of skylines<br>• Sketch a skyline |
| | **2** | • Know how to create a colourwash | • Colour wash a scene<br>• Blend with a brush or sponge |
| | **3** | • Know that a silhouette can be used to create the impression of a skyline | • Use pencil to draw a skyline<br>• Use a silhouette cut out to create a scene |

# London's Burning - Fire of London and Samuel Pepys

| **Term:** | **Autumn** | **Length:** | **3weeks** | **Year:** | **Two** |
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|---|---|---|
| **Reading** | • **Read on sight a wider range of high frequency words**<br>• **Read with phrasing and fluency taking note of punctuation and use it to keep track of longer sentences**<br>• **Read phonically decidable polysyllabic words and sentences** | • **Listen to, discuss and express views on a range of stories**<br>• **Recognise simple recurring literary language in stories**<br>• Use an understanding of the text to make simple predictions |

## Cross Curricular Experiences

| **Subject** | **Lesson** | **Learning Objectives** | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **Start Up to Topic!** | **1** | • know the key facts about the Fire of London, including where it started and when, how far the fire spread and how it was stopped. | • recount events from stories about the past |
| **ICT** | **1** | **Researching/Presenting 2 :**<br>• Know that internet search engines can assist research.<br>• Know that information can be presented to an audience using a range of programmes such as Publisher, PowerPoint. | • Use an internet search engine<br>• Use a website to access prepared information, http://www.bbc.co.uk/schools/primaryhistory/famouspeople |
| | **2** | | • Save work, reopen and edit in week 2. |

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|---|---|---|---|
| **History** | **1** | • know about Samuel Pepys and how his diary is a source of valuable information | • begin to explain why people in the past acted as they did |
| | **2** | • know the term 'primary source' as the original document or artefact.<br>• Know about the contents of the diary | • read extracts from Samuel Pepys' diary. |
| | **3** | • know how London has changed (building fabric, technology) so that a Great Fire would be less likely today | • use sources of information in ways that go beyond simple observations to answer questions about the past. |
| **Science** | **1** | • to know the changes in plants associated with the seasons.<br>(Follow on from seasons topic) | **Working Scientifically**<br>• Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum<br>• Perform simple comparative tests<br>• Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns |
| | **2** | • Know the changes in animals associated with different seasons.<br>(hibernation) | **Working Scientifically**<br>• Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum<br>• Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns |
| | **3** | • Know the changes in animals associated with different seasons.<br>(migration) | **Working Scientifically**<br>• Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum<br>• Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns<br>• Gather and record data to help in answering questions including from secondary sources of information |
| **Music** | **1** | • To hold own singing part when singing as a group | **Appreciate**<br>Sing songs expressively |
| | **2** | • That music has a steady beat/pulse and this is set out at the beginning of a piece | **Sing**<br>Sing with a sense of awareness of pulse and control of rhythm. |
| | **3** | • That music can be written down to convey a given tune | **Control of instruments**<br>Handle and play instruments with control. |
| **Drama** | **1** | • To know how to make a sound collage. | **Making**<br>• Initiate an alternative response to a stimulus (noises in Pudding Lane) |
| | **2** | • To explore problems in an imagined world and make up plays from stimuli. | **Making**<br>• To create a scene which precedes the fire? |

| | | | |
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| | **3** | • To participate in whole class performance. | **Perform**<br>• To combine preceding scene and sound collage to create a small group performance. |

# Doctors and Nurses

| Term: | Autumn | Length: | 3 weeks | Year: | Two |
|---|---|---|---|---|---|

| | | |
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| **Reading** | • **Make use of intonation, expression and punctuation to enhance reading**<br>• Re-read books to build up their fluency and confidence in word reading | • **Listen to, discuss and express views on a range of non fiction**<br>• **Discuss and clarify meaning on new words**<br>• Locate key vocabulary and specific information in the text<br>• Use contents and index to help retrieve information |

## Cross Curricular Experiences

| Subject | Lesson | Learning Objectives | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **History** | **Start Up**<br>**1** | • know that Florence Nightingale and Mary Seacole were part of the Crimean War, placing this war on a timeline in history. To place the Crimea on a map of Europe. | • Begin to explain why people in the past acted as they did<br>• Tell of events from the past |
| | **2** | • know that Florence Nightingale was a pioneer nurse and about what she did as a nurse in the Crimean War.<br>OR<br>• know that Mary Seacole was a pioneer nurse and about what she did as a nurse in the Crimean War. | • find out from an internet site facts about this period of history http://www.bbc.co.uk/schools/primaryhistory/famouspeole |
| | **3** | • know differences and similarities between two historical characters. | • compare the two nurses and their contributions to hygiene and fighting disease. |
| **ICT** | **1** | **Researching/Presenting 2 :**<br>• know they can record sound using ICT that can be stored and played back and independently using a **range of tools** to record sound. | • Use audacity<br>• independently record sounds using a range of different tools |
| | **2** | • Know how to insert a sound clip into powerpoint | • Use audacity to create and insert sound clip |
| **Science** | **1** | • know and understand the weather changes associated with the different seasons – length of day<br><br>Introduce concepts of longest and shortest days. Introduce the terms dawn and dusk & explain that dawn is earlier in the summer than in the winter and dusk is later in the summer than in the winter. | **Working Scientifically**<br>• Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum<br>• Gather and record data to help in answering questions including from secondary sources of information<br><br>Discuss how longer days and the higher Sun means that we |

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| | | | have warmer weather in Summer than in Winter. |
| | **2**<br>**With ICT** | • know and understand that the changes associated with seasons are variable. | **Working Scientifically**<br>• Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum<br>• Gather and record data to help in answering questions including from secondary sources of information |
| | **3** | • understand the changes associated with the seasons – length of day, weather and plants. | **Working Scientifically** |
| **DT Nutrition - Bread** | **1** | • Know that there are a variety of different breads.<br>• know that a variety of food is necessary for a healthy diet. | • Observe and sample different sorts of breads.<br>• Develop a food vocabulary using taste smell, texture and feel<br>• • Group familiar food products e.g. fruit and vegetables<br>• Understand the need for a variety of foods in a diet |
| | **2** | • Know how to create a safe and healthy environment.<br>• Know that different ingredients can affect how bread will taste. | • Observe good practice<br>• Design a prodcut |
| | **3** | Know how to make a bread roll.<br>Know how to measure and weigh ingredients. | • Make their own bread roll according to taste.<br>• Work safely and hygienically<br>• Measure and weigh food items, non statutory measures e.g. spoons, cups |
| | **4** | Know what makes a tasty bread roll. | • Evaluation: taste own and others breads. Give opinions and suggestions as to how the bread might be improved. |

# Year Three

## Writing Targets for Year Three

| | Important areas to be able to do in year three | | | | | Extra Areas to do... | |
|---|---|---|---|---|---|---|---|
| **Punctuation** | I can use inverted commas to punctuate direct speech | I can use a comma after a fronted adverbial. E.g After a while, ... | I can use an apostrophe for possession for plural nouns | | | | |
| **Sentence and Word** | I can use the time, place and cause connectives mid sentence **when, before, after, while,** so | I can use fronted adverbials with a comma, starting before, after, when, and –ing words like walking down the road,... | I can use prepositions e.g. before, after, in, beside, beyond, belong- mid sentence to join two clauses. | I can use the present perfect form of verbs instead of the simple past e.g. He has gone out to play for He went out to play | I can use connectives when, if, because, although to join two clauses. | I can start a sentence with until, after, following | I can open sentences with e.g. on, above, below, next to |
| | I can use a or an for a consonant or a vowel [for example, a rock, an open box] | I can choose nouns or pronouns appropriately for clarity and to avoid repetition | I can use adverbs then, next, soon, therefore | | **Handwriting** I can do all of the handwriting targets given below. | | |
| **Composition** | I can use paragraphs as a way to group two or more ideas or actions. | I can organise paragraphs around a theme | I can create characters | I can create plots | I can create settings | I can be funny in my writing. | I can surprise my reader. |
| | I can use headings and sub-headings in non fiction texts | I can rehearse my writing orally in sentences | I can proof read my writing for spelling and punctuation errors | I can read aloud my writing, to an audience using appropriate intonation/controlling the tone and volume so that the meaning is clear | I can edit my writing and make improvements. I can propose changes to spelling and vocabulary. | I can think about the reader when I choose words. I try to make it interesting. | I can create suspense in my writing. |
| **How well am I doing?** | **22 targets.**<br>Beginning: I can do up to 3 of the targets.<br>Beginning+: I can do 4 out of 22.<br>Within: I can do 8 out of 22.<br>Within+: I can do 12 out of 22.<br>Secure: I can do 15 out of 22. | | | | | | |

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| **Handwriting** | I can use the diagonal and horizontal strokes that are needed to join letters | I understand which letters, when adjacent to one another, are best left unjoined | I can show that my downstrokes and upstrokes are parallel and equal in distance | I can show that my lower case letters are of the same height. | I can show that my lines of writing are spaced well so that ascenders and descenders do not touch. | I can show that my handwriting is always joined. |

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| **Reading** | **Apply their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.**<br>**Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.** | • **listen to and discuss a wide range of fiction**<br>• **discuss words and phrases that capture the reader's interest**<br>• **ask questions to improve their understanding of a text**<br>• **identify and describe the main character(s) and setting**<br>• **identify main themes and ideas in stories**<br>• **predict what might happen from details stated** |

## Year 3 Maths – Autumn Term

| Year 3 | During this term, children are learning to: |
|---|---|
| | • Identify, represent and estimate numbers using different representations.<br>• Find 10 or 100 more or less than a given number.<br>• Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).<br>• Compare and order numbers up to 1000.<br>• Read and write numbers up to 1000 in numerals and in words.<br>• Solve number problems and practical problems involving these ideas.<br>• Count from 0 in multiples of 4, 8, 50 and 100<br>• Add numbers with up to three digits, using formal written methods of columnar addition.<br>• Subtract numbers with up to three digits, using formal written methods of columnar subtraction.<br>• Estimate the answer to a calculation and use inverse operations to check answers.<br>• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.<br>• Add and subtract amounts of money to give change, using both £ and p in practical contexts<br>• Add numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.<br>• Subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.<br>• Add and subtract amounts of money to give change, using both £ and p in practical contexts<br>• Count from 0 in multiples of 4, 8, 50 and 100.<br>• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.<br>• Write and calculate mathematical statements for multiplication using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.<br>• Write and calculate mathematical statements for division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.<br>• Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which *n* objects are connected to *m* objectives. |

