Learn Together incorporating PSHE, Citizenship, RSE and RE

Equality & Justice

Unit: Exploring Human Rights
The child should be enabled to:

Further develop the concepts of rights and responsibilities within the school and its surrounding area.
Further explore the rights set out in UNCRC; understanding that these exist to protect everyone and have primacy over national law and family/community practices.
Understand that some rights can be in conflict and that certain skills are required to resolve conflict in these situations.

Unit: Promoting Equality
The child should be enabled to:

Examine further the concept of discrimination and prejudice in relation to disability, sexual orientation, gender.
Critically reflect on age-appropriate historic and current affairs about people who have encountered discrimination through discussion and debate.
Discuss why/how rules and laws are enforced, why different rules are needed in different situations and how to participate in making/changing such rules (L2)
Appreciate the range of national, regional, religious and ethnic identities in the UK.

Unit: Exploring the Democratic Process
The child should be enabled to:

Understand how democracy works in school through the Trust, PTA School Council, Eco-Team etc.
Begin to understand how democracy works at a national level; discussing topical issues where appropriate.
Engage with local issues e.g. closure of community libraries.
Participate in a democratic process e.g. School Council, Eco-Team etc
Participate in local, age-appropriate, democratic processes.

Unit: Activating Equality through Positive Action
The child should be enabled to:

Participate in a human right's climate in the classroom/school.
Express his/her views by writing letters/speaking to elected representatives on issues relating equality and justice.
Learn about people who have made a positive change through campaigning and protest.
Develop an anti-discrimination charter.
Discuss, debate and analyse age-appropriate, controversial issues both at local and global level, offer their own recommendations

Belief Systems

In-depth Religions: Christianity & Islam

Unit: Key Figures
The child should be enabled to:

- Identify the sacred/important writings and teachings associated with Christianity and Islam
- Know the stories associated with how these writings emerged.
- Understand the relevance of these writings in their various traditions.

Unit: Rites and ceremonies

- Examine the similarities and differences of marriage and/or funeral rites and ceremonies pertaining to Christianity & Islam
- Examine the links between religious rites and ceremonies and their beginnings in older traditions such as harvest festival, Winter Solstice
- Begin an exploration of the nature of pilgrimage and the link to older pagan traditions.

Unit: Celebrations

- Research the diversity of traditions associated with festivals celebrated by Christians & Muslims e.g. how Christmas may be celebrated differently in different denominations and cultures around the world.
- Begin to draw comparisons between the celebrations observed in Christianity and Islam
- Research similar cultural difference in celebrations of religions also covered in Year 3 (Judaism & Hinduism)

Unit: Beliefs and Values

- Identify and compare the key values of Christianity & Islam
- Examine how these impact on how people behave and how they relate to their own world views, beliefs and values.
- Discuss and debate how we develop our own beliefs and values i.e. are all of our beliefs and values shaped by religion? Do you have to have a religion to live a moral life?

Moral and Spiritual

Unit: Exploring Moral Development
The child should be enabled to:
Explore the values and codes of behaviour at school, home and in their local community through discussion and learning together.
To create individual and class charters which reflect the values of the school and children's rights.
Deepen their awareness of the core values studied in previous year's cycles.
Access a range of resources (books, articles, newspapers, news) to help further develop their understanding of the
concept of conscience and examine potential factors that may shape a person's sense of right and wrong and guide behaviour.
Take responsibility and accept the consequences of his/her own actions and to be given opportunity to discuss the
consequences received and any further consequences that may arise as a result of their actions.
Develop collaborative working skills in a range of contexts.
Recognise that their increasing independence brings increased responsibility to keep themselves and others safe (linking to bullying discrimination, stereotyping) (H11).
Continue to develop skills to resolve conflict, understand and be able to use assertiveness skills and resist external pressures (R 12).
Build resilience by being supported to recognise, predict and assess risks in different situations (link to road, cycle, rail, water and fire safety) and learn how to manage these responsibly; knowing when/how to seek help (H10).
Unit: Cultivating Spiritual Growth
The child should be enabled to:
Reflect and celebrate their achievements, identify their strengths and areas for improvement; setting high aspirations and goals (H4).
Continue to cultivate stillness through mindful-based activities.
Continue to reflect upon and question life experiences such as loss, separation from friends/family; developing the ability to sympathise/empathise with others who may have also been through similar experiences (H8).
Understand that differences and similarities between people arise from a number of factors: family, culture, ethnicity, race, religions, age, sex (R 13).
Unit: Supporting Physical and Emotional Wellbeing
The child should be enabled to:
Discuss what positively and negatively affects their own and other's physical, mental and emotional health and how this can impact day-to-day life (H1).
Develop the skills to make their own choices about food and exercise and be given the opportunity to make healthy meals; learning about the benefits of a balanced diet and lifestyle (H3).
Learn about the effects bacteria and viruses can have upon our health and learn how to reduce their spread (H 12).
Begin to critically analyse images in the media(online); understanding that they do not always reflect the truth (H4).
Deepen their understanding of 'good' and 'bad' feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (H6).
Build upon previous year's exploration of 'drugs'; begin to explore stereotypes attached to the use of drugs (H 17).
Develop a greater awareness about how to use technology in a responsible and safe way; inc. online safety relating to sharing personal information; and use of phones and tablets where appropriate.
Unit: Relationship and Sex Education
The child should be enabled to:
Recognise the difference between positive. Healthy relationships and unhealthy relationships and know whom to talk to if they need to (R2/3).
Explore different family dynamics and understand that two people who love each other can be in a committed relationship and not be married/in a civil partnership (R 19).
Learn about the physical changes to the body as children approach puberty; identifying some basic facts about puberty, reproduction and pregnancy.
Discuss what kind of physical contact is acceptable or unacceptable and how to respond (R 8).
Explore the concept of 'keeping something secret', when they should or should not agree to this and when it is right to 'break confidence' or 'share a secret' (R 9).

