Year One

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.	

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.

Maths

Year 1	**During this term, children are learning to:**
Spring	• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Add and subtract one-digit and two-digit numbers to 20, including zero. • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, • and missing number problems such as 7= □ – 9 • and missing number problems such as 7= □ – 9 • Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and

	evening. • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Measure and begin to record lengths and heights. • Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) • Measure and begin to record time (hours, minutes, seconds) • Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] • Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. • Count, read and write numbers to 50 in numerals. • Given a number, identify one more or one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Count in multiples of twos, fives and tens. • Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Great Britain

Term:	Spring	Length:	3 weeks	Year:	One

Reading	• Use picture cues to help in reading simple texts • Read simple phonically decidable two and three syllable words, e.g. fantastic, cowboy • **Read identified high frequency words in text**	• Listen to and discuss a range of non fiction texts • Answer simple and literal retrieval questions about the text • Understand the different between fiction and non fiction

Subject	Lesson	Learning Objectives	
		Knowledge and Understanding	**Progression of Skills**
Geog and ICT	**1**	• know that the UK is made up of 4 countries and name those countries • know that a 'border' separates these countries.	• use a map • use digimap • label a map

	2	• Know that London is the capital of the UK
		• know that Cardiff is the capital of Wales
		• know that Belfast is the capital of N Ireland.
			• use a map
			• use digimap to search for a place and
			  ○ use the search tool
			  ○ drop a pin on a map
			  ○ zoom in and out of a map

	3	• Know that Edinburgh is the capital of Scotland.	• Add details to a paper map
ICT	**1**	**We are travel agents:**	• Search for a picture on Google Images • Copy and paste an image onto PPT slides.

		• know that you can save a piece of work and keep coming back to it to add and improve. • Know that pictures can be copied off the internet and pasted into a document. • Know that the image size sometimes needs to change. • Target: to produce 2 slides	• Change the size of a picture to fit on the slide.
	2		• Open a piece of work and add a border to a picture already in the document. • Create a word art title.
	3		• Open a piece of work and change the colour and size of a previous word art. • Add text to go with a picture.
	4		• Open a piece of work and change the font style of a previous text. • Experiment with own ideas using skills learnt from past 3 weeks.
Geog	**1**	• know where the capital cities lie in relation to other places they know.	• use a map • annotate a map
Music	**1**	• Understand that some songs have special significance	**Sing:** To find their singing voice and use their voices confidently.
Fairtrade	**1**	To recognise everyday Fairtrade products E.g. bananas, chocolate, sugar, tea, coffee	•

Ourselves

Term:	**Spring**	**Length:**	**4 weeks**	**Year:**	**One**

Reading	• **Begin to read with phrasing**	• **Learn to appreciate rhymes and poems and recite some by heart** • **Recognise and join in with predictable phrases** • **Listen to and discuss a wide range of poems** • **Recognise and respond to patterns in texts**

Subject	**Lesson**	**Learning Objectives**	
		Knowledge and Understanding	**Progression of Skills**
ICT	**1**	**We are doctors: Data Handling**	• Use a computer programme to enter data

	2	Data on body – maths lesson link here? • Know that information can be collected and typed up on the computer. • Know that data can be changed on the computer if a mistake is made.	• Change data easily if a mistake is made • Be able to read a pictogram (cross curricular)
Science	**1**	• Know and describe the importance for humans of eating the right amounts of different types of food.	**Working Scientifically** • Identify and classify • Use his/her observations and ideas to suggest answers to questions
	2 and 3	• Know and describe the importance for humans of exercise and hygiene	**Working Scientifically** • Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum • Perform simple tests • Use his/her observations and ideas to suggest answers to questions • Gather and record data to help in answering questions
	4	• notice that humans, have offspring which grow into adults • notice that animals have offspring which grow into adult	**Working Scientifically** • Identify and classify
	5	• find out about and describe the basic needs of humans and animals, for survival (water, food and air)	**Working Scientifically** • Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum
Science	**1+2**	• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	**Working Scientifically** • Identify and classify
Music	**1**	• Know that voice pitch can be controlled • Know that a 'conductor' can give instructions with their hands	**Sing:** • Follow pitch movements with their hands and use high, low and middle voices.
	2	• Know that singers need to breathe at appropriate times eg not in the middle of a word/phrase.	**Breathing:** • Recognise phrase lengths and know when to breathe.
Drama	**1**	• Maintain focus as an audience member in a live performance.	**Observation** • To watch carefully, observing key drama strategies and techniques.
	2	• Identify 3 aspects about a live performance they enjoyed. • Give a reason for at least one of their 'likes' using key vocabulary *e.g. I liked … because she used a funny voice for her character every time she was on stage.*	**Respond** • Peer review of the Year 2 performance. Children to identify 3 aspects of the performance they liked and give reasons for their choices.

	3	• To explore a familiar character or theme through improvisation.	**Making** • Taking a character / theme **of their choice** from the Year 2 show children to use improvisation to extend their understanding of the character / theme.

Neil Armstrong

Term:	**Spring**	**Length:**	**3 weeks**	**Year:**	**One**

Reading	• **Read the –s, -es, -ing-, -ed, -er and –est endings** • **Show some awarness of punctuation** • **Begin to use awareness of character and dialogue for expression**	• **Listen to and discuss a wide range of stories** • **Predict what might happen in a story** • **Recall the main events in the story**

Subject	**Lesson**	**Learning Objectives**	
		Knowledge and Understanding	**Progression of Skills**
History	**1**	• know who Neil Armstrong was and how he became an astronaut.	• Recount episodes from stories about the past. • Create questions to find out more about the past • Know when Armstrong was born and locate year on a timeline. • Understand that Armstrong walking on the moon was a momentous and worldwide news
	2	• understand why Neil Armstrong went to the moon. • know that Neil Armstrong along with Buzz Aldrin were the first men to land on the moon in 1969, placing this on a time line and watching film of the event • know that Neil Armstrong travelled in Apollo 11 spacecraft	• Know that in the past, it wasn't possible for **people** to travel to the moon. • Understand that developments in technology allowed Armstrong to travel to the moon. • Understand the reasons behind Armstrong's achievements.
ICT	**1**	**Programming: rockets** • Know that you can tell a computer robot what to do. • Know that we can predict where it might finish by following the instructions before the robot moves. **Researching/Presenting:** • Contribute to class VLE blog/forum on 'Facts about Neil Armstrong and comment on each other's comments.	• Give a robot a set of instructions • Enter a set of instructions correctly • Predict where the robot will finish • Debug if instructions are wrong. **Begin to use coding language:** • Algorithm – set of instructions for a robot to follow. • Code – same as above. • Debug – fix an algorithm that isn't correct.

	2		• Give a robot a set of instructions • Enter a set of instructions correctly • Predict where the robot will finish • Debug if instructions are wrong. **Use coding language**
Art	**1**	**Quilling** • Know that different materials create different effects. • Know how to quill paper.	• Investigating shapes in space. Create a space background using different textures and types of material
	2	• Understand how to manipulate and change the shape of paper by folding, twirling and sticking.	Observe a teacher modelling the skill of quilling • Quill part of a space picture – 3D style – raising the objects in foreground.
Drama	**1**	• To explore what is happening in two places at the same time. • To use prior learning (hot seating and improvisation) to expand ideas about a current topic.	**Drama strategy** • Cross cutting. To learn about a different drama technique.
	2	• To perform what is happening in two places at the same time. • To explore different performance techniques such as mime, freeze-frame.	**Making** • **Cross cutting.** To perform what is happening in two places at the same time.
Science	**1**	• describe and compare the a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)Vertebrates	**Working Scientifically** • Identify and classify • Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum
	2	• identify and name a variety of common animals including fish, amphibians, reptiles	**Working Scientifically** • Identify and classify
	3	• identify and name a variety of common animals that are carnivores, herbivores and omnivores	**Working Scientifically** • Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum • Gather and record data to help in answering questions • Identify and classify
	4	• identify and name a variety of common animals including birds and mammals	**Identifying and Classifying** • Identify and classify • Use his/her observations and ideas to suggest answers to questions • Gather and record data to help in answering questions