# Lighthouse Keeper's Lunch

| Term: | Autumn | Length: | 4 weeks | Year: | Three |
|---|---|---|---|---|---|

## Cross Curricular Experiences

| Subject | Lesson | Learning Objectives | |
|---|---|---|---|
| | | Knowledge and Understanding | Progression of Skills |
| ICT | 1 | **Programming -3**<br>Understand that specific instructions can be used to plan for specific outcomes.<br>Know how a more complex algorithm works.<br>Know that two or more objects may be controlled with an algorithm.<br>Know the functions in Scratch 'when clicked', 'say', 'wait' | • Create a sequence of instructions (an algorithm) for the conversation<br>• Debug the algorithm if necessary<br>• Explain to a partner where debugging was needed.<br>• Use the functions in Scratch 'when clicked', 'say', 'wait'<br>• Save their work electronically. |
| | 2 | **As above**<br>Know the functions in Scratch 'when clicked', 'move' 'go to' | • Create a sequence of instructions (an algorithm) for the conversation<br>• Debug the algorithm if necessary<br>• Explain to a partner where debugging was needed.<br>• Use the functions 'when clicked', 'move' 'go to'<br>• Save their work electronically. |
| | 3 | Understand that specific instructions can be used to plan for specific outcomes.<br>Know how a more complex algorithm works.<br>Know that two or more objects may be controlled with an algorithm. | • Create a sequence of instructions (an algorithm) for the conversation<br>• Debug the algorithm if necessary<br>• Explain to a partner where debugging was needed.<br>• Use the functions 'when clicked', 'say', 'wait', 'move' 'go to'<br>• Save their work electronically. |
| ART- | 1 | Understand that batik techniques can be used to create patterns on fabric | • look at a range of simple checked picnic blanket designs<br>• In sketch books, design their own simple checked blankets.<br>• Use the batik technique to create their pattern. |
| | 2 | Understand that dye can be used to colour fabric | • Using dye, children to dip their batiked fabric. |
| DT | 1 | • **Recognise where we find pulleys in action**<br>• **Know how pulleys reduce effort and assist people.**<br>• **Know that a pulley is really a kind of wheel, with two raised edges so that a rope or a string will run along the wheel without coming off.** | **Design and Make**<br>• Draw plans which can be read/followed by someone else<br>• Build frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanisms<br>**Evaluate**<br>• Reflect on their work using design criteria stating how well the design fits the needs of the user<br>• Identify what does and does not work in the product.<br>• Make suggestions as how their design could be improved |

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| **ICT** | **1** | **Locating Lighthouses in the UK Using Google Earth**<br><br>Know how to add a folder to Google Earth.<br>Know how to name the folder 'lighthouses'<br>Know how to add a placemark on the map of the UK.<br>Know how to add the placemark to the folder.<br><br>**Teach:**<br>In Google earth there are three things in the panel on the right:<br>• Search<br>• My places<br>• Layers.<br>Today you are using Search and My Places. | |
| **Music** | **1** | To know sounds create different moods. | **Appreciate -recorded**<br><br>To analyse and comment on how sounds are used to create different moods.<br>To understand musical terms dynamic and tempo. |
| | **2** | To compose music with a 'watery' mood using tuned and untuned percussion.<br><br>To use a pentatonic scale (CDE GA) | **Compose**<br>To create descriptive music in pairs or small groups, using the pentatonic scale to create tunes and instruments to illustrate the different moods of the sea – calm, angry etc. |

| **Subject** | **Lesson** | **Learning Objectives** | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **Science** | **1** | **Electricity**<br>• know common appliances that are plugged into the mains and some that use batteries. | **Working Scientifically**<br>• Identify differences, similarities or changes related to simple scientific ideas and processes |
| | **2** | • To know the basic parts of an electrical circuit including cells, batteries, wires, bulbs and buzzers.<br>• understand the concept of a simple circuit - recognise when a bulb will light and will not light, based on whether or not the lamp is part of a complete loop with a battery and the components are connected correctly. | **Working Scientifically**<br>• Set up simple practical enquiries,comparative and fair tests<br><br>• Make systematic and careful observations<br><br>• Ask relevant questions and use different types of scientific enquiries to answer them |
| | **3** | • understand how a switch works on a circuit - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit | |
| | **4** | • apply knowledge to a working model | |

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| **ART-** | **1** | • Understand how the effect of light can be created using a range of techniques. | • Research ideas for inspiration<br>• Experiment with chalk/pastels |
| | **2** | • Know how to create the effect of light in a piece of art. | • Use pastels |
| **Fairtrade** | **1** | To research the lives of farmers and their families | • |

# Let There Be Light

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|---|---|---|---|---|---|
| **Term:** | **Autumn** | **Length:** | **2 weeks** | **Year:** | **Three** |

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| **Reading** | Apply their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.<br>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | • **listen to and discuss a wide range of non-fiction**<br>• **read texts that are structured in different ways and read for a range of purposes**<br>• **check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context** |

| **Subject** | **Lesson** | **Learning Objectives** | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **Science** | **1** | • To know some common conductors and insulators.<br>• To know metals are good electrical conductors | **Working Scientifically**<br>• Use straightforward scientific evidence to answer questions or to support his/her findings Identify differences, similarities or changes related to simple scientific ideas and processes<br>• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions<br>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions<br>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables<br>• Gather, record, classify and present data in a variety of ways to help in answering questions<br>• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers<br>• Set up simple practical enquiries, comparative and fair tests |
| | **2** | • To know how to group everyday materials on the basis of their electrical conductivity | |

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| **ICT** | **1** | **Researching/Presenting 2:**<br>• Know that internet search engines may be used to research for information<br>• Know how images and information may be copied and pasted into other programmes. | • Develop key questions and key words to search for specific information to answer a problem<br>• Use a range of child friendly search engines to locate different media, e.g., text, images, sounds or videos.<br>• Select images, information etc<br>• Use a programme for the presentation of information to an audience, for example PPT, Publisher, Word<br>• Save work for future editing |
| | **2** | • Know how to add transitions to images in a programme | • Save, reopen and edit work.<br>• Add transitions to their pictures and information slides |
| **extra RE** | **1** | • Know what happens during the festival of Hanukkah.<br>• Understand why it is an important festival to Jews. | • To ask and respond to questions about the religious festival.<br>• Explain meanings contained within religious stories that might be given by a believer.<br>• Compare their own ideas about life on earth with those of others. |
| | **2** | | |
| | **3** | • Know what happens during the festival of Diwali.<br>• Understand why it is an important festival to Hindus. | • Ask and respond to questions about the religious festival.<br>• Explain meanings contained within religious stories that might be given by a believer.<br>• Compare their own ideas about life on earth with those of others. |
| | **4** | | |
| **Music** | **1** | • know musical scores have a time signature. | **Record- Notation inc time signature**<br>• make their own symbols as part of a class score.<br>• |
| **Drama** | **1** | • To enjoy and engage in an age appropriate drama strategy.<br>(Learning process not product) | **Drama Strategy**<br>• Purpose – to make explicit the pros and cons of a course of action, to allow everyone to influence a character's actions, to model balanced arguments and support persuasive speech |

# Rain, Rain Go Away

| Term: | Autumn | Length: | 5 weeks | Year: | Three |
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| **Reading** | Apply their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.<br>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | • **Listen to and discuss a wide range of poetry**<br>• **Recognise some different forms of poetry**<br>• **Retrieve and record information from non-fiction**<br>• **Extract information from texts and summarise key points**<br>• **Discuss similarities and differences in the organisation of texts**<br>• **Identify that information is organised into paragraphs** |

## Cross Curricular Experiences

| Subject | Lesson | Learning Objectives | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **ICT** | **1** | **Introduce the class to excel.**<br>• Children to explore excel<br>• Know how to set up a spread sheet<br>• Have a go at inputting fictional data | • Format cells<br>• Tools<br>• Centralising numbers<br>• Shade totals |
| | **2** | **Data Handling-2**<br>• Know that data is collected by all sorts of people for many uses. Know that meteorologists record rainfall in order to inform the public and to spot patterns in the weather.<br>• (Watch a weather forecast on BBC at a rainy time and) learn about the language used by meteorologists | • Observe and measure rainfall over a period of time<br>• Record daily findings on a database.<br>• On a daily basis, generate the graph, pie charts, etc. |
| | **3** | • Know the term 'average rainfall' and what it means<br>• Know that data can be presented in a variety of ways as chosen by you. | • Input into a database.<br>• Create graphs, pie charts and tables from the data inputted.<br>• Make statements about the data presented. |
| **Geog** | **1** | • Know what meteorologists measure including wind speed/direction, rainfall, temperature etc. | • learn how to read a rain gauge |
| | **2** | • Know that meteorologists observe, measure and record the rainfall over a period of time<br>**Use of data loggers** | • I can tell you why a data logger is a good device to use to record information.<br>• I can use a data logger to record temperature on several days.<br>• I can tell you where results are hotter / colder / loud / quiet on a graph.<br>• I can predict what the results might look like in different places.<br>• I can connect a data logger and download results. |
| | **3** | • know that problems occur when there is too much rainfall in different locations | • compare rainfall in different locations |

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| | **4** | • know the stages of the water cycle | • describe the different stages of the water cycle<br>• |
| | **5** | • Know why humans have tended to settle near sources of water. | • locate the River Mole on a map of Surrey<br>• identify the names of major settlements |
| | **6** | • know the importance of looking after the water in the cycle | • research the oil spill in the Gulf of Mexico |
| **ICT** | **1** | **We are meteorologists: Data Handling -2**<br>**Data loggers**<br>• Know that data is collected by all sorts of people for many uses.<br>• Understand that dataloggers can be used to sense external and physical changes and subsequently collect data in a range of simple investigations.<br>• Understand that data can be collected more efficiently by a datalogging device compared with manual methods. | • Use a data logger to take the temperature of the ground over a period of time<br>• Use a data logger to take the temperature of a bucket of water left outside overnight<br>• Observe and measure temperature over a period of time<br>• Use a data logger to 'snap shot' a series of related but separate readings in the course of an appropriate investigation.<br>• Record daily findings on a database<br>• Use data loggers both connected to the computer (live) and remotely, transferring data to appropriate software at a later stage |
| | **2** | | • Practise inputting other data into databases.<br>• Practise generating graphs, pie charts, tables etc which may be shared with the public |
| **Science** | **1** | • To know that some forces need contact between 2 objects, but magnetic forces can act at a distance | **Working Scientifically**<br>• Ask relevant questions and use different types of scientific enquiries to answer them<br>• Set up simple practical enquiries, comparative and fair tests<br>• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers<br>• Use straightforward scientific evidence to answer questions or to support his/her findings<br>• Gather, record, classify and present data in a variety of ways to help in answering questions<br>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables<br>• Identify differences, similarities or changes related to simple scientific ideas and processes |