Ethics and Environment

Unit: Knowledge and Awareness of Environmental Issues
The child should be enabled to:

- Deepen their awareness of how human actions impact upon the environment and the affects of this for future generations e.g. air pollution, plastic pollution and burning of fossil fuels.
- Consider and offer recommendations on how we can enhance our environment for future generations (nationally and globally) e.g. through energy conservation, waste management etc.
- Further develop the concept of waste management through creating and increasing awareness of the recycling centres and special bins in the locality.

Unit: Activation of Responsibility and Stewardship
The child should be enabled to:

- Participate in an environmental project.
- Participate in drawing up a school environmental charter.
- Discover ways to move towards an environmentally friendly lifestyle e.g. turning off lights/ electrical appliances after use, walking/scooting to school.
- Become involved in local community projects serving to enhance our environment.
- Help maintain a garden/flower patch in the school grounds.
- Become aware of the controversial nature of some environmental issues through role-play, debate, dialogue and discussion.
- Research and present work on the environment in a range of ways e.g. verbal/computer presentation, poems, displays, video/film etc.
- Explore what being part of a community means, their responsibility in this and the varied institutions, charities and voluntary groups that support communities locally, nationally and globally (L 9/11).

Unit: Economic Wellbeing and Sustainability
The child should be enabled to learn:

- Understand the reasons for using different forms of payment inc. debit and credit cards.
- Plan and track spending and saving, understanding why this is important.
- Take into account other people's ideas and opinions when making decisions about money and explore different opinions regarding saving and spending.
- Make spending choices based on their understanding of needs and wants; knowing it is not always possible to get everything right away.
- Examine the complexities of storing money and explore why using an account (e.g. a standard/online bank account, building society, credit union) can help make this easier.
- Explain why they or others may need to borrow money and understand the consequences associated with borrowing money e.g. debt.
- Examine the different pay for different jobs and explore why some jobs pay more than others; exploring the morality and ethics of this.
- Explore how my spending decisions can help and aid others (e.g. buying Fairtrade, using charity shops, donating money) and look into reasons why he/she may or may not want to give money to help others.

Begin to explore and critique how the media presents information to the public.
Explore the concept of ethical shopping and actively support ethical shopping choices in their own and other people's lives e.g. Fair Trade.

Maths

Place Value

- Count in multiples of 6, 7, 9, 25 and 1000
- Count backwards through zero to include negative numbers
- Identify, represent and estimate numbers using different representations
- Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value
- Find 1000 more or less than a given number
- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- Order and compare numbers beyond 1000
- Round any number to the nearest 10, 100 or 1000
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers

Addition & Subtraction

- Estimate and use inverse operations to check answers to a calculation
- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Multiplication and Division

- recall multiplication and division facts for multiplication tables up to 12 x 12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Fractions and Decimals

- 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
- Recognise and write decimal equivalents of any number of tenths or hundredths
- Recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$
- Round decimals with one decimal place to the nearest whole number
- Compare numbers with the same number of decimal places up to two decimal places
- Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- Solve simple measure and money problems involving fractions and decimals to two decimal places

Measurement

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- Estimate, compare and calculate different measures
- Estimate, compare and calculate different measures, including money in pounds and pence
- Read, write and convert time between analogue and digital 12- and 24-hour clocks
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- Find the area of rectilinear shapes by counting squares

Geometry

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- Identify lines of symmetry in 2-D shapes presented in different orientations
- Identify acute and obtuse angles and compare and order angles up to two right angles by size
- Identify lines of symmetry in 2-D shapes presented in different orientations
- Complete a simple symmetric figure with respect to a specific line of symmetry
- Describe positions on a 2-D grid as coordinates in the first quadrant
- Describe movements between positions as translations of a given unit to the left/right and up/down
- Plot specified points and draw sides to complete a given pentagon

English

Reading

Word reading

- To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.
- To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*
- To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.