	5	• Describe and compare the structure of a variety of common animals (invertebrates) invertebrates	**Working Scientifically** • Identify and classify • Use his/her observations and ideas to suggest answers to questions • Gather and record data to help in answering questions
ICT	**1**	• communication and collaboration • I know the difference between communicating through and email and online in a discussion forum • I am kind and polite online • I can name tools / websites to help communicate online • I know the risks of communicating online • I know the importance of passwords • I can contribute to a class forum	• Communicating online – knowing the advantages and disadvantages. • Importance of passwords • Contributing to the internet safely and politely.
	2		• Find information that needs to be kept safe • Use passwords to keep important information safe.
Music	**1**	• Know that you can change the pitch on an instrument by selecting a different note. • Know that shorter chimes make higher notes, the longer the chime, the lower in pitch.	**Play: Pitch** Handle and play instruments with control.
	2	• Know how to play a simple tune by following a graphic score.	**Play**/**Record** Handle and play instruments with control.

Year Two Spring Curriculum

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.

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

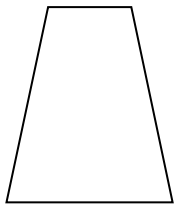
Maths

Year 2	During this term, children are learning to:
	• Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. • Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. • Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. • Compare and sort common 2-D and 3-D shapes and everyday objects. • Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length or shape • Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. • Recognise, find, name and write fractions 13, 14, 24 and 34 of set of objects or quantity. • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. • Ask and answer questions about totalling and comparing categorical data. • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • Compare and order lengths, mass, volume/capacity and record the results using >, < and =

Fairy Tales

Term:	Spring	Length:	3 weeks	Year:	Two

Reading	• **Appropriately apply a range of strategies to enable silent reading** • **Read accurately words with 2 or more syllables that contain alternative sounds for graphemes** • **Read accurately words containing common suffixes**	• **Discuss their favourite words and phrases** • Make simple comments on obvious features by referring back to the text, e.g. main character, beginning, middle and end

Subject	Lesson	Learning Objectives	
		Knowledge and Understanding	Progression of Skills
DT – textiles	1		• Find and cut out suitable material of choice to make a cloak for a Barbie or Ken. Do this independently – not provided by teacher.
	2		• Observe demonstration of how to hem the edges and then sew using a simple running stick, with real needles and cotton thread.
	3		• Create a fold over to thread through a piece of ribbon as a drawstring for the neck tie. Secure this with a running stitch.
	4		• Decorate with sequins, ribbon etc, joined with a running stitch

Science **ICT – data logging**	**1**	• to know that materials are used for different thing. Look at paper, cardboard, fabric, plastic • know that materials can be used for different things – look at wood, metal, plastic, glass	**Working Scientifically** • Identify, group and classify • Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum • Gather and record data to help in answering questions including from secondary sources of information
	2	Know that a data logger can provide useful information and data which can be used.	• I can read the numbers on a data logger • I can tell you why a data logger is a good device to use to record information. • I can read live readings on a data logger. • I can predict what a data logger might say – high / low results and why. • I can tell you an experiment where I could use a data logger
	3	• How materials are used based on their properties (wood, metal, plastic and glass).	**Working Scientifically** • Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum • Perform simple comparative tests • Identify, group and classify • Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns • Gather and record data to help in answering questions including from secondary sources of information
ICT	**1**	• Know that animation is a series of still images played at speed • Understand that each movement needs to be slight otherwise animation won't run smoothly. • Know that animation is made up of hundreds of images per minute. (15 pics per second)	**Researching/Presenting:** • create an animation using photographs of freeze frames of children dressed in character – I think using lego will be more effective – because of Lego movies. • Take many photos of slight movements.
	2	• Know that images can be uploaded in one go • Know that photos can be taken and ordered in a folder • Know that photos can be imported into another software.	• upload the photos into a designated folder. • Order in time taken (sort – modified) • Load photos into Photostory/ moviemaker
	3	• Know that sound can be added to a Photostory and animation. • Know that an introduction title can be added.	• add music to a photo story • present to the class

Music	**1**	• Know some technical words to describe the effects a composer uses.	**Appreciation** Start to use musical vocabulary in order to describe effects.
	2	• Know when to breathe in music, how to use different volumes to good effect and the importance of clear diction • Rehearsing – develop greater awareness of how to improve	**Sing** Sing songs expressively
Drama	**1**	• To take part in rehearsals to **create** and **improve** a performance.	**Making** • Rehearsal and refining skills
Scripted Play / Musical	**2**	• To **perform** showing continuous awareness of the audience.	**Performing** • Performance skills – particular focus on Speaking and Listening skills of voice projection, awareness of audience and maintaining attention for extended period.
Fairtrade	**1**	To find out where our favourite FT food comes from and how it reaches us.	•

Eco Warriors- Pick it Up! Recycle It!

Term:	**Spring**	**Length:**	**5 weeks**	**Year:**	**Two**

Reading	• **Read aloud with appropriate phrasing and fluency, taking into account of punctuation, e.g. commas to mark pauses** • Read accurately words containing common suffixes	• **Make simple predictions using experience of reading similar books** • **Use own experience to add detail to the understanding of a range of texts**

Subject	**Lesson**	**Learning Objectives**	
		Knowledge and Understanding	**Progression of Skills**
Science	**1**	• Know how materials are used based on their properties	**Working Scientifically** • Identify, group and classify • Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum
	2	• know that materials are used for different things based on their properties.	
	3	• Discover that some materials and natural and others man made	**Working Scientifically** • Perform simple comparative tests • Gather and record data to help in answering questions including from secondary sources of information • Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum

	4 ICT	• know which materials can be recycled and how this happens in our local area.	**Research** • With help I make suggestions about how to find things out • I use information sources to find information I need • I record what I found out in my own words • I draw conclusions from what I found out from different sources
	5	• know that testing can give us evidence to answer a question	**Working Scientifically** Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum • Perform simple comparative tests • Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns • Gather and record data to help in answering questions.
ICT	**1**	**We are ecologists: Data Handling** Litter and Recycling of plastic bags; plastic bag usage data – **data needed before the lesson.** • Know that data can be added into and presented in different pieces of software for the same outcome. • Recognise that some software is easier to use – sometimes personal choice	• Enter data into a bar chart • Use online tools
	2		• Enter data into a bar chart • Use online tools • Compare the use of 2 different software for the same outcome.
	3	**Using Digital Media: 2** • Know that a message can be put across through film • Know that cameras take photos and videos.	• Use a camera to video record • Show awareness of microphone inbuilt into camera – and not cover with hand or fingers. • Know that separate videos can be filmed and put together to make one continuous film. • Add effects and transitions to videos
	4		
Geog/ **ICT** **Arcgis**	**1**	• know the different types of litter and recognise that this is a problem. • know the different types of litter that can be found on school ground. • Know what is recyclable and not	• identify different types of litter such as plastic, glass, food waste.
	2	**Digital Mapping** Plot data using Arcgis on a digital map Collect data about litter levels for various locations in school grounds. Record on an excel spreadsheet. With support, add the data to the map of school grounds.	• **Fieldwork**- To observe and record the litter in my school
	3	• think of ways to improve the litter in my school	• Identifying ways chn can help improve litter in the school grounds.