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| | **2** | • To know that magnets have 2 poles<br>• To know that magnets attract or repel each other. | • |
| | **3** | • To know which metals are magnetic | • |
| | **4** | • To understand a fair test is necessary to be able to compare the strength of magnets | • |
| | **5** | • Children to design their own investigation based on a question about magnets | |
| **ICT** | **1** | **E-safety: Online Exploration**<br>• I can use child friendly search engines<br>• I can find information using key words<br>• I know if something is a fact or if it is someone's opinion. | • Quick and precise searching<br>• Deciding what is reliable and true on the internet |
| **Art** | **1** | • Know that stormy effects can be created using a variety of art equipment. | • Take inspiration from art for own work.<br>• Experiment with equipment to achieve different effect |
| | **2** | • Understand that colour can be used to create stormy effects.<br>• Understand that different painting techniques can be used to create a stormy effect. | • Sketch out their own version of a storm in their sketch books.<br>• Complete a colour wash background on A3 card |
| | **3** | • Understand how acrylic paints are used | • Use acrylic paints |
| | **4** | • Know that different sized paint brushes can be used to create different effects | • Use thin brushes to add detail |
| **Music** | **1** | • understand the terms staccato and legato. | **Sing**<br>• Sing expressively with awareness and control at the expressive elements. |
| | **2** | • know how to accompany Three little birds on pitched instruments. | **Play**<br>• Show increasing skill in learning recorder/glocks for Three little birds' |
| | **3** | • know how to copy and improvise Three little birds on pitched instruments. | **Play**<br>• Show increasing skill in copying and improvising with |

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| | | | recorder/glocks for 'Three little birds' |
| **Drama** | **1** | • To recall how to make a sound collage.<br>• To know how to adapt a sound collage during creation. | **Making**<br>• Initiate a range of responses to stimulus. |
| | **2** | • To know how a character would respond to a situation. | **Making**<br>• Children choose vocabulary and movement to match a character, place and time. |

# Year Four Autumn Curriculum

## Writing Targets for Year Four

| | Important areas to be able to do in year four | | | | | | | Extra Areas to do... | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Punctuation** | I can use 's' properly for plural nouns, e.g. cats not cat's | I can use the apostrophe for plural possession e,g the girl's name, the girls' names | I can remember to use a comma after my fronted adverbial. | I can use a comma **before** speech with inverted commas:John said, "HurryUp". | I can use a comma **after** speech with inverted commas: "Hurry Up," said John | | | I can use brackets in my writing | I can use commas to break up clauses. | | |
| **Sentence and Word** | I can use Standard English e.g I did instead of I done | I can make my noun phrases longer by including **adjectives**, e.g. 'the **strict** maths teacher with curly hair | I can use fronted adverbials as sentence openers, e.g. **Later that day,** I went to the park. | I can use **pronouns** like 'it' and 'them' to stop repeating the subject of the sentence. E.g. The boys were running fast. I could not catch **them**. | I can use the time, place and cause connectives mid sentence **when, before, after, while,** so, because | I can use the present perfect form of verbs instead of the simple past e.g. He has gone out to play for He went out to play | I can use **connectives** mid sentence-- either, both, until, although. | I can use **prepositional phrases** to make noun phrases longer 'the spooky house at **the end of the street**' | I can use time and causal connectives at beginning of sentences. E.g.After a few minutes; So, | I can use many adjectives in my writing. | I can use alliteration. |
| **Composition** | I can plan my writing by looking at similar examples | I can rehearse my writing orally in sentences | I can write paragraphs which are about **one** particular theme, e.g. a paragraph about my lunch. | I can create characters | I can create plots | I can create settings. I can describe the setting in description. | | I can write two or three ideas about the same thing in a paragraph. | I can write endings which make sense and are good. | I can tell my reader about my character by describing how they look or behave | I can create suspense. |
| | I can use headings and sub-headings in non fiction texts | I can proof read my writing for spelling and punctuation errors | I can read aloud my writing, to an audience using appropriate intonation/ tone and volume so that the meaning is clear | I can edit my writing and make improvements. I can propose changes to spelling and vocabulary. | I can edit my friend's writing and make suggestions. I can propose changes to spelling and vocabulary. | **Handwriting** I can do all of the handwriting targets given below. | | I can write about how the characters feel in my stories. | I can sometimes be funny in my writing, creating humour. | | |
| **Assessing writing within band** | **24 targets.**<br>Beginning: I can do up to 3 of the targets. Beginning+: I can do 4 out of 24.<br>Within: I can do 8 out of 24. Within+: I can do 13 out of 24.<br>Secure: I can do 17 out of 24. | | | | | | | | | | |

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| **Handwriting** | I can use the diagonal and horizontal strokes that are needed to join letters | I understand which letters, when adjacent to one another, are best left unjoined | I can show that my downstrokes and upstrokes are parallel and equal in distance | I can show that my lower case letters are of the same height. | I can show that my lines of writing are spaced well so that ascenders and descenders do not touch. | I can show that my handwriting is always joined. |

| | | |
|---|---|---|
| **Reading** | **Apply their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.**<br>**Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.** | • **Listen to and discuss a wide range of non-fiction.**<br>• **Retrieve and record information from non-fiction (skimming and scanning)**<br>• **Use dictionaries to check the meaning of words they have read.**<br>• **Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.**<br>• **Distinguish between fact and opinion.**<br>• **Compare how different sources treat the same information.** |

## Year 4 Maths – Autumn Term

| Year 4 | During this term, children are learning to: |
|---|---|
| Autumn | • Count in multiples of 6, 7, 9, 25 and 1000.<br>• Find 1000 more or less than a given number.<br>• Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.<br>• Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)<br>• Order and compare numbers beyond 1000<br>• Identify, represent and estimate numbers using different representations.<br>• Round any number to the nearest 10, 100 or 1000<br>• Solve number and practical problems that involve all of the above and with increasingly large positive numbers.<br>• Count backwards through zero to include negative numbers.<br>• Add numbers with up to 4 digits using the formal written methods of columnar addition where appropriate.<br>• Subtract numbers with up to 4 digits using the formal written methods of columnar subtraction where appropriate.<br>• Estimate and use inverse operations to check answers to a calculation.<br>• Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.<br>• Read, write and convert time between analogue and digital 12- and 24-hour clocks.<br>• Convert between different units of measure [hour to minute]<br>• Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.<br>• Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.<br>• Convert between different units of measure [for example, kilometre to metre].<br>• Recall and use multiplication and division facts for multiplication tables up to 12 × 12.<br>• Count in multiples of 6, 7, 9. 25 and 1000.<br>• Multiply 2 digit and 3 digit numbers by a one-digit number using a formal written method.<br>• Find the area of rectilinear shapes by counting squares. |

# Disaster!

| Term: | Autumn | Length: | 5 weeks | Year: | Four |
|---|---|---|---|---|---|

## Cross Curricular Experiences

| Subject | Lesson | Learning Objectives | |
|---|---|---|---|
| | | Knowledge and Understanding | Progression of Skills |
| Geog Arcgis | 1 and 2 | **Arcgis- Geographical Information Systems**<br>• Plot data using Arcgis on a digital map<br>• Collect data about the biggest earthquakes in world based on their **magnitude.**<br>• Record on an excel spreadsheet.<br>• With support, add the data to the map of the world. | • **Fieldwork**- To gather data about volcanoes and locate this data on a world map. |
| Geog | 3 | • know that when earthquakes happen, tsunami may occur.<br>• know that Tsunami cause significant physical and human geographical issues. | • Research earthquakes in the ocean and identify their relationship with the water<br>• Describe the human and physical geographical issues after watching an animated clip of a tsunami |
| | 4 | • Know about some key international disasters | • Carry out disaster research |
| ICT | 1 | **Researching/Presenting Ideas -2**<br>• Understand the potential of multimedia to inform<br>• know the role of a hyperlink in a presentation and how to integrate | • Use internet search engines to research<br>• Develop the use of hyperlinks to produce more effective, interactive, non-linear presentations. |
| | 2 | • Know that the internet is one source of information about events<br>• Know that search engines can support research and that we need to choose information effectively to match task. | • Make effective use of transitions and animations in presentations. Consider their appropriateness and overall effect on the audience. |

| Subject | Lesson | Learning Objectives | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **DT** | **1** | • Know that a buzzer can be used as an alarm; know a variety of applications for an alarm | • Identify alarms and buzzers in everyday appliances.<br>• Record their findings in their books. |
| | **2** | • Know how an electrical circuit works | • Explore buzzers and create a working circuit.<br>• Draw annotated diagram of working circuit, using correct symbols for electrical drawings |
| | **3** | • Know the role of a pressure pad in an alarm system | • Include a pressure pad in a new circuit with a buzzer<br>• Draw an annotated diagram and include a written explanation |
| **ICT** | **1** | **Programming – designing**<br>Know how the Sprite and Stage can be edited for purpose.<br>Know that there are is a large library of Sprites to use. | • Use the Paint editor to create a new background<br>• Delete and add in a new Sprite.<br>• Use the Costumes tab to edit a Sprite<br>• Use the Costumes tab to make a sprite bigger or smaller. |
| | **2** | **Programming -**<br>• Know the functions: 'when key pressed' 'point in direction' and 'move x steps'<br>• Know that a Sprite's programme can be started by pressing other keys: up, down, left, right.<br>• Know that Sprites can be controlled using keys. | • Can use the 'when key pressed' 'point in direction' and 'move x steps' to move a Sprite in a desired direction.<br>• Can direct a Sprite around the<br>• Debug if necessary |
| **Science** | **1** | **Classification**<br>• To recognise that animals can be grouped into vertebrates and invertebrates. | **Working Scientifically**<br>• Gather, record, classify and present data in a variety of ways to help in answering questions<br>• Identify differences, similarities or changes related to simple scientific ideas and processes<br>• Use straightforward scientific evidence to answer questions or to support his/her findings |
| | **2** | • To know about a variety of food chains, identifying producers, predators and prey<br>**Meadow/grounds activity: start this lesson in the meadow, in a habitat; talk about producers, predators and prey in the meadow.** | • |
| | **3** | • To know how classification keys and branching data bases help us to group, identify and name a variety of living things in the local and wider environment | **Working Scientifically**<br>• Gather, record, classify and present data in a variety of ways to help in answering questions |

| | | | |
|---|---|---|---|
| | | | • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables<br>• Identify differences, similarities or changes related to simple scientific ideas and processes<br>• Gather, record, classify and present data in a variety of ways to help in answering questions |
| | **4** | • To know that environments can change and that this can sometimes pose dangers to living things. | **Working Scientifically**<br>• Use straightforward scientific evidence to answer questions or to support his/her findings<br>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions<br>• Ask relevant questions and use different types of scientific enquiries to answer them |
| **Geog** | **1** | • Know that there is an inner core, outer core and mantle in the Earth.<br>• know that the outer layer is divided into tectonic plates. | • identify the layers of Earth – the inner core, outer core and the mantle.<br>• describe what tectonic plates are. |
| | **2** | • know that where plates rub together, earthquakes can occur.<br>• Know about the Richter scale as a measure of the earthquake. | • Identify the cause of an earthquake<br>• Research and familiarise themselves with the Richter scale |
| | **3** | • know the parts of a volcano (could be done via Literacy –and why they occur. | • Research parts of the volcano and cause of eruption through use of secondary resources e.g. books, internet |
| | **4** | • know that volcanoes can be found along fault lines | • identify inactive volcanoes and fault lines |
| **E-Safety** | **1** | **Online Research**<br><br>**E-safety: Focus on research**<br>• Know that the internet is one of many ways to get information.<br>• Know that questions can be used when searching<br>• Know features of search engines: web, images, video.<br>• Begin to understand plagiarism | • Use the internet safely and effectively |

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| **Music** | **1** | • know the names of the notes on a stave. EGBDF on the lines and FACE in the gaps.<br>• Know that a crochet is a one-beat note. | **Record:**<br>• Write own short sequence on a stave.<br>• Identify the notes they have used. |
| | **2** | • know that music is divided into bars and each bar has a set number of beats.<br>• Know that the 'time signature' is written at the beginning of a piece of music | **Record**<br>• To write 4 bars of music in ¾ and 4 bars in 4/4. |
| **Drama** | **1** | • To know how to take part in a whole class drama strategy. | **Drama Strategy**<br>• *Purpose – …* |
| | **2** | • To understand how to add dialogue to drama strategy. | **Making**<br>• To add dialogue to a drama strategy |
| **Fairtrade** | **1** | To understand fairness and justice | |

# Pizza

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|---|---|---|---|---|---|
| **Term:** | **Autumn** | **Length:** | **2 weeks** | **Year:** | **Four** |

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| **Reading** | Apply their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.<br>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | • **Discuss words and phrases that capture the reader's interest and imagination.**<br>• **Identify how language and presentation contribute to meaning.**<br>• **Identify possessive apostrophes in texts.** |

## Cross Curricular Experiences

| Subject | Lesson | Learning Objectives | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **ICT** | **1** | **Data Handling**<br>• Know that researchers gather data for a variety of purposes.<br>• Know that understanding the public view is important to restaurants. | • Begin to identify what data should be collected to answer a question<br>• Collect data and enter it into a database under different headings<br>• Based on the data collected, children should raise their own |

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| | | | questions<br>• Select and use the most appropriate method to organise data collected |
| | **2** | • Understand the importance of presenting data in a clear way so that others can understand it<br>• Know that data can bring about questions which need answering | • |
| **Science**<br>**1 wks**<br>**2 hrs** | **1** | • To know why we add yeast when making bread. | **Working Scientifically**<br>• Ask relevant questions and use different types of scientific enquiries to answer them<br>• Set up simple practical enquiries, comparative and fair tests<br>• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units..<br>• Gather, record, classify and present data in a variety of ways to help in answering questions<br>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables<br>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions<br>• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions |
| **DT**<br>**2 hrs** | **1** | • To know that product design is governed by the influence of public taste and preference.<br>• Know that designers of food take their public views into account with their market research. | • Conduct consumer research identifying public taste and preferences.<br>• Develop sensory vocabulary/knowledge using, smell, taste, texture and feel<br>• Analyse the taste, texture, smell and appearance of a range of foods<br>• Make statements like: 60% of the class like cheese on their pizza.<br>• Compare products tasted<br>• Record findings |
| | **2** | • To know that hygiene is essential when preparing food<br>• To know basic safety requirements of working with an oven – oven gloves, safe practices etc. | • Create their own clean environment for working in.<br>• Join and combine a range of ingredients<br>• Make a pizza<br>• Cook their pizza.<br>• Evaluate their product including answering the questions in their books:<br>• Work safely and hygienically<br>• How do we ensure safe cooking?<br>• How do we ensure hygienic cooking? |

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| | **1** | • identify the effect different volumes have on a piece. | **Play:**<br>• play a pitched instrument using a change of dynamic (volume) |
| **Science** | **1** | • Know that plants can be grouped in a variety of ways | **Working Scientifically**<br>• Gather, record, classify and present data in a variety of ways to help in answering questions |
| **Art** | **1** | • Know that pencils can be used to create shading and different tones and the effect it has | • Use pencil and graphite pencils to draw line pictures<br>• Use pencils to shade |
| | **2** | • Understand that shading and tone can be used to create depth and shadow | • Complete still life picture using a pencil or graphite pencils. |

# Ancient World - Egypt

| **Term:** | **Autumn** | **Length:** | **6 weeks** | **Year:** | **Four** |
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| **Reading** | Apply their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.<br>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | • **Listen to and discuss a wide range of fiction (incl. historically based stories).**<br>• **Ask questions to improve their understanding of a text.**<br>• **Identify key features of narrative historical fiction.**<br>• **Predict what might happen from details stated and implied.**<br>• **Explore alternative events and actions through discussion**<br>• **Comment on the success of language choices in creating mood and atmosphere.**<br>• Listen to and discuss a wide range of non-fiction.<br>• **Identify main ideas drawn from more than one paragraph and summarise these.**<br>• **Understand that paragraphs help to support the organisation of texts and development of ideas.** |

## Cross Curricular Experiences

| **Subject** | **Lesson** | **Learning Objectives** | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **History 2 hr** | **Start Up** | • Know facts about Howard Carter and the artefacts found in the tomb of Tutankhamen. | • Carry out research into Howard Carter |

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| | **2** | • know when the Egyptians lived and where; to know what survives from ancient Egypt and what it reveals about the past.<br>• Know that some sources of information can be useful to our research. | • Place the Egyptian eras on a timeline; know what was happening in Britain at that time.<br>• Begin to evaluate sources of information and identify those that are useful for particular tasks.<br>• Generate questions about the artefacts/pictures, e.g. what was it used for |
| **ICT**<br>**3 hrs** | **1** | **Using Digital Media :**<br>• To know they can record sound using ICT that can be stored and played back and independently using a **range of tools** to record sound. | • use technology such as audacity to electronically record sounds and save these as audio files. |
| | **2** | | • Edit their work. |
| | **3** | | • overlay this sound onto images uploaded to Windows Live Moviemaker<br>• share their work with others |
| **History**<br>**1hr** | **1** | • understand how the pyramids were built and that they are burial sites for important Egyptians; | • look at film and photos of the pyramids today<br>• make decisions about where pyramids where built and why. |
| **Art**<br>**3 hrs** | **1** | • Understand how colours and paints can be mixed to create new colours | • sample mixing colours of blue and purple for their painting |
| | **2** | • Know that colours can create mood through experimenting wit shade.<br>• Consolidate understanding of how a colour wash can be created | • Colour wash the whole sheet of paper before beginning their painting.<br>• Add colours for a twilight scene |
| | **3** | • Understand what a mosaic is and how it can be created | • Cut out shapes for silhouette – pyramids, sphinx.<br>• Mosaic in small squares of shades of gold and yellow the face of the pyramid etc. |
| **Music** | **1** | • know that music can be structured into sections e.g. bridge/chorus/verse in pop songs or movements in classical music. | **Appreciate**<br>• Recognise structures within different types of music |
| | **2** | • know that music can be structured into sections. | **Compose**<br>* Create a piece of music which contains different section |
| | **3** | • know that music can be structured into sections. | **Perform and Record**<br>• Perform their piece to others.<br>• Record the structure of their piece either with lyrics or graphically. |

# Stand Alone Learning

| Subject | Lesson | Learning Objectives | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **Science**<br>**Sound** | **1** | • Know how sounds are made, associating some of them with something vibrating | **Working Scientifically**<br>• Identify differences, similarities or changes related to simple scientific ideas and processes<br>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions<br>• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers |
| | **2** | • Know that vibrations from sounds travel through a medium to the ear | **Working Scientifically**<br>• Ask relevant questions and use different types of scientific enquiries to answer them<br>• Set up simple practical enquiries, comparative and fair tests<br>• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers<br>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables<br>• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions<br>• Use straightforward scientific evidence to answer questions or to support his/her findings<br><br>**Data Loggers**<br>• use independently and read a live data logger and make predictions<br>• I can recognise where diff event happened on a graph<br>• I can suggest an expt with a logger<br>• I can discuss results with a group<br>• I can use logger by myself |
| | **3** | • know that the term 'pitch' describes how high or low a sound is<br>• Know the relationship between the pitch of a sound and features of the object that produced the sound | |
| | **4** | • Know the relationship between the volume of a sound and the strength of the vibrations that produced it | |
| | **5** | • Know that sounds get fainter as the distance from the sound source increases | |
| | **6** | • Investigate which material is best for muffling sound.<br>• Use a data logger to accurately record data | |

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|---|---|---|---|
| **History** | **1** | • Know where the Nile is on a map<br>• Know that it is an important River in Egypt as the Thames is in Britain.<br>• Know how much of the life of Egypt depended on the Nile | • Verbalise ways in which the River Thames and the River Nile are similar in terms of importance to the society.<br>• make links between this society (Egypt) and others they have studied- Stuart England in terms of Pepys. |
| | **2** | • know that the Rosetta stone unlocked the ancient Egyptian language of hieroglyphics | • use primary source to understand more about the importance of the Rosetta Stone<br>• write some letters from the Egyptian language |
| | **3** | • know about mummification and beliefs about the journey to the afterlife; know about some of the gods worshipped by the Egyptians | • evaluate sources of information and identify those that are useful for particular tasks. |
| **DT** | **1** | • Know what makes a strong structure | • Construct a bridge by joining and combining materials.<br>• Evaluate the bridges and relative success;<br>• Record work in topic book, including an exploded diagram |
| | **2** | • Know that triangles are strong structures<br>• Know that rolled paper, creating tubes are strong structures. | • explore the triangle as a strong structure<br>• Create shell or frame structures, strengthen frames with diagonal struts<br>• Make structures more stable by giving them a wide base<br>• Prototype frame and shell structures |
| | **3** | **Make a Pyramid**<br>• Know that a pyramid is a tetrahedron; a share based pyramid. | • Make structures more stable by giving them a wide base<br>• Prototype frame and shell structures |
| **ICT** | **1** | **We are librarians: Networking: -2** | • Contribute to a class folder adding photos of Egypt/art work<br>• Use a range of digital tools to communicate, e.g, contributing to chats and/or discussion forums, in school's VLE or text messages, making purposeful contributions to respond to another pupil's question or comment. |
| | **2** | • Know that social media sites /spaces may be used to interact with others<br>• Know about contributing safely and responsibly<br>• Go through e safety contract | |
| **Drama** | **1** | • To use knowledge gained in previous topic (freeze frame and dialogue) to create a role exploring different view points. | **Making**<br>• Improvisation from conscience alley. |