Art	**1**	**Eco Printing** • Know that prints can be made from anything!	• Explore print making.
	2 **3**	**String printing:** • Know that string can be used to create a print • Know that PVA glue will turn stiff when dry • Understand what a relief print is	• Investigate the use of string in printing using different thicknesses and coarseness of string. • Use PVA glue as a way of turning materials hard and stiff which can then be painted.
Music	**1**	• Know the words 'pulse' and 'rhythm' to describe music	**Play - rhythm** Accompany a chant or song by clapping or playing the pulse or rhythm.
	2	• Understand how different sounds can be created by playing instruments in different ways.	**Compose & Perform** Create long and short sounds on instruments. Use notes CDE GA to improvise tunes.
	3	• Know how to organise music into 'chunks' to be read back by a group of musicians. • Structure - Understand and identify repetition and contrast.	**Record** Record their own ideas in graphic score.
Drama	**1**	• To consider how mood and atmosphere are created in live performance. • To self-evaluate their own performance.	**Respond** • Considering how mood and atmosphere are created and relate this understanding to a self-evaluation of their performance.
	2	• To tell a story using 3 still images.	**Drama strategy** • **Still Images**. To learn how to use whole bodies working / joined together to create a still image.
DT Structures	**1**	• Know that structures can be made from Eco friendly/recycled materials	• Research artists who create recyclable structures.
	2	• Know which materials are suitable for building an eco structure.	• Select materials and create and eco structure.
	3	• Know what make a good eco structure and how to refine their structure.	• Identify the successes and failures of their structure. Discuss how these could be improved.

Seasons

Term:	Spring	Length:	1 week	Year:	Two

Reading	• **Self correct when reading does not make sense**	• **Listen to, discuss and express views on a range of poetry** • **Continue to build up a repertoire of poems learnt by heart** • **Identify and discuss the format and text layout of poetry** • **Identify words and phrases chosen for effect on the reader**

Subject	Lesson	Learning Objectives	
		Knowledge and Understanding	**Progression of Skills**
Science	**1**	• understand the changes associated with the seasons – length of day, weather and plants.	**Working Scientifically** • Ask relevant questions and use different types of scientific enquiries to answer them) • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes
ICT	**1**	**Programming** • Know that more complex algorithms can be written on a Beebot. • Know that debugging is a key part of coding • Understand where to fix a bugged algorithm.	• Write longer algorithms – visiting more than one place. • Predict the outcomes of longer algorithms. • Debug longer algorithms
Geog	**1**	• know the 4 seasons in the UK	• identify the change in climate through the seasons
	2	• know how to use a thermometer	• **Fieldwork**- To observe and record the temperature outside my school
ICT e-safety	**1**	• . How to be kind online	• Use the internet to communicate

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.** Beginning: I can do up to 3 of the targets. Beginning+: I can do 4 out of 22. Within: I can do 8 out of 22. Within+: I can do 12 out of 22. Secure: I can do 15 out of 22.						

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. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	• Identify that events can be organised into paragraphs • Comment on the presentational characteristics of non-fiction texts • Listen to and discuss a wide range of poetry • Recognise some different forms of poetry • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume

Maths

Year 3	During this term, children are learning to:
Spring	• Interpret and present data using bar charts, pictograms and tables. • Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. • Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. • Compare and order unit fractions, and fractions with the same denominators. • Recognise and show, using diagrams, equivalent fractions with small denominators. • Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Measure, compare, add and subtract: lengths (m/cm/mm). • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • Add and subtract fractions with the same denominator within one whole [for example, 57 + 17 = 67] • Solve problems that involve all of the above. • Draw 2-D shapes and make 3- D shapes using modelling materials. • Recognise 3-D shapes in different orientations • Measure the perimeter of simple 2D shapes.

Journeys

Term:	Spring	Length:	3 weeks	Year:	Three

Subject	Lesson	Learning Objectives	
		Knowledge and Understanding	Progression of Skills
ICT	1	**We are environmentalists: Researching/Presenting Ideas** Geog objective overlap • Know how to use a carbon footprint calculator. • Know how to present information to draw awareness.	• To use a website to find out more about carbon footprinting. • Using internet tools to find things out • Use autoshapes on MS Word • Use bold and colour on MS word to create effect.
Geog	1	• know what our carbon footprint is and how this can be harmful to the environment.	• Research 'carbon footprint' and how they are harmful to the environment
	2	• know that we can reduce our carbon footprint by changing our behaviour.	• Identify methods to reduce our carbon footprint

ICT	**1**	**We are chefs: Data Handling** • Costing our soup. Know how to research items on the internet. • Know that information can be stored onto a database. • Know that cells can be formatted so that data is easier to read.	• Input several different items onto a spreadsheet (item / cost) • Format cells – underline totals, headings. • Format cells into currency so the £ sign is displayed automatically. • Use the sort function to display the cheapest and most expensive items.
	2	• Know that formulas can be added to spreadsheets to work out totals quickly. • Know that formulas 'stick' to the spreadsheet even if you change the data. • Know that formulas will change if the value in the cell also changes.	• Use the - + and : symbols in a formula
DT Nutrition	**1**	• Taste a variety of seasonal soups and identify ingredients. • Know that a soup is made up of a stock with added ingredients. Record own preferences.	• Design own soup to make • Develop sensory vocabulary/knowledge using, smell, taste, texture and feel
	2	• Know how to prepare vegetables. • Know how to create a safe and hygienic work environment. • Know how to create a balanced diet.	• Observe an adult demonstrating setting up of a clean, safe work area. Observe an adult cutting and peeling vegetables • Make own soup, peeling and cutting and cooking. • Analyse the taste, texture, smell and appearance of a range of foods • Make healthy eating choices from and understanding of a balanced diet • Work safely and hygienically
	3	• Know their taste preferences and understand that everyone's might be different.	• Evaluate soup, identifying opinions and ways in which the soup might be improved.

Stand Alone Learning

Subject	Lesson	Learning Objectives	
		Knowledge and Understanding	**Progression of Skills**
Science	**1**	• know the main parts of our skeleton and how the skeleton is important for support, movement and protection.	**Working Scientifically** • Gather, record, classify and present data in a variety of ways to help in answering questions
	2	• know that the human skeleton can be compared to animal skeletons	**Working Scientifically** • Identify differences, similarities or changes related to simple scientific ideas and processes
	3	• Understand how muscles are attached to bones and how they work in pairs	**Working Scientifically** • Ask relevant questions and use different types of scientific enquiries to answer them)

Art	**1**	• understand the difference between sketching and drawing.	• Use pencils lightly ('tickle the page') to sketch. Encourage children to stay clear of a rubber – these should not be needed when sketching properly. CT to model to children how a sketch is developed – sketching over mistakes.
	2	• to deepen the understanding of sketching in art	• Children to have the opportunity to create more cave sketches – practise the art of sketching.
	3	**Work in Charcoal** know how to use charcoal as a drawing resource	• CT to model how to use charcoal effectively as a tool for drawing. • Children to play around with how to create different shades and dramatic effects before working on their figure.
	4	**Stone Age Caves** • know how modroc can be used to create textured surfaces.	• CT to model modroc being used to manipulate and create texture in surfaces. Ensure children have the correct safety wear (quite messy!) and cover aprons.
	5	• understand that a variety of art materials (not just paint) can be used to colour a surface.	• Once modroc is dry and hard it can be painted or stained.
Music	**1**	• understand the meaning of pitch and how it can be used to express different ideas.	**Appreciate** Recognise how music can reflect different intentions. To use terms Pitch – high/low and dynamic –strong/gentle
	2	• know that different instruments create different sounds. • Use a pentatonic scale (CDE GA) or Aeolian mode (ABCDEFGA) starting and finishing on A	**Compose & Perform** To choose appropriate instruments for their animal. Select instruments to describe visual images. Choose best scale for animal – discuss difference between pentatonic and Aeolian.
	3	• know that instruments can be played in many ways to create different depth of sounds.	**Compose & Perform** Compose music and make improvements to their own work
Drama	**1**	• To create a character that is clearly different from themselves.	**Making** • Devise and script a short dialogue inspired by a topic title.
	2	• To create a prop suitable for their character's dialogue and use it effectively in their performance. • To identify how a staging effect (a physical prop) enhances a performance.	**Performing and Responding** • To act out a devised dialogue. • Communicate to a small group how their chosen prop enhances their presentation of their dialogue.
Fairtrade	**1**	To research the lives of farmers and their families	•