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| | **2** | • To develop a script | **Making**<br>• To prepare script |
| | **3** | • To understand the effect of some theatre conventions<br><br>**Plenary: wrap a child in kitchen roll!**. | **Perform**<br>• To select appropriate symbolic props, sets or costumes |

# Year Five Autumn Curriculum

## Writing Targets for Year Five

| | Important areas to be able to do in year five | | | | | | | Extra Areas to do... | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Punctuation** | Use speech punctuation properly including inverted commas and commas. | Use apostrophe for possession – singular and plural. | Use apostrophe for contraction, e.g. I can't | Use commas to give extra information and lengthen my sentence. | Use dashes to give extra information and lengthen my sentence. | Use brackets to give extra information and lengthen my sentence. | Use a colon for a list, e.g I have many items: red apples...., | Write speech with more than 1 speaker, starting a new line for each | Use commas accurately in speech for more than one person. | |
| **Sentence and Word** | Use drop in clauses beginning: who which, where, when, whose while | Use the past perfect tense | Use modals .e.g modal verbs e.g. might, should, will, must, ought. | Make sure that the subject and verb agree in my sentences. | Use fronted adverbials: When, After,..Shocked,. Wriggling,... | Write precise, detailed noun phrases like 'criss-crossed patterned tie with a blue stripe | Connectives (e.g.when, before, so, after, while). Confidence with three. | Use these **connectives** mid sentence- if, however, although when, | Use similes in fiction and non fiction | Use metaphor in fiction and non fiction. |
| **Composition** | **Planning my writing** | | | **Structure** | | | | | | |
| | Show that I know who my audience is and make my writing relevant to them | Plan my writing noting how authors have developed characters and settings. | | Structure my writing using headings, bullets and underlining | Use paragraphs to orgnanise ideas | Within a paragraph use e.g. firstly, after that for good cohesion. | Use bullet points | Make a direct appeal to the reader, speak to the reader. | Include a twist at the end of my stories | Use shades of meaning to show degree of possibility, quite slightly,extremely |
| | **Linking across paragraphs** | | | **Creating** | | | | | | |
| | Make links across paragraphs using time adverbials , e.g. Later, | Make links across paras using place adverbials , e.g. Nearby, | Make links across paras using different tenses, e.g he had seen her before | Write narratives including description of settings | Tell my reader about characters through description in my narratives | Show writing where character, dialogue and action are balanced. | Describe mood and feelings to create atmosphere for my reader | Write short sentences for impact, e.g. He jumped. She screamed. | Write long sentences for description and effect. | Include facts, figures and statistics in my writing. |
| | **Edit my writing** | | | **Handwriting** | | | | | | |
| | Evaluate /edit my friend's writing. Proof read for spelling /punctuation errors | Evaluate /edit my writing. Proof read for spelling and punctuation errors | Precis longer passages | I can do all of the handwriting targets given below | | | | Write paras with a lead in sentence to explain what the para is about. | Write paras with a lead out sentence to signpost the next paragraph | Write paras with a lead in sentence +an example sent +a lead out |
| **Assessing within band** | **31 targets.**<br>Beginning: I can do up to 4 of the targets.<br>Within: I can do 11 out of 31<br>Secure: I can do 22 out of 31 | | | Beginning+: I can do 5 out of 31.<br>Within+: I can do 17 out of 31. | | | | | | |

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| **Handwriting** | My ascenders, descenders and lower case letters are all formed very well. | I can decide whether or not to join specific letters when adjacent to one another | I can show that my handwriting is always joined when appropriate | I can write legibly. | I can decide which is the most appropriate implement to use for a task. | I can show an un-joined style when labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in forms | When doing handwriting practice, I can show that I can write at speed. |

## Year 5 Maths – Autumn Term

| Year 5 | During this term, children are learning to: |
|---|---|
| Autumn | • Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.<br>• Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.<br>• Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000<br>• Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.<br>• Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.<br>• Add and subtract numbers mentally with increasingly large numbers.<br>• Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)<br>• Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.<br>• Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.<br>• Solve comparison, sum and difference problems using information presented in a line graph.<br>• Complete, read and interpret information in tables including timetables.<br>• Identify 3D shapes, including cubes and other cuboids, from 2D representations.<br>• Use the properties of rectangles to deduce related facts<br>• Multiply and divide numbers mentally drawing upon known facts.<br>• Multiply and divide whole numbers by 10, 100 and 1000.<br>• Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.<br>• Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)<br>• Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.<br>• Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.<br>• Establish whether a number up to 100 is prime and recall prime numbers up to 19<br>• Measure and calculate the perimeter of composite rectilinear shapes in cm and m.<br>• Calculate and compare the area of rectangles (including squares), and including using standard units, cm2, m2 estimate the area of irregular shapes.<br>• Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml] |

# Impressions of a Meadow

| Term: | Autumn | Length: | 5 weeks | Year: | Five |
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| **Reading** | **Apply their knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words in reading.**<br>**To recognise a range of linguistic features used to create meaning in poetry, including simile, metaphor, alliteration, rhyme and repetition.** | • **Read and discuss a wide range of fiction and poetry**<br>• **Describe the style of individual poets**<br>• **Ask questions to improve their understanding**<br>• **Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader**<br>• **Explain and justify their opinions with evidence from texts** |

## Cross Curricular Experiences

| Subject | Lesson | Learning Objectives | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **ICT** | **1** | **Using Digital Media: Sound/Photography**<br>• know that photographs can be taken and used for a variety of purposes<br>• Know that audiences influence the work of the photographer<br>• Know that technology can be used to electronically compose music or sounds and saved as audio files. | • Take photos of what inspires them in the meadow |
| | **2** | | • Use a range of devices to create music samples and sequence these.<br>• Overlay music to photos taken in meadow.<br>• use technology to electronically store sounds and save these as audio files. |
| **Art** | | | |
| | **1** | **Painting the Meadow**<br>• Know that a range of painting styles can be used<br>• Understand how to mix different shades of the same colour | • Look at examples of impressionist prints. Observe photos and sketches from visit to the pond, Monet's prints around the class roo<br>• Experiment the effect different painting styles have on art work - e.g. stippling (dabbing), dots, scratches, flicks etc.<br>• Investigate how to create different shades of blue and green |

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| | | | through mixing paints. |
| | **2** | • Understand how to use sketching on a canvas<br>• Know how to use a fine paint brush for a more precise effect | • Develop an outline of water lily painting using a fine paint brush |
| | **3** | • Understand how to create tone, depth and texture using water colours and a different painting techniques | • Using the techniques and styles learnt in the previous lessons continue. |

## Cross Curricular Experiences

| Subject | Lesson | Learning Objectives | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **DT** | **1** | **Data Handling**<br>• know that there are functions on a spreadsheet which can support our data work. E.g. the sum key<br>• know terminology – cells etc<br>• know how to present tables and highlight cells | • Create a spreadsheet for shopping costs<br>• Use the sum function. |
| | **2** | | • Use the sum function for practice<br>• Use the + function<br>• Use average |
| **DT** | **1 and 2** | All children will:<br>• Know the importance of working in a clean and hygienic way.<br>• Know where ingredients are sourced from and locate these on a map.<br>• Know what constitutes a healthy balanced diet of carbohydrates, protein and fats; know which group the casserole contents fit within | • Work safely and hygienically<br>• Follow a recipe<br>• Learn to cut up meat (beef is safer than chicken) in a healthy, clean, hygienic way<br>• Cut, chop and slice vegetable ingredients<br>• Season their product; know how to add stock.<br>• Taste a range of food items to develop a sensory food vocabulary for use when designing.<br>• Evaluate their product identifying how to make it better. |
| **Science** | **1 and 2** | • Know and understand that different plants are adapted to their environments | **Working Scientifically**<br>• Report and present findings from enquiries, including conclusions...in oral and written forms such as displays and other presentations<br>• Identify scientific evidence that has been used to support or refute ideas or arguments |
| | **3** | • Know that living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals | **Working Scientifically**<br>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.<br>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.<br>Identify scientific evidence that has been used to support or refute |

| | | | |
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| | | | ideas or arguments.<br>• Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations |
| | **4** | • | |
| | **5** | • Know and understand the life process of reproduction in flowering plants | **Working Scientifically**<br>• Identify scientific evidence that has been used to support or refute ideas or arguments<br>• Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations |
| **DT textiles** | **1** | • Know that products are tailored to the customer's taste. | • Identify the customer (mum's) design requirements.<br>• Select materials for task<br>• Join fabric to card petal shapes (with glue); cut to size.<br>• Create 3D products using pattern pieces and seam allowance<br>• Understand pattern layout<br>• Decorate textiles appropriately often before joining components<br>• Pin and tack fabric pieces together<br>• Make quality products |
| | **2** | • Know that fabrics may be joined by adhesive or sewing. | • Join petals to form a petal and add a button for the centre, by sewing<br>• Attach by sewing, the brooch clip (amazon- very cheap) |
| **Drama** | **1** | • To know how to move and communicate physically without words. | **Making**<br>• Develop physical theatre skills |
| **Harvest** | **2** | • To know how to evaluate a piece of work without dialogue | **Responding**<br>• Evaluate to physical theatre performance<br>(Written piece) |
| **Music** | 1 | Develop appreciation of soundscapes<br>Applying understanding to group compositions<br>Identify how elements and resources have combined to communicate moods, changes of mood and ideas and a variety of musical styles<br>Use notation to remember, develop and record creative work | Identify different moods and textures.<br>Identify how a mood is created by music.<br><br>Use and understand staff and other musical notations (from DFE) |
| | 2 | Develop appreciation of soundscapes<br>Applying understanding to group compositions | Identify different moods and textures.<br>Identify how a mood is created by music and lyrics. |

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| | | Identify how elements and resources have combined to communicate moods, changes of mood and ideas and a variety of musical styles<br>Use notation to remember, develop and record creative work | Listen to longer pieces of music and identify features.<br>Music notations – write a line of one piece |
| **Fairtrade** | **1** | To understand how fairtrade helps growers | |