Stone Age

Term:	Spring	Length:	6 weeks	Year:	Three

Reading	Apply their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	• Understand that characters can signal episodes in stories • Participate in discussion about books, taking turns and listening to what others say • Draw inferences such as characters' feelings, thoughts and motives from their actions and justify with evidence • Predict what might happen from details stated and implied

Subject	Lesson	Learning Objectives	
		Knowledge and Understanding	**Progression of Skills**
ICT	**1**	**We are historians: Researching/Presenting:** • Develop key questions and key words to search for specific information to answer a problem, e.g., a question such as 'Where could we go on holiday?' would become a search for 'holiday destinations'.	• Use a range of child friendly search engines to locate different media, e.g., text, images, sounds or videos. • Use appropriate tools to save and retrieve accessed information, e.g., through the use of favourites, history, copy/paste and save as. • Display a range of pictures, text and diagrams and move about to create an effective layout.
	2	• Consider the effectiveness of key questions on search results and refine where necessary. • Understand you can and should use previous researched information to continue a piece of work • Know how to effective present and arrange a piece of work using: text, images and diagrams.	
	1	**We are bloggers: Networking:-2** Add to Class blog -Stone Age	
History			
	1	• know that there were 3 periods during the stone age and place this on a time line.	• Know the terms Palaeolithic, Mesolithic and Neolithic. • Identify tools associated with these time periods
	2	• know about the early stone age (Palaeolithic); • know that people used stone tools; to learn about stone age people by looking at the famous cave paintings Of Lescaux	• Use paintings to uncover what it tells us about people in the Palaeolithic period • Design a set of symbols and sketches, in the style of the Lescaux paintings, that identify our time period
	3	• know about the middle stone age (Mesolithic) when Britain became an island (6000BC); • know that the ice bridge melted at the end of the ice age; the	• Begin to understand the roles of hunters and gatherers in the Mesolithic stage • Recognise the need for a change in tools due to the end of the ice age

		people were hunters and gatherers. • The area was called Doggerland	• Know how Britain became an island and how this change people's lives
	4	• know about the new stone age (Neolithic) and what life was like (farming, pottery, larger settlements and stone structures)	• Understand what life was like in the Neolithic age. • Compare life in the Mesolithic age and Neolithic age.
	5	• know about the importance of stone circles: Avebury, Stonehenge etc	• Know that Neolithic people built stone circles • Understand some reasons why they built them.
Geog	**1**	• Know areas of Stone Age settlements in the UK	• Identify Stone Age settlements on a **digital** map of the UK. • Use Digital mapping to locate places • Add photos to a digital map
DT- Textiles	**1**	**A blanket for stone age man (Ken)** • know how to do a back stitch to join two fabric pieces	• Prototype a product using J cloths • Find and cut out suitable material of choice. Two materials. Cut out 2 rectangles of 10cm by 30cm. • Observe demonstration of how to **join** two pieces together with real needles and cotton thread – using a **back stitch**. Know that this stitch is a stitch for securing fabric. • Join and turn out and flatten (with an iron)
	2	• Know how to do a running stitch	• Turn the edges of the fabric, pin and hem using a simple **running stitch** (use thread that does not show).
	3-4	• Know how to attach decorative accessories.	• Decorate with sequins, ribbon etc, joined with a running stitch • Use appropriate decoration techniques
Music	**1**	• understand each piece of music has a rhythmic pattern. • understand the term Ostinato	**Appreciate** Recognise rhythmic patterns. Identify repeated patterns used in a variety of music. (Ostinato).
	2	• know how to compose their own ostinato.	**Compose & Perform** To create texture using a range of words/phrases with an repeating pattern
	3	• know how their music can be recorded.	**Record** Create a graphic score to record their piece
Science	**1 and 2**	• know that a test can give us evidence to answer a question.	**Working Scientifically** • Ask relevant questions and use different types of scientific enquiries to answer them) • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

			• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
	3	• know that there are different types of rocks	**Working Scientifically** • Identify differences, similarities or changes related to simple scientific ideas and processes • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions
	4	• know that rocks have different properties.	**Working Scientifically** • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Gather, record, classify and present data in a variety of ways to help in answering questions
	5	• know in simple terms how fossils are formed when things that have lived are trapped within rock	**Working Scientifically** • Set up simple practical enquiries, comparative and fair tests
ICT	**1**	**Science objective:** **Do people with longer legs jump further?** • Know that information can be collected and presented on the computer – specifically this lesson MS Excel. • Know that information can be compared by putting them side by side. • Know that this information can be made easier to read by formatting cells.	• Format cells so that they automatically change to cm. • Input data onto MS excel • Add titles to columns and separate titles and information by underlining and boxing cells.
	2	• Know that 2 pieces of data can be compared on a column chart • Know that charts can be used on different pieces of software. • Know that data can be presented quickly in different ways using Excel.	• Use the chart wizard to create a column chart • Change colours and labels on column chart Paste the created chart into another piece of software – Word.

Bronze Age

Term:	Spring	Length:	2 weeks	Year:	Three

Reading	Apply their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	

Subject	Lesson	Learning Objectives	
		Knowledge and Understanding	**Progression of Skills**
History	**1**	• know that the Bronze Age lasted for about 1500 years and was the linked between the Stone Age and the Iron Age.	• Know that, during the Bronze Age, people began making tools out of metal. • Know how the Bronze Age came about.
	2	• Find out that the Bell Beaker folk brought bronze to Great Britain, so named because of the beaker pottery they made.	• Know the influence of the Bell Beaker folk • Know that artefacts give us information about the past
	3	• know that the late Bronze age people introduced textiles and to know how they dressed and lived.	• Know that the Bronze age people wove clothe and created clothes • Know how they lived and what they live in
	4	• know that the late Bronze age people introduced textiles and to know how farmed	• Know that the Bronze age people wove clothe and created clothes • Know how they lived and what they live in
Drama	**1**	• To use the strategy of **dance drama** to express the changes that occurred in the Bronze Age.	**Drama Strategy** • To kinaesthetically understand, create and communicate different meanings about a period in their topic.
Science	**1**	• know that soils are made from rocks and organic matter	**Working Scientifically** • Identify differences, similarities or changes related to simple scientific ideas and processes
	2	• know that soils have different properties.	**Working Scientifically** • Ask relevant questions and use different types of scientific enquiries to answer them. • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

			• Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to • answer questions or to support his/her • findings
ICT	**1**	**Programming** • Know how to make a sprite move forward and back again forever • Know how to add a stage (background) • Know that a code can be changed at any point • Know that a code can begin by pressing set keys.	• Using forever function • Editing codes • Add own stage (background) • Control the beginning of a code.
	2	• Understand that coding is about following a set of sequences in order • Understand that coding involves a trial and error process. • Know that sounds can be added to movements • Know that more than one sprite can be coded at one time.	• Code more than one sprite • Add movement and sound to a sprite's script. • Begin to explore and trial and error coding.
ICT safety	**1**	• communication and collaboration • Know there are a range of ways to communicate online • Know how to deal with unpleasant forms of electronic communication • Know when an email should or shouldn't be opened.	• Larger range of communication tools • Dealing with unwanted or unpleasant online messages.

Year Four

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.** Beginning: I can do up to 3 of the targets. Beginning+: I can do 4 out of 24. Within: I can do 8 out of 24. Within+: I can do 13 out of 24. Secure: I can do 17 out of 24.										

Handwriting	I can use the diagonal and horizontal strokes that are needed to	I understand which letters, when adjacent to one another, are best	I can show that my downstrokes and upstrokes are parallel and equal in	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	I can show that my handwriting is always joined.

	join letters	left unjoined	distance		descenders do not touch.	

Maths

Year 4	During this term, children are learning to:
Spring	• Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. • Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. • Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • Recognise and show, using diagrams, families of common equivalent fractions. • Add and subtract fractions with the same denominator. • Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. • Recognise and write decimal equivalents of any number of tenths or hundredths. • Recognise and write decimal equivalents to 14, 12 and 34 • Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths • Compare numbers with the same number of decimal places up to two decimal places. • Round decimals with one decimal place to the nearest whole number. • Convert between different units of measure [for example, kilometre to metre] • **Solve simple measure problems involving fractions and decimals to two decimal places.**

Rainbow Fish

Term:	Spring	Length:	4 weeks	Year:	Four

Reading	Apply their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words. 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.** • **Identify themes in books.** • **Infer characters' feelings, thoughts and motives from their actions and justify inferences with reference or quotations from the text.** • **Recognise how characters are presented in different ways in stories.** • **Empathise with different characters' points of view.**

Subject	Lesson	Learning Objectives	
		Knowledge and Understanding	**Progression of Skills**
Music	**1**	• know that instruments can be combined in order to create	**Appreciate** • Identify how instruments are combined in order to create an effect
	2	• know that instruments can be combined in order to create	**Appreciate** • Identify how instruments are combined in order to create an effect • Create a graphic score to represent an aquarium, combining instruments to create an effect.
ICT	**1**	**Using 2Simple 2Animate** • Create simple stop motion animations. • Know that effects can be added on top of animation.	• Do simple manipulation of images using software • Use a storyboard to edit a sequence of digital picture
	2	**Using Digital Media 2: Using Movie Maker** • In groups create basic stop motion animations using technology. • Camera stands needed for animation- keep camera still and in same place. • Know that animation is a series of small movements played at a quick speed.	• Use digital cameras to photograph small movements of an object. • Use digital cameras to explore Stop Frame animation. • Use digital cameras to storyboard and create a short animated film. • Upload photos and order according to picture number or time taken. • Layer effects on top of a video • Use microphones to record their voices and add to a video.
Art/DT	**1**	**Textiles:** • know that back stitch a joining stitch and observe a demonstration.	• observe a demonstration of how to back stitch
	2	• Know how to respond to personal taste in design	• Know how to embellish a product
	3	• know how to join fabric using **a back stitch**	• Explore fastenings and recreate some e.g. sew on buttons • Use appropriate decoration techniques • evaluate product, recording results in writing and annotated diagrams.
Science **States of Matter**	**1**	• Know that we can group materials based on solids, liquids and gases and their properties	**Working Scientifically** • Identify differences, similarities or changes related to simple scientific ideas and processes
	2	• know that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (℃)	**Working Scientifically** • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units,

		• understand that matter has the same mass whatever form it is in	using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support his/her findings
	3	• know that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)	
	4	• Know that solids melt at different temperatures and at different rates in different conditions.	
ICT	**1**	**We are engineers:** • Link to mechanics using FLOWOL • Be aware that the computer can be used to control external devices (outputs) e.g. lights, buzzers, motors and that these can be simulated by pictures on screen.	• Use on screen control software to plan, create and run a simple set of instructions to make lights flash. • Use programming language to create procedures. • Evaluate and edit the instructions – debugging.
	2	**Create a robot model to link to the FLOWOL program using flowgo.** • Be aware that devices can be controlled by a computer program.	• Attach connections between a computer and a model. • Use a program linked to a model to run a program.
Drama	**1**	• Exploring the dramatic elements that create mood and atmosphere	**Making** • Mood in drama can be created via sound, lighting, movement, setting, rhythm, contrast, conflict and more. -
	2	• To comment constructively on plays and performances, discussing effects and how they were achieved.	• **Respond** To explain in simple terms how atmosphere was created in the play.
DT Mechan-ical	**1**	• Know the function of a cam in a working model	• Observe how a cam works and its effect on an object (KCS model). • Explain in annotated diagrams and words how a cam works.
	2	• Know how to construct a working cam mechanism.	• Use construction materials/packs to construct own cam mechanisms.
	3	Know how to design a 2D card that is light weight enough o hold a cam.	• Design a 2D card or light weight wooden fish for the model. Decorate the fish. Attach the fish to the cam mechanism • Identify the strengths and weaknesses of their design ideas • Decide which design idea to develop

	4	Know what makes a good cam model.	• Evaluate theirs and others' models. Record their responses, including identifying ways in which the model might be made better And other applications for a cam mechanisms. • Discuss how well the finished product meets the design criteria and the needs the needs of user.

Hola

Term:	**Spring**	**Length:**	**4 weeks**	**Year:**	**Four**

Reading	Apply their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	• **Participate in discussion about books / extracts that are read to them, taking turns and listening to what others say.** • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Discuss words and phrases that capture the reader's interest and imagination. • **Skim and scan for information, take notes and produce diagrams to summarise information.** • **Evaluate the effectiveness of texts for their effectiveness in conveying information (eg. *bullet points for main points*)** • **Consider how the writer's experiences influences themes within the text.**

Subject	**Lesson**	**Learning Objectives**	
		Knowledge and Understanding	**Progression of Skills**
ICT	**1**	**We are travel experts** Data – Holidays in Spain; families from Spain • Know that 2 pieces of data can be compared using Excel. • Know how to use Excel to check all pieces of data have been accounted for	• Use the SUM function with independence. • Independently choose an appropriate graph to present data. • Format cells to match content – number / decimal places.
	2	**We are travel experts:** • Know that Excel can sort data instantly • Know that data can be displayed on other pieces of software.	• Sorting data – horizontally / vertically • Transferring graphs to another piece of software • Develop the skill of how to present work neatly – which is easy to read / understand.
Geog And	**1**	• know the tourist resorts in southern England on a map.	• Use a map • Use a digital map

ICT	**2**	• know the tourist resorts in southern England on a map.	• Use a map • Use a digital map • Save their work to a folder
	3 and 4	• know the key physical and human features of southern Spain which may encourage tourism.	• Use a digital map. • Use a key • Identify some symbols used on a map.
	5	• know the tourist resorts in southern Spain on a map.	• Use a map • Use a digital map
	6	• to understand the characteristics of Southern Spain and Southern England. • know that there are many differences in tourist attractions in Spain and England	• offer reasons for the distinctive character of both southern Spain and southern England • make comparisons about the features of different places
	7	• Know that tourism brings negative and positive effects to a place	• discuss the ways in which tourism can affect environment in positive and negative ways.
Art- abstract people	**1** **2**	• Recognise the style of Miro • know that Miro used a lot of red, green, blue, black, yellow. • know **about 'automatic painting'** – Miro moved his hand unconsciously across the paper and made shapes etc.	• Observe many of his surreal abstract works. • Experiment with 'automatic painting'...let the hand drift around the page without a plan or shape.
Music	**1**	• recognise the features of traditional Spanish music	**Appreciate** • Identify rhythms and instruments which are used in traditional Spanish music.
	2	• recognise a traditional Spanish song - La cucaracha	**Play – pitched** • play a pitched instrument accurately
Drama	**1**	• To devise a scene from a given stimuli, exploring problems in a safe environment. • To choose vocabulary and movement to match the person, place and time required by their story or situation.	**Making** • Small group playmaking
Passion Play	**2**	• To reflect on the action taken by characters in the drama and consider alternative responses.	• **Making and Respond** To recreate a role and extend their characterisation through voice. • **Respond** To identify how behaviour, actions and thoughts can be different from different viewpoints.
Science	**1**	• Know the terms evaporation and condensation and that matter can change state	**Working Scientifically** • Set up simple practical enquiries, comparative and fair tests • Report on findings from enquiries, including oral and written

			explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
	2	• identify the part played by evaporation and condensation in the water cycle	**Working Scientifically** • Ask relevant questions and use different types of scientific enquiries to answer them) • Use straightforward scientific evidence to answer questions or to support his/her findings
	3	• identify the part played by evaporation and condensation in the water cycle	**Working Scientifically** • Ask relevant questions and use different types of scientific enquiries to answer them) • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • 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 • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support his/her findings
	4 and 5	• know that there are factors which can speed up or slow down evaporation.	
ICT safety	**1**	Communication and Collaboration • E-safety: Focus using the internet to communicate • Use communication tools to share information on the internet: email, blogs, forums, • Send an email with appropriate content • Know when it is and isn't appropriate to open emails.	• Communicate on the internet safely and respectively
Fairtrade	**1**	To understand fairness and justice	•