# Sayer's Croft

| | | | | | |
|---|---|---|---|---|---|
| **Term:** | **Autumn** | **Length:** | **2 weeks** | **Year:** | **Five** |

| Subject | Lesson | Learning Objectives | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **Science** | **1** | • Know, understand and compare the life process of reproduction in insects. | **Research**<br>• I recognise when research using secondary sources will help to answer my questions<br>• I use relevant information and data from a range of secondary sources<br>• I evaluate how well my research has answered my questions<br>• I talk about and explain my research using scientific knowledge and understanding |
| | **2** | • Field work at Sayers Croft | |
| | **3** | • Know and understand the life process of reproduction in amphibians | **Research**<br>• I recognise when research using secondary sources will help to answer my questions<br>• I use relevant information and data from a range of secondary sources<br>• I evaluate how well my research has answered my questions<br>• I talk about and explain my research using scientific knowledge and understanding |
| **ICT** | **1**<br>**2** | **Environment\al Quality Survey**<br>• Gather data for an EQS for 2 locations – the woodland area in Sayers Croft and the meadow at school<br>• Plot data using Arcgis on digital map<br>• Add the data to the map of southern England. | • **Fieldwork**- To observe and record the quality of the environment in the woodland area in Sayers Croft and the meadow at school e.g. birdsong, litter, views, (see template for ideas) |

| | | | |
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| | | • Manipulate the visual possibilities of arcgis.<br>• Use data loggers | |
| **Geog** | **1** | • Understand how the water cycle works and use the terms: evaporation, convection, condensation and precipitation. | • Describe the different stages of the water cycle using the key words |
| | **2** | • Understand what the following terms mean: source, tributaries, floodplain, oxbow lake, meanders, and river mouth. | • explain the features of the river system<br>• Use secondary sources of information to locate definitions |
| | **3** | • Know different rivers around the world describing and comparing their features, how they affect the landscape and how they are changing. | • Locate and compare the named rivers on a map<br>• Research info on given rivers using the interne |
| | **4** | • know why a river meanders and can explain where the water speeds up and slows down. | • Identify the inside and outside of a river bend and know that water travels faster on the outside of a bend |

# Switch It On

| | | |
|---|---|---|
| **Reading** | **Apply their knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words in reading.** | • **Understand what they read and listen to by exploring the meaning of words in context**<br>• **Participate in discussions about shared texts, building on their own and others' ideas and challenging views**<br>• **Compare the detail with which sources convey information about events** |

## Cross Curricular Experiences Cross Curricular Experiences

| **Subject** | **Lesson** | **Learning Objectives** | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **DT** | **1** | **Control:**<br>• Know that there are applications in everyday life which are programmed to work with and respond to triggers, which are controlled eg automatic doors, robots in car factories, automatic security lights, fairground rides.<br>• Understand that technology is closely linked to creativity, which has resulted in innovation.<br>• Know that 3D models can be constructed from 2D designs | • know when it would be appropriate to use a control system<br>• Follow step-by-step sequential instructions to assemble a product and watch a 3D model come to life through the use of a 2D design.<br>• Build control models using motors and know that other outputs can be added including LEDs and buzzers, to replicate real world machines, structures and amusement park rides. |
| | **2** | • Understand that computer programming language can be used to create and control external devices as well as events on the computer or device. | • Control outputs of on-screen simulated control environments.<br>• predict the outcome of a control procedure<br>• Become familiar with the control box and how the outputs are |

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| | | • Understand that a sequence of instructions can generate an outcome.<br>• | linked to it.<br>• |
| | **3** | Understand that hardware and software can be linked together to control a device. | • Control a model using an ICT control programme<br>• Use on-screen control software to plan, create and run a set of instructions with simple flowchart based programming language. |
| | **4** | Understand that hardware and software can be linked together to control a device. | • evaluate and edit the set of instructions to make a more efficient system<br>• |
| **Science** | **1** | • To know that light travels in straight lines | **Working Scientifically**<br>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary<br>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate<br>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter<br>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations<br>•<br>graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests<br>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations<br>• |
| | **2** | • Know that objects are seen because they reflect light into the eye | |
| | | Light bounces off objects we see; travels into our eyes so that we can see the objects. As image passes through the lens, muscles in eye adjusts the lens so that it focuses just like a camera. The image is then projected onto the retina of the inside of the eye! This sends a message to our brain to tell us what it is we are looking at. As the image passes through the lens it gets turned outside down, it is our brain that turns it back up the right way so that we see things the right way up! | |
| **ICT** | **1** | • Understand a new complexity of algorithm.<br>• Know how to use the 'say' 'ask' 'if else' and 'answer' commands<br>• Understand that Scratch has inputs and outputs.<br>• Know that coding can be duplicated | • Create a complex algorithm which uses input from user to determine an output.<br>• Use the function 'say' 'ask' 'if else' and 'answer' functions.<br>• Debug where necessary. |

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| | **2**<br>**3** | • Know that you can add to code to improve and make it more complex<br>• Understand that a programme follows code in the order written.<br>• Know that more than one stage can be used.<br>• Understand the score variable | • Output different sound depending on input<br>• Keep a running score<br>• Change a stage depending on the correct or incorrect input.<br>• Create a score variable<br>• Some will progress further and create a broadcast. |
| **Music** | **1** | Sing more complex songs.<br>Develop an awareness of layering and how parts fit together.<br>Accurately maintain a part independently. | Sing songs with increasing control of breathing, posture and sound projection.<br>Sing songs in tune and with an awareness of other parts.<br>Appreciate different cultures – identify differences in melody and rhythm.<br>Brazilian La Bamba |
| | **2** | Sing more complex songs.<br>Develop an awareness of layering and how parts fit together.<br>Accurately maintain a part independently. | Sing songs with increasing control of breathing, posture and sound projection.<br>Sing songs in tune and with an awareness of other parts.<br>Appreciate different cultures – identify differences in melody and rhythm.<br>Brazilian La Bamba |

# World Wide Project

| **Term:** | **Autumn** | **Length:** | **3 weeks** | **Year:** | **Five** |
|---|---|---|---|---|---|

| | | |
|---|---|---|
| **Reading** | **Apply their knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words in reading.** | • **Identify and discuss themes in texts**<br>• **Recognise ways in which authors present issues and points of view in fiction**<br>• **Infer characters' feelings, thoughts and motives from their actions**<br>• Provide reasoned justification for their views<br>• **Predict what might happen from details stated and implied**<br>• **Use clues in language to set the text in context** |

## Cross Curricular Experiences

| **Subject** | **Lesson** | **Learning Objectives** | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **IT** | **1** | **Networking 1:**<br>• Understand the opportunities computer networks offer for collaboration<br>• Know how to discerning in evaluating digital content | • Add to a blog on Brazil<br>• |

| | | | |
|---|---|---|---|
| **IT and Geog overlap** | **1** | **IT Targets**<br>• know that it is important to consider your audience when compiling a presentation<br>• understand that research involves choosing information which is appropriate.<br>• Know the difference in information between fact and opinion<br><br>**Geog targets**<br>• Know the location of Brazil and share the key facts about the country (capital, population, rivers, mountains, trade links) comparing to England. | **IT Targets**<br>• Use appropriate strategies for finding, critically evaluating and verifying information, e.g., using different keywords, skim-reading, cross checking with different websites or other non ICT resources.<br>• Develop use of more advanced searching techniques, e.g., searching for a phrase using quotation marks to locate precise information.<br>• Distinguish between fact and opinion and make informed choices about the sources of online information<br><br>**Geog targets**<br>• Locate Brazil on a map of the world<br>• Research facts using fact sheets 1 and 1a http://www.brazil.org.uk/brazilintheschool/primary.html |
| | **2** | **Geog targets**<br>• Understand that Brazil has a varied landscape | **Geog targets**<br>• identify the varied landscapes of Brazil commenting on the Amazon, dry grass lands, rugged hills, pine forests, wet lands and a long coastal plain. |
| | **3** | **Geog targets**<br>• know that Brazil has several climate zones and understand how the climate zone affects the weather. | **Geog targets**<br>• Research different climate zones across Brazil using factsheet 2 and 2a http://www.brazil.org.uk/brazilintheschool/primary.html |
| | **4** | **Geog targets**<br>• know that the Amazon River is the **second** longest river in the world and situated in the Amazon rainforest.<br>• know that the Amazon rainforest is a biome and is a tropical forest | **Geog targets**<br>• research the Amazon river using secondary sources of information. Identify the meaning of a 'biome' and know that the Amazon rainforest is an example of a biome |
| | **5** | **Geog targets**<br>• know where the main cities of Brazil are located, focussing on Rio commenting on why they are located there with relation to trade links. | **Geog targets**<br>• Identify the main cities on a map of Brazil |
| | **6** | **IT targets**<br>• Know that presentations can be enhanced by use of sound clip additions | **IT targets**<br>• Add sound clips to the slides. |
| | **7** | **IT targets**<br>• Know how to add timings to a presentation. | **IT targets**<br>• Add slide transitions and **timings** to the transitions |
| **Science** | **1** | • To know and understand reflection and refraction. | **Working Scientifically**<br>• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary<br><br>• Take measurements, using a range of scientific equipment, with |
| | **2** | • To know how shadows are formed | |

| | | | |
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| | **3** | • To know how a rainbow is formed and understand why we see colours as we do. | increasing accuracy and precision, taking repeat readings when appropriate<br><br>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests<br><br>• Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations<br><br>• Identify scientific evidence that has been used to support or refute ideas or arguments |
| **Drama** | **1** | • To know how to adapt and respond to texts in different ways. | **Making**<br>• Using a text to develop drama. |
| | **2** | • To know how to perform a scripted scene making use of dramatic conventions. | **Performing**<br>• Independent use of dramatic convention. |
| | **3** | • To develop the own understanding of life experiences through the medium of drama. | **Respond**<br>• To make links between drama and real life issues. |
| **Music** | **1** | **Samba sing and play**<br>Identify how rhythms can be layered to create effects.<br>Identify how unpitched instruments have different roles and effects.<br>Develop an awareness of how the different parts fit together. | Play accompaniments with control and accuracy.<br>Create different effects using combinations of pitched/unpitched sounds.<br>Perform an independent part keeping to a steady beat.<br><br>Pulse, Rhythm,Tempo, Pitched play |
| | **2** | Samba sing and play<br>Improvise and compose with an awareness of context and purpose.<br>Use an appropriate music vocabulary when communicating creative ideas to others. | Use melodic patterns and scales to improvise and compose.<br>Play accompaniments with control and accuracy.<br>Create different effects using combinations of pitched/unpitched sounds.<br>Perform an independent part keeping to a steady beat.<br>Pitch Tempo |