Here I Am to Worship

Term:	Spring	Length:	1 weeks	Year:	Four

Reading	Apply their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words. 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.** • **Prepare poems to read aloud and to perform showing understanding through intonation, tone, volume and action.** • **Recognise some different forms of poetry.**

Subject	Lesson	Learning Objectives	
		Knowledge and Understanding	**Progression of Skills**
RE	**1**	**How shall we pray?** • Make responses on a personal level to different forms of prayer and worship • Experience a variety of ways of worship that could be used in liturgy • Develop a greater understanding of scripture • Make their own steps on their spiritual journey	Children to make a personal response as an act of worship. • The power of quiet, stillness and spending time with God. • That everyone has a role in life and that God is moulding them. Therefore, although all our responses are different they are all unique and valued by God. • Experience how music can touch our souls • Develop empathy and understanding of a bible story which can guide their spiritual journey. Express feelings/understanding of hymn through dance
	2	**Liturgy** • To know and appreciate that we are all different and everyone has something about themselves that is worth celebrating.	• Participate in a liturgy **- t**heme – Celebrating our uniqueness
Music	**1**	• know the importance of appropriate phrasing in breath control and dynamics when singing	**Sing** • breathe at the end of a phrase • build the song starting quietly and allowing it to 'build'
Science	**1**	Lesson 5 of evaporation – see above.	**Continued from Above**
ICT	**1**	**Using Digital Media:** • Know that photography is an art • Understand the different elements needed for an effective photo.	• To independently take photographs taking into account the audience and/or purpose for the image • Take photos of the Way of the Way of the Cross • Annotate with own titles, views or prayers.

Year Five

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.** Beginning: I can do up to 4 of the targets. Beginning+: I can do 5 out of 31. Within: I can do 11 out of 31 Within+: I can do 17 out of 31. Secure: I can do 22 out of 31									
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.			

Reading	• Apply their knowledge of root words, prefixes and suffixes to understand new words they meet • To recognise a range of linguistic features used to create meaning in poetry, including simile, metaphor, alliteration, rhyme and repetition.	• **Retrieve, record and present information from non fiction** • **Analyse how the structural choices support the writer's themes and purpose** • **Learning a wider range of poetry by heart (Poetry recital)** • **Prepare poems to read aloud and perform (Poetry recital)** • **Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.**

Maths

Year 5	**During this term, children are learning to:**
Spring	• Multiply and divide numbers mentally drawing upon known facts. • Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers. • Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context. • Compare and order fractions whose denominators are multiples of the same number. • Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. • Read and write decimal numbers as fractions [for example 0.71 = 71 100] • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number • Add and subtract fractions with the same denominator and denominators that are multiples of the same number. • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates • Read, write, order and compare numbers with up to three decimal places. • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. • Round decimals with two decimal places to the nearest whole number and to one decimal place. • Solve problems involving number up to three decimal places. • Recognise the per cent symbol & understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. • Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.

Up Up and Away

Term:	Spring	Length:	4 weeks	Year:	Five

Subject	Lesson	Learning Objectives	
		Knowledge and Understanding	Progression of Skills
Geog	1	• use the longitude, latitude and equator lines to locate countries in our world.	• Identify the longitude, latitude and equator lines on the earth.
	2	• know the main regions where coal and oil come from and how they are distributed	• identify key countries where oil and coal is sourced and explain how each country distributes worldwide.
	3	• know where food sources originate and explain how they are distributed	• to identify key countries of food distribution and explain how each country distributes the food worldwide.
	4	• know the 3 climate zones in our world (Tropical, Temperate and Polar) and explain why our world has different climates.	• To identify countries which are situated in the three different climate zones. • Understand why there are different climate zones
DT:	1	• Know how to connect a simple circuit including light bulbs and batteries, with a switch as a connector	• Investigate how to create a circuit.
	2	• Know that a circuit can be interactive.	• Design a choice board on A3 stiff card with a working circuit on the back for 6 multiple choice answers (e.g where in the world would you find a tropical climate; A-Sweden, B- Tunisia , C- UK. • Record in their topic books.
	3	• Know what a successful choice board looks like.	• Make their choice board; share their board and evaluate each other's work. • Incorporate motor and a switch into a model
	4	• Know that a switch is a vital part of a choice board.	
Art	1	• to identify primary, secondary and complementary colours	• Create a colour wash for background to scene • Mix and match colours to create atmosphere • Work with complementary colours
	2	• to use 3D structures in art	
Science	1	• recognise and explain the ways in which a force has an effect on an object.	**Working Scientifically** • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar
	2	• know the effects of friction that act between moving surfaces	

			and line graphs Use test results to make predictions to set up further comparative and fair tests • 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 • Identify scientific evidence that has been used to support or refute ideas or arguments
	3 and 4	• know the effects of water resistance on moving objects	**Working Scientifically** Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Report and present findings in oral and written forms such as displays and other presentations
ICT	**1**	• Using LOGO to create Snowflakes • Create patterns using repeated simple procedures. • Test, modify and improve Logo patterns.	Modelling effects on a screen create / edit a procedure to draw patterns. save a set of commands as a procedure use FD, BK, LT and RT to move the screen turtle.
	2	• Create more complex patterns using repeated simple procedures.	use REPEAT to make a set of commands happen many times
ICT	**1**	**Temperature** • Know that a spreadsheet can be used to show data clearly, using conditional formatting and highlighting cells with different colours.	• Enter data • Format cells using conditioning formatting • Use greater than/ less than or equal to fields • Use formula to work out averages • Create a chart
	2	• Know that spreadsheets can be protected with a password and why this may be needed. • Understand the need for good passwords and, if appropriate, be able to create a good password. • Discuss use of ICT in the world around us and compare to the use of ICT in the classroom	Using the spreadsheet from last week: • Save as – tools – General Options – Enter password. Test and then remove again. Take screen shots of the process

Music	**1**	To use the vocabulary of structure To identify and know that movements are combined in order to make an overall effect.	• To identify features of longer pieces of music. • To compare and contrast musical effects. • Of the following focus on 2 contrasting features and more if there is time.
	2	To use a theme to inspire composition To use vocabulary of structure in their own work Use the pentatonic scale (GAB DE) and A minor (ABCDEFGA – Starting and ending on A)	• Identify different starting points or composing music. • Explore, select combine and exploit a range of different sounds to compose soundscapes. • Discuss difference between the 2 scales, using one for the middle movement and the other for the 1st and 3rd movements
Drama	**1**	• enjoy and engage in an age appropriate drama strategy. *(Process not product)*	**Strategy: Forum Theatre** *Purpose – to engage with a social issue that matters to the children and is within their experience, to support each other to problem solve, to demonstrate how people's different views can have different consequences*
Drama	**1**	• To select appropriate lighting and sound effects and understand how they enhance a performance. *Strong links to ICT*	**Making** Use and recognise the impact of theatrical effects in drama.
	2	• To select appropriate lighting and sound effects and understand how they enhance a performance.	**Making** Use and recognise the impact of theatrical effects in drama.
Fairtrade	**1**	To understand how fairtrade helps growers	•

AD900 Mayan

Term:	Spring	Length:	5 weeks	Year:	Five

Reading	• Apply their knowledge of root words, prefixes and suffixes to understand new words they meet • To recognise a range of linguistic features used to create meaning in poetry, including simile, metaphor, alliteration, rhyme and repetition.	• Identify and discuss themes in texts • Recognise ways in which authors present issues and points of view in fiction • **Select, collate and prioritise information drawn from a range of sources** • **Place the text within an historical context** • Infer characters' feelings, thoughts and motives from their actions

Cross Curricular Experiences

Subject	Lesson	Learning Objectives	
		Knowledge and Understanding	**Progression of Skills**
History	**1**	• know where and when the Mayans lived and when	• To discover key facts about the Mayans • Annotate a map • Sort a timeline
	2	• know some aspects of Mayan life, what they wore, how they lived.	• To understand the different roles in Mayan society
	3		
	4	• explain how Mayan pyramids were built and used; to visually compare Mayan and Egyptian pyramids.	• To compare the Mayan and Egyptian pyramids • To know why and how the Mayan pyramids were built.
History /ICT	**1**	• listen to Mayan music and learn about the instruments they played; to listen and replicate where possible	• To understand that the instruments were a product of the Mayan environment • To replicate Mayan music
	2		
	3	**Mayan Musicians: Using Digital Media:** • Know about the style of Mayan music	• Recreate own Mayan style music and record • use technology to electronically compose music or sounds including creating melodies and save these as audio files. • Use a range of devices to create music samples and sequence these.
	4	To know the traditions of Mayan music and apply that to their own composition	To use digital technology to convey a composition

History /ICT	**1**	• know about Mayan beliefs and religions and how the Mayans worshipped nature Gods; to hear about Mayan concept of creation and the world in three layers. • Know how to use search engines	• To understand Mayan beliefs and why they worshipped Gods. • To know the Mayan creation story.
	2		• Develop use of more advanced searching techniques, e.g., searching for a phrase using quotation marks • Use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g., using different keywords • Distinguish between fact and opinion and make informed choices about the sources of online information
Science	**1**	• know that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object and • know how Galileo and Newton helped develop the theory of gravitation	**Working Scientifically** • Identify scientific evidence that has been used to support or refute ideas or arguments
	2	• know the effects of air resistance on moving objects	**Working Scientifically** • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • 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 • Report and present findings from enquiries, in oral and written forms such as displays and other presentations • Identify scientific evidence that has been used to support or refute ideas or arguments
	3 and 4	• know the effects of air resistance on moving objects	
	5	• know that some mechanisms including levers and springs allow a smaller force to have a greater effect	**Working Scientifically** • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • 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**	**Programming -2** Designing an Etch-a-Sketch game • Use a simple programming language to create a game. • Use on-screen control software to plan, create and run a more complex set of instructions.	• Design an Etch-A-Sketch game using programming language

Music	**1**	**Pulses and Beats** To know that music is divided into bars and that the pulse (beats) can be measured.	To identify common metres of music
Drama	**1**	• To understand how status is created on stage through performance.	**Performing** To join in an improvisation and perform a certain status. **Observation** To watch carefully, observing key drama strategies and techniques.
	2	• To use physical movement to represent the status of a character.	**Making** Devise a short scene with only physical moments. **Performing** Performance skills – particular focus on physicalisation and status.
	3	• To write a script that show difference in character status.	**Making** Devise a short script showing understanding of different status. Adding words to physical movements **Performing** Performance skills – particular focus on projection and status. How do actions match words.

The Psalmist

Term:	**Spring**	**Length:**	**1weeks**	**Year:**	**Five**

Reading		• Evaluation and analysis of texts includes references to aspects of language choices

Subject	**Lesson**	**Learning Objectives**	
		Knowledge and Understanding	**Progression of Skills**
Science	**1**	• know that some mechanisms including pulleys and gears allow a smaller force to have a greater effect	**Working Scientifically** • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • 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 • 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

			• Identify scientific evidence that has been used to support or refute ideas or arguments
ICT e-safety	**1**	**Communication and Collaboration** • E-safety: Focus on the technology to access the internet • Use the internet safely and respectively • Know the impact comments made on the internet has on others	• Communicate on the internet safely and respectively on a range of devices.
RE	**1**	**Where so the psalms come from?** • To know that the psalms were written predominately by David; • To know the different types of psalm – *thanksgiving, praise, sorrow/lament, special occasions etc.* • To know that psalms are songs, worship, praise and prayers. **Psalms – The Liturgy of the Word** • To understand the role of the psalm during mass.	• To gain a historical understanding of psalms. • To place psalms in the context of the mass. • Children will know and understand the psalm as the response to the 1st reading from the Old Testament. • Children will understand that we respond using the words God has given us himself.
	2	**The language of the psalms** • To know about the descriptive language used in the psalms • Children understand how the use of expressive and descriptive language can create effects or generate emotional responses.	• Study where David uses simile, metaphor, figurative and descriptive language. • Children listen for and use some technical terms in discussion of psalms. • Children can experiment orally with phrases and words to create different effects and responses.

Year Six

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.								

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 a range of fiction of non fiction • **Recommend books they have read to the peers, giving reasons for their choices** • **Distinguish between fact and opinion** • **Draw on detail to give full persuasive answers to questions** • **Select, collate and prioritise information drawn from a range of sources** • **Consider alternative interpretations and select the most plausible** • **Explain implied meanings making reference to the text** • **Analyse how the structural choices support the writers them and purpose**

Maths

Year 6	**During this term, children are learning to:**
Spring	• Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. • Multiply one-digit numbers with up to 2 decimal places by whole numbers. • Use written division methods in cases where the answer has up to 2 decimal places. • Solve problems which require answers to be rounded to specified degrees of accuracy. • Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison. • Recall and use equivalences between simple fractions, decimals and percentages including in different contexts. • Interpret and construct pie charts and line graphs and use these to solve problems. • Calculate the mean as an average. • Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. • Solve problems involving similar shapes where the scale factor is known or can be found. • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. • Use simple formulae • Generate and describe linear number sequences. • Express missing number problems algebraically. • Find pairs of numbers that satisfy an equation with two unknowns. • Enumerate possibilities of combinations of two variables. • Recognise that shapes with the same areas can have different perimeters and vice versa. • Calculate the area of parallelograms and triangles. • Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm3, m3 and extending to other units (mm3, km3) • Recognise when it is possible to use formulae for area and volume of shapes.

Year Six To Boldly Go!

Term:	**Spring**	**Length:**	**5 weeks**	**Year:**	**Six**

Subject	**Lesson**	**Learning Objectives**	
		Knowledge and Understanding	**Progression of Skills**

Science	**1**	• describe the sun, Earth and moon as approximately spherical bodies • recognise the relative sizes of the sun, Earth and moon • explore their relative positions in terms of gravitational pull • Describe the movement of the Earth and other planets relative to the sun in the solar system	**Working Scientifically** • 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 • Find things out using a wide range of secondary sources of information. • Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings. • Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum using evidence from a range of sources.
	2	• use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky • describe the movement of the moon relative to the Earth phases of the moon?	
	3	• Investigate seasons in relation to the movement of the earth	
	4	• Explore the work of scientists such as Ptolomy, Alhazen and Copernicus.	**Working Scientifically** • Identify scientific evidence that has been used to support or refute ideas or arguments • Describe and evaluate their own and other people's scientific ideas using evidence from a range of sources. • Find things out using a wide range of secondary sources of information. • Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings.
	5	• To know that gravity pulls objects to Earth.	**Working Scientifically** Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • 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 • Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings.
ICT	**1**	**We are astronauts: Using Digital Media** • use technology to create a stop motion animations and add audio and video effects to these animations. • Know that animation is moving images played a speed • Know that images need to be moved at very small steps each time.	• Move multiple points on a Pivot figure. • Edit frames which don't run smoothly.
	2	• Create stop motion animations and combine with video and audio effects.	• develop a longer sequence of frames to create an animation • Interact 2 characters in 1 scene • Add a suitable background