# Year Six Curriculum

## Writing Targets for Year Six

| | Important areas to be able to do in year six | | | | | | | Extra Areas to do... | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Composition** | Plan writing noting how authors have developed characters and settings. | Know audience; appeal to them; know what they want | **Dialogue:** Reveal characters and their personalities through speech | **Dialogue:** Move the action forward through dialogue. | Describe mood of people and settings to create atmosphere | Weave dialogue, action and description of settings effectively. | | Use a flashback. | Start my stories with the height of the action and flashback... | Be **authoritative** using statistics and quotations |
| **Sentence and Word** | Use the past perfect tense | Use **modifiers** such as slightly heavy bag, greatly unhappy person. | hyphens to avoid ambiguity e.g. man eating shark versus man-eating shark. | I can do all of the handwriting targets given | | | | Reveal my writer voice and opinion in mi writing | Write one sentence paragraphs | Write one word sentences for effect. |
| | **Within a paragraph** use time adverbials e.g. firstly, after that... | Make links across paragraphs using place and time adverbials, e.g. Nearby, Later, | Make links across paragraphs using diff tenses, e.g He had seen her before | Make links across paragraphs using repetition of a word or phrase | Make links across paragraphs using contrasting adverbials- on the other hand, in contrast | **Use of** passive tense e.g. The shoes were worn by a tall, strange man... | **Use of** modals – would should,ought, might | Showcase how I vary length of paragraphs for effect | Showcase creative simile | Showcase alliteration |
| | Start sentences with fronted adverbials **and a comma** | **Use drop ins**- mid sentence: who, when, where, which | **Use** mid sentence **connectives such as** although, whilst, until despite, , on the other, moreover, meanwhile, | Use prepositional phrases to add precision. *Under the tree, next to the fence,...* | Expand noun phrases e.g. the jewel-clad lady, WITH yellow teeth, . | Use adverbs to add detail and precision | | Showcase creative metaphor | Showcase personification | Create char traits which are themes for narrative: jealousy. |
| **Punctuation** | Punctuate speech with commas accurately | Use brackets **and/or** dashes for parenthesis/extra infromation | Use commas for parenthesis and drop ins | Use bullet points to list info | **Some use of** dash to avoid ambiguity and to separate clauses | **Some use of** colon to give an elaborate list e.g. I took many items: shoes .... | **Some use of** semi-colons to separate two independent clauses | Evaluate and edit my writing. Proof read for SPAG errors | Evaluate and edit my friends writing. Proof read for SPAG errors | Precis longer passages |
| **Handwriting** I can do all of the handwriting targets (colour this box only – 1 mark) | My ascenders, descenders and lower case letters are all formed very well. | I can decide whether or not to join specific letters when adjacent to one another | I can show that my handwriting is always joined when appropriate | I can write legibly. | I can decide which is the most appropriate implement to use for a task. | I can show an un-joined style for labelling a diagram data, writing email address,capital letter, for filling in forms | When doing handwriting practice, I can show that I can write at speed. | | | |
| **Greater Depth Sentence and Word** | Passive tense leads to formal tone. "They were invented to make balerinas look weigthless (tutus). | Subjunctive for formal, "If I were to mention.."'Were they to come' | Shift in and out of colloquial English in my writing, e.g. Through quotes and speech | short snappy sentences for impact and action | Embedded use of semi-colons bet two indep clauses | **Embedded use of** fronted adverbials with commas | Longer 3 clause/ part sentences, for atmosphere and effect | | | |
| | Confident use of modals for effect, "She would if she could... | In one piece: confident shift bet tenses for effect (e.g. subj, modals, 'had') | | | | | | | | |
| **Greater Depth Punctuation** | **Embedded use of** semi-colons to mark the boundary bet independent clauses | **Embedded use of** colon to mark the boundary between independent clauses. | | | | | | | | |
| **How well am I doing?** | **30 main targets and 11 greater depth(41 total)**<br>Beginning: I can do up to 6 of the targets. Beginning+: I can do 7 out of 44.<br>Within: I can do 15 out of 41. Within+: I can do 22 out of 41<br>Secure: I can do 30 out of 41. Greater Depth: I can do all 41 targets! ☺ | | | | | | | | | |

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|---|---|---|
| **Reading** | **Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet** | • **Continue to read from a range of non-fiction and reference books**<br>• **Summarise the main ideas from a paragraph**<br>• **Securely use skimming, scanning and text marking so that research is fast and effective**<br>• **Checking the text makes sense to them, explore the meanings of words in context**<br>• **Retrieve, record and present information from non-fiction**<br>• **Identify the structural and organisational choices the author has made**<br>• **Evaluate how effectively the author makes their viewpoint**<br>• **Distinguish between fact and opinion** |

## Year 6 Maths – Autumn Term

| Year 6 | During this term, children are learning to: |
|---|---|
| Autumn | • Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.<br>• Round any whole number to a required degree of accuracy.<br>• Use negative numbers in context, and calculate intervals across zero.<br>• Solve number and practical problems that involve all of the above.<br>• Identify common factors, common multiples and prime numbers.<br>• Use their knowledge of the order of operations to carry out calculations involving the four operations.<br>• Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.<br>• Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context.<br>• Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context.<br>• Perform mental calculations, including with mixed operations and large numbers.<br>• Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.<br>• Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.<br>• Describe positions on the full coordinate grid (all four quadrants).<br>• Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.<br>• Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.<br>• Compare and order fractions, including fractions > 1<br>• Generate and describe linear number sequences (with fractions)<br>• Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.<br>• Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example 14 x 12 = 18 ]<br>• Divide proper fractions by whole numbers [for example 13 ÷ 2 = 16 ]<br>• Associate a fraction with division and calculate decimal fraction equivalents [ for example, 0.375] for a simple fraction [for example 38]<br>• Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.<br>• Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.<br>• Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp.<br>• Convert between miles and kilometres.<br>• Draw 2-D shapes using given dimensions and angles.<br>• Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.<br>• Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. |

# Hampton Court to Greenwich

| Term: | Autumn | Length: | 6weeks | Year: | Six |
|---|---|---|---|---|---|

## Cross Curricular Experiences

| Subject | Lesson | Learning Objectives | |
|---|---|---|---|
| | | Knowledge and Understanding | Progression of Skills |
| Geog | 1 | • Know of key geographical sites along the River Thames | • Locate the River Thames on a map |
| | 2 | | Locate key sites on the River and use 'placemarks |
| | 3 | • Know that the Docklands area of London has changed over time in its land use. | • Research the changes<br>• Watch clip http://www.bbc.co.uk/learningzone/clips/the-changing-face-of-london-london-docklands/8317.html |
| | 4 | • know that Greenwich observatory is the origin of Greenwich mean time | • describe how time zones are distributed across the world. |
| ICT | 1 | **Using Digital Media:**<br>• Know the functions of a camera, e.g. zoom, landscape, red eye reduction, black and white. | • independently take /use photographs<br>• |
| | 2 | • Know that photographs can be manipulated<br>• Know how to add effects to photographs | • add their photographs to a central bank in folders, e.g. Westminster Palace etc<br>• use technology to create images including using layers<br>• add complex effects to photographs and to perform common photograph edits (e.g. red eye removal |
| History | Trip | **The trip along the Thames is designed to give some context to where sites are located which are relevant to the period** | |

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| | **1** | • Come to know the Tudors via a journey along the Thames<br>• know the Tudor Period ran from 1485 to 1603 and when each monarch succeeded to the throne.<br>• understand the Tudor way of life through food and eating – kitchens;<br>• | • Research Tudor sites along the Thames<br>• Take photos and sketch sites as passed<br>• use their factual knowledge and understanding of the history of Britain to describe past periods, and to make links between features within and across different periods.<br>• i.e Compare then and now |
| | **2** | **Westminster Abbey:**<br>• know that Henry VIII dissolved the Catholic church in England in order to divorce and re-marry.<br>• know that England's religion changed several times under Tudor rule;<br>• know that all Tudor monarchs were crowned at Westminster Abbey; Henry VII is buried there. | • Describe how some events, people and changes have been interpreted in different ways and suggest possible reasons for this.<br>• Show how bias is often at play in historical records. Children should use the word bias in their writing. |
| | **3** | **The Globe Theatre:**<br>• Know that Shakespeare's plays were performed at the Globe in London and we can visit the theatre today as it was in 1600s. | • Using their knowledge and understanding, identify and evaluate sources of information, which they use critically to reach and support conclusions.<br>• select and organise information to produce structured work, making appropriate use of dates and terms. |
| | **4** | **The Tower of London:**<br>• know that two of Henry VIII wives were beheaded;<br>• know of Henry's wives and how and when they died.<br>• know about Henry VIII's three children and that they all became Tudor monarchs | • Research facts about the wives<br>• Describe and examine and explain the reasons for, and results of, events and changes.<br>• describe, and begin to analyse, why there are different historical interpretations of events, people and changes. |
| **ICT** | **1 and 2** | **Environment\al Quality Survey**<br>**Geo location**<br>• Gather data for an EQS for locations – along the Thames<br>• Plot data using Arcgis on digital map<br>• Add the data to the map of London<br>• Manipulate the visual possibilities of arcgis. | • **Fieldwork**- To observe and record the quality of the environment along the Thames |

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| **Science** | **1** | • to know the main parts of the human circulatory system,<br>• to know the function of the heart, | **Working Scientifically**<br>• Report and present findings from enquiries, ...in oral and written forms such as displays and other presentations<br>• Identify scientific evidence that has been used to support or refute ideas or arguments<br>• Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources. |
| | **2** | • know and understand about the lungs and our double circulation | |

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| | **3 and 4** | • To know about the effect of exercise and rest on pulse rate. | **Working Scientifically**<br>• Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary<br>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate<br>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs<br>• Use test results to make predictions to set up further comparative and fair tests<br>• Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations<br>• Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings. |
| | **5** | • To know about the effect of exercise and rest on pulse rate | |
| **ICT** | **1** | **We are Bloggers 1:**<br>• Know advantages of collaboration in terms of raising awareness, knowledge and understanding. | |

## Stand Alone Learning

| Subject | Lesson | Learning Objectives | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **ICT** | **1** | **Networking:**<br><br>Know how to use the Grid Referencing tool | • Use Digimap to locate Globe.<br>• Locate Globe on digimap using a 6 figure grid reference |
| **ICT** | **1** | **E-safety: Focus on gaming:**<br>• Identify a range of ways to report concerns about content<br>• Recognise acceptable/unacceptable behaviour<br>• Be discerning in evaluating digital content | • Navigate websites to source information about keeping safe. |
| **Art** | **1** | **This is Me! Self Portrait**<br>• Understand that different artists have different painting styles | • Investigate and research a range of artists' work and choose a style that appeals most. |