	3	• Create an animation or a podcast on the first steps on the moon	• Finalise an animation • Import an animation
ICT	**1**	**We are NASA: Programming** • Know that games can be created with score variables. • Know that constant testing is needed – particularly for bigger scripts – to test for bugging.	• Use 'if touching colour' code • Code 2 sprites to interact in a game. • Create a score variable **Extension:** • Create a code to change stages. • Create negative score variables. • Create an end game message.
Drama	**1**	• To understand how to use effect dialogue and questioning in role.	**Creating** To be able to improvise realistic answers promptly when hot seating. **Performing** To be able to use characterisation skills to play a character different to themselves.
	2	• To understand how to use a freeze frame to tell an audience a story.	**Making** To be able to use our body language and facial expressions to communicate an emotion to the audience. **Responding** To watch carefully, offering each group 2 stars, 1 wish.
Music	**1**	To identify different moods and textures. To understand how a mood is created by music	To listen with increasing confidence in describing effects with musical vocabulary
	2	That duration of notes can create emphasis and effect	To use ICT to change and manipulate sounds.
Art –	**1 and 2**	Use all previous learned techniques and apply to own design and create ideas.	• Observe images of space. Observe images of space craft • Draft ideas in sketch books, listing materials and mediums they will use. • teacher may model techniques and use of mediums for children who lack own ideas,..but limit the input. • Teacher's role – prepare the work for a huge display of work and build the display week on week.
DT Structure	**1**	• Know how buggies are constructed. • Know what a chassis is	• Research images
	2	• Know how to use a bench hook, clamp and mitre angle. • Know how to sand down edges	• Observe the teacher demonstrating the following and then practice: • Sawing wood using a bench hook, clamp and mitre angles.

		• Know how to make a rectangular frame. • Know how to create a safe environment.	Lengths of 25cm and 10cm. • Sanding down edges so they are flush • Make a rectangular frame. • Understand about health and safety including that no sawing takes place if the adult is not stood next to you.
	3	• Know how to use a right angled triangle to join two pieces of wood together.	• Observe a demonstration lesson followed by individual skills practice for how to join two pieces of wood at a corner using right angled triangle piece of card for reinforcement. • Make a rectangle of four pieces of wood.
	4	• Know how to use a axle supports to add wheels to a frame • Know that cams can be used to support wheels..	• Use (shop bought) axle supports, wooden wheels and axles to add wheels to the vehicle frame. To record in an annotated diagram in their topic books their work so far.
	5	Know what makes a successful buggy.	• Evaluate their vehicle through a class race. Answer Qs in topic book: How efficient is your vehicle? What causes it to slow down?
Science	**1**	recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	**Working Scientifically** • Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • 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
	2	• understand that characteristics are passed from parents to their offspring and consider situations such as cross breeding eg. *breeds of dogs are crossed*	**As above**
	3	• appreciate that variation in offspring over time can make animals more able to survive in particular environments eg *giraffes necks got longer* and this adaptation leads to evolution	**Working Scientifically** • Identify scientific evidence that has been used to support or refute ideas or arguments • 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	• explore the work of palaeontologists such as Mary Anning, Charles Darwin and Alfred Wallace	**Working Scientifically** • Identify scientific evidence that has been used to support or refute ideas or arguments • 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
Fairtrade	**1**	To understand how they are global citizens	•

Mountain Detectives

Term:	**Spring**	**Length:**	**5weeks**	**Year:**	**Six**

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 a range of fiction of non fiction • **Increase familiarity with a wide range of books including myths, legends and a range of cultures and traditions** • **Identify and discuss and wise range of themes and conventions** • **Predict what might happen next from details stated previously** • **Participate in discussions about books and challenge views courteously** • **Provide reasoned justification for their views** • **Describe and evaluate use of authors techniques referring to the text** • **Explain how choice of language enables the development of language beyond the literal** • **Explore how context influences a text (social and historical)**

Subject	**Lesson**	**Learning Objectives**	
		Knowledge and Understanding	**Progression of Skills**
Geog And ICT	**1**	• Know how to use 4 figure grid references	• identify and use 4 figure grid references in order to map significant mountain ranges in the UK, Europe and the wider world.
	2 ICT	• Know how to use 4 figure grid references	• identify and use 4 figure grid references in order to map significant mountain ranges in the UK,

	3	• know the key features of a mountain environment: gradient, relief map, contours	• use a range of sources in order to comment upon and compare the key features of the mountain environment.
	5	• understand how height is shown on a map.	• identify and interpret a range of relief features on a map and link it to satellite images using ICT.
	7	• to understand the effect of natural occurrences on human activity.	• describe how weather –based occurrences e.g. avalanche, snowdrift, blizzard may affect human activity in mountainous environments.
	8	• To understand how the advanced development of equipment has affected tourism.	• comment upon the effects of tourism upon an environment over a course of time e.g Everest base camp • Did Mallory make it?
ICT **Data Handle** **and** **Geog** **Arcgis**	**1**	**Data Logging** • Know when to choose dataloggers as the most appropriate tool for capturing data • Know how to independently upload data onto the computers. • Know how to compare and analyse data – making comparisons between time and locations.	• I can use data loggers to answer a question. • I understand which measurements are used when logging different data. • I can upload a data logger independently and retrieve information • solve problems regarding the data. • analyse graphs from a data logger and draw on conclusions. • answer questions about data; make suggestions why data is as it is and suggest changes • convert graphs into MS Word and annotate advanced conclusions about the data. • I can make suggestions on how to improve real life situations having analysed data.Ie. A room too bright during lunch time.
	2	**Digital Mapping** Plot data using Arcgis on a digital map Collect data about noise levels for various locations in school grounds. Record on an excel spreadsheet. With support, add the data to the map of school grounds.	•

Science	**1**	• Know that the sense of touch is not an accurate way of judging temperature • Know how to measure temperature accurately	**Working Scientifically** • Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling

	2	• Know that something will heat up or cool down until it reaches the temperature of its surroundings • explain temperature changes	variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • 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 • 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 • Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings.
	3	• Know that some materials are better thermal insulators than others.	
	4	• Know that some materials are better thermal insulators than others.	**Working Scientifically** • Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • 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 • Use test results to make predictions to set up further comparative and fair tests • 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 • Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings.
	5	• Know that some materials are better thermal insulators than others.	
	5	• Know that materials can be classified as thermal conductors or thermal insulators	**Working Scientifically** • As above

	6	• Know that materials can be classified as thermal conductors or thermal insulators	
	7	• Know how to measure temperature accurately • Know how to read temperature graphs accurately	**Working Scientifically** • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
Music	**1**	• know how a composer's decisions affect the mood and texture of a song	• Identify different moods and textures. • Identify how a mood is created by music and lyrics. • Listen to longer pieces of music and identify features
	2	• That inspiration from music could come from a variety of sources.	• Identify different starting points or composing music. • Explore, select combine and exploit a range of different sounds to compose a soundscape.
	3	• That the performance of an artist adds to the mood of a piece of music	• Perform with control and accuracy. • Record and evaluate their compositions' effect
Drama	**1**	• To engage an audience and use persuasive language in a performance.	**Making**. To be able to work as a group to create an advert, making sure to use as much persuasive language as possible. **Responding**. Play an active part in the audience by deciding if you would give the charity money or not after each performance.
	2	• To understand how to combine two different drama scenes in one performance.	**Making**. To be able to transition between the advert scene and the mountain emergency – focusing on changing character when appropriate. **Responding**. Has adding the mountain emergency role play made our adverts more persuasive?
ICT E safety	**1**	**Communication and Collaboration** • Know which communication tool is best to use for different situations • Know how to safely and respectively be apart of social medias.	Understanding communication tools are fit for purpose Know there are rules to follow on social media