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| | **2** | • Know that tones of paint add shadow and create a 3D effect. | • Experiment and explore how paint tones can be added to create 3D effects, shadow and different expressions. |
| | **3** | • Know that tones of paint add shadow and create a 3D effect. | • Using the form of chosen artist,<br>• sketch and paint their self portrait<br>• Complete a self portrait<br>• add more precise detail and shadowing. |
| **DT** | **1 and 2** | • Understand the importance of following a recipe to the letter; measures, timings and method.<br>• Know how to make icing | • Read together a recipe for making fairy cakes.<br>• Select/prepare foods for particular purpose<br>• Independently follow a recipe for including weighing out of ingredients.<br>• make icing and ice fairy cakes.<br>• Weigh and measure using scales<br>• Join and combine food ingredients appropriately e.g. beating, rubbing in<br>• Decorate appropriately. |
| **Drama** | **1** | • To resolve where a drama storyline is going. | **Making**<br>• To create a scripted piece based on topic. To use a drama convention they have met in previous years. |
| | **2** | • To know how to improve a piece of drama. | **Refining**<br>• To adapt for a given audience. |
| | **3** | • To consider the needs of a specific audience. | **Performing**<br>• Performing to specific audience. Maintain characterisation and awareness of audience throughout a performance. |
| **Music** | **1** | • Appreciate Music in historical context.<br>• Understand drone and ostinato, and use them to perform.<br>• Play using notation and compose a second melody, using Tudor type rhythms. | Identify different moods and textures.<br>Identify how a mood is created by music and lyrics.<br>Listen to longer pieces of music and identify features.<br>Use<br>http://www.bbc.co.uk/schoolradio/subjects/history/tudors<br>to compare pieces of historical music<br><br>SEE WWW.MUSICALCONTEXTS .COM |
| | **2** | **Play and Perform** | Play using notation as a support on a range of pitched instruments |
| | **3** | Perform<br>Charanga: Classroom Jazz | Perform using notation as a support a range of pitched instruments |
| **Fairtrade** | **1** | To understand how they are global citizens | |

# Turning on the Christmas Lights

| Term: | Autumn | Length: | 3 weeks | Year: | Six |
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| **Reading** | **Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet** | • Continue to read and discuss an increasingly wide range of fiction and poetry<br>• **Read texts that are structured in different ways**<br>• **Make comparisons within and across texts**<br>• **Ask questions to improve understanding of the text**<br>• **Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence** |

## Cross Curricular Experiences Cross Curricular Experiences

| Subject | Lesson | Learning Objectives | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **DT** | **1** | • know that some IT programmes can be used to control and sequence actions. | • Use a control programme.<br>• Control a model using an ICT control programme |
| | **2** | • Know how to write a programme to control actions.<br>• Know how to debug a programme when it does not work as expected. | • Use a control box to make a working model<br>• Write a programme<br>• Record all stages of their work. |
| **ICT** | **1** | **We are light engineers: Programme -3**<br>• Know that a Sprite can interact with other Sprites.<br>• Know that a code can be looped to continue 'forever'.<br>• Know that Sprites can be coded to disappear<br>• Know that Sprites can be coded to randomly appear on screen.<br>• Understand that trial and error is apart of coding and debugging.<br>• Know how to experiment on Scratch to make an idea work. | • Create a looping code.<br>• Create a score variable.<br>• Make Sprites disappear.<br>• Make Sprites randomly appear<br>• Use skills already learnt from previous topics. Use http://code-it.co.uk/scratch/primarygamesmaker/ScratchPrimaryGamesMaker.pdf to help improve knowledge. |
| | **2** | • Understand that trial and error is apart of coding and debugging.<br>• Know how to experiment on Scratch to make an idea work.<br>• Know that there are specific phrases in code.<br>• Understand basic coding language to create: heading, text, font , underline, bold, italic, image and a hyperlink | • Use skills already learnt from previous topics. Use http://code-it.co.uk/scratch/primarygamesmaker/ScratchPrimaryGamesMaker.pdf to help improve knowledge.<br>• Use coding language to create: heading, text, font , underline, bold, italic, image and a hyperlink<br>• Write code into a programme<br>• Test code<br>Debug code were necessary |

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| **Science** | **1** | • Know that the brightness of a lamp or the volume of a buzzer depends upon the number and voltage of cells used in the circuit<br>• Know and use recognised symbols when representing a simple circuit in a diagram | **Working Scientifically**<br>• Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary<br>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate<br>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs<br>• Use test results to make predictions to set up further comparative and fair tests<br>• Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations<br>• Identify scientific evidence that has been used to support or refute ideas or arguments<br>• |
| | **2** | • Know why there are variations in how switches control components in a circuit<br>• Know what is meant by parallel and series circuits<br>• Understand how lights can be controlled from two positions in a circuit | |
| | **3** | **Data Loggers** | • I can use data loggers to answer a question.<br>• I understand which measurements are used when logging different data.<br>• I can upload a data logger independently and retrieve information<br>• solve problems regarding the data. Ie. A room too bright during lunch time.<br>• I can analyse graphs from a data logger and draw on conclusions.<br>• answer questions about data; make suggestions why data is as it is and suggest changes<br>• I can make suggestions on how to improve real life situations having analysed data.Ie. A room too bright during lunch time. |

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| **Drama** | **1** | • To understand how to use facial expressions to communicate an emotion. | **Making**<br>• Develop non-verbal communication. |
| **Advent Service** | **2** | • To know how to express multilayered emotions. | **Making**<br>• To know how to combine facial expressions with body language to emphasis an emotion in more detail. |

# Icons

| Term: | Autumn | Length: | 2 weeks | Year: | Six |
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| **Reading** | **Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet** | • Continue to read and discuss an increasingly wide range of non-fiction<br>• **Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary**<br>• **Evaluate and analyse texts including language choices to convey moods, feelings and attitudes** |

## Cross Curricular Experiences

| Subject | Lesson | Learning Objectives | |
|---|---|---|---|
| | | **Knowledge and Understanding** | **Progression of Skills** |
| **History** | **1** | **To know:**<br>**Light:** light always emanates from a Holy person in an icon. The holy person is at the centre. There are no shadows.<br>Look at where other people's clothes touch the holy person – this is also often lit up.<br>**Colour Blue**: heaven, mystery. Mary is often in dark blue; Jesus cloak often dark blue.<br>Orange: red is fire, suggests fervour.<br>**White:** purity, innoence<br>**Colour Black:** black on an icon denotes sin, the unredeemed. There is usually at least some black on every icon because we have all sinned, we are all unredeemed. Often a cave or a pit<br>**Colour Green:** earth's vegetation, fertility, growth, hope.<br>**Colour Red:** is the colour of the Holy Spirit; of life.<br>Colour Gold: sanctity, splendour, Glory of God<br>**Old People:** a sign of wisdom. God speaks to us the words of wisdom through the old person and the icon.<br>**Oudoors:** icons are always outdoors – bringing the whole of creation together.<br>**Size of People:** often adults are shown as child size. Look at the icon and see who is biggest – this is the important person in the icon for this story.<br>**Frames:** icons have frames because it is like looking into heaven through a window<br><br>**The iconostasis (find an eg to show on google):**<br>• Is between the nave and the altar<br>• Often 1 row of icons devoted to Mary, Jesus and Patron Saint<br>• 1 row of saints leaning towards Christ<br>• 1 row of festivals<br>• 1 row of prophets<br>• 1 row of kings<br><br>To know that people stand for hours in orthodox countries like Russia, just looking at the iconostasis. Mass goes on behind the screen but the people are not part of that. Only ordained priests can go behind it. Deacons come out and tell the people what is going on. | |

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| | **2** | **Look at:**<br>**Mary points to the child –** she shows us the way to God<br>**The scroll –** reperesents the Word of God.<br>**Mary usually shown with 3 stars over her head –** Mary was a virgin before, during and after Jesus birth (maybe too much to share!)<br>**Mandorla –** the circles – we look through to see heaven.<br>**Skein of wool** – red – a thread – Mary is an intrincate part of history – she is woven into the story of Jesus.<br>**Hand shows 2nd finger up** – this is to indicate that Christ is the 2nd of the Holy Trinity – God the Father, Christ the Son and the Holy Spirit – 3 in one. | |
| **Art** | **1** | • Understand the imagery contained in icon, and an understanding of colours used.<br>• Know that an icon is a religious piece of artwork based on a Bible story. They are seen as a window to Heaven. | • Draft the idea for an icon, having looked at many examples |
| | **2** | • Understand how to use acrylic paints | • Use acrylics to paint icon backgrounds on A5 MDF (drying time needed between tasks)<br>• Paint their icon onto their background. |
| | **3** | • Know how to use the correct sized paint brush for accuracy and fine detail. | • Add finishing touches using very fine brush. |
| **Science and ICT** | **1** | • Understand the impact that electricity has on everyday life | **Working Scientifically**<br>• Find things out using a wide range of secondary sources of information<br>• Identify scientific evidence that has been used to support or refute ideas or arguments<br>• Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations |
| **ICT** | **1** | **Data Handling We are events planners:**<br>• Recognise the need for accuracy when designing, entering and interrogating data and how this will affect the quality of information gained.<br>• Recognise consequences of using inaccurate data and relate to the outside world, e.g., shops, banks, schools<br>• Know that there are function keys within Excel which assist with data handling.<br>• Know how to manipulate these functions and when each is appropriate to use. | • Use average function key in excel<br>• Use the count function<br>• Use filter and sorting functions<br>• Change the cell function to switch between numbers, money, dates, text |
| **Music** | **1 and 2** | • Duration – understand more complex rhythmic patterns and metres<br>• Pitch – recognise and identify a range of different scale patterns. | Internalise short melodies and play these on pitched percussion (play by ear).<br>• Extend accuracy of vocal range (D-C' as a guide)<br>• Begin to extend accuracy of vocal range to include pitching of |

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| | | • Playing – further develop instrumental skills and techniques and perform simple parts with accuracy and with awareness of pitch, metre and balance.<br>• Use pitched notation including basic stave notation. | chromatic patterns and different scales.<br>• Increase awareness of expression and interpretation through control of the elements and phrasing when singing.<br>• Internalise short melodies and play these on pitched percussion (play by ear). |
| | **3** | Use music vocabulary to compare and contrast music.<br>Express and justify ideas and opinions about music using an appropriate and extended musical vocabulary. | As above; playing accompaniments with control. |