Comprehension

- To discuss and compare texts from a wide variety of genres and writers and increase their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally.
- To read books that are structured in different ways and reading for a range of purposes.
- To identify how language, structure and presentation contribute to meaning.
- To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings) in a wide range of books.
- To identify main ideas drawn from more than one paragraph and summarise these.
- To discuss authors' choice of words and phrases that capture the reader's interest and imagination.
- To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.
- To justify predictions from details stated and implied.
- To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).
- To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
- To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information.
- To use dictionaries to check the meaning of words that they have read.
- To use appropriate terminology when discussing texts (plot, character, setting).
- To use dictionaries to check the meaning of words they have read.
- To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- To ask and answer questions to improve their understanding of a text.
- To use appropriate intonation and volume when reading aloud.
- To retrieve and record information from non- fiction texts.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Writing

Transcription-see No Nonsense Spelling for further depth of progression

- To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).
- To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).
- To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).
- To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).
- To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' e.g. science, scene, discipline, fascinate, crescent).
- To spell all of the Y3 and Y4 statutory spelling words correctly.
- To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).
- To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).
- To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).
- To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).
- To use their spelling knowledge to use a dictionary more efficiently.

Handwriting: see Handwriting progression document

- To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Science

Work scientifically

- Children ask their own questions about what they observe and make decisions through predictions and hypotheses about which types of scientific enquiry are likely to be the best to answer their questions
- Children must talk first using scientific language and write later
- Children's scientific view of the world is broadened through exploring, talking about, testing and developing ideas about everyday phenomena
- Children gather, record, classify and present data in a variety of ways
- Children record and report findings in drawings, explanations, labelled diagrams, keys, bar charts and tables
- Children observe changes over time, noticing patterns, grouping and classifying things and carrying out simple comparative and fair tests
- Children set up practical enquiries
- Children continually use scientific vocabulary when working scientifically and around the curriculum

Living Things and their Habitats (Biology)

- Recognise that living things can be grouped in a variety of ways
- Explore and use keys to help group, identify and name living things
- Recognise that environments can change and that this can sometimes pose dangers to living things

Animals, including Humans (Biology)

- Describe simple functions and parts of the digestive system in humans
- Identify different types of teeth and their simple functions in humans
- Construct and interpret a variety of food chains

Sound (Physics)

- Identify how sounds are made
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and the features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibration that produced it
- Recognise that sounds get fainter as the distance from the sound sources increases

Electricity (Physics)

- Identify common appliances that run on electricity and construct simple series electrical circuits that includes switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit
- Recognise the function of a switch in a simple series circuit
- Recognise common materials as good conductors and insulators

States of Matter (Chemistry)

- Compare and group materials linked solids, liquids and gases
- Observe that materials change state when they are heated and cooled using measure and research skills
- Explore and identify key elements of the water cycle including evaporation and condensation and associate the rate of evaporation with temperature

<u>Statistics</u>

- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

- To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.

Composition: see Genre Guidance

- To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.
- To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.
- To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices) and are well-paced.
- To demonstrate an understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- To discuss and record their ideas when planning.
- To make deliberate ambitious word choices to add detail.
- To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.
- To read aloud their own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.

Vocabulary, grammar and punctuation-see Genre Guidance

- To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- To always maintain an accurate tense throughout a piece of writing.
- To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.
- To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.
- To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.
- To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
- To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.
- To use the full range of punctuation from previous year groups.
- To consistently use apostrophes for singular and plural possession.
- To use 'a' or 'an' correctly throughout a piece of writing.
- To use fronted adverbials and use commas after these.
- To use a range of conjunctions, adverbs and prepositions to show time, place and cause.
- To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.
- To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).

Humanities

<u>History</u>

Ancient Greece: Study of Ancient Greek life, achievements and their influence on the Western World (make explicit links to Rome and Greece and how existed in similar time frames)

The Roman Empire and its impact on Britain (understand that the Roman Empire signified the end of the Egyptians and Iron Age, understand that the Roman invasion ended the Iron Age in Britain, local area link between Keynsham/Bath and the Romans to be established)

Chronological Understanding

- To create specific, closed timelines within a set period of time
- Furthermore, a scaled timeline that includes dates of a specific series of events. E.g. the Rule of Julius Caesar.

Interpretations of history

- To investigate primary and secondary sources and explain the differences between these two types of sources/
- Drawing on parallels and bringing together sources to be able to infer what life may have been like whilst understanding that primary sources hold a greater significance than secondary sources

Historical Enquiry

- To further develop the 5 W's of historical questioning and enquiry and ask 'how' questions, e.g. How were the Ancient Greeks similar to the Romans?

<u>Geography</u>

- Children locate the world's countries, using maps with a focus on Europe including Russia-major cities within, geographical regions, human and physical characteristics including hills/mountains/coasts and rivers
- Children make links with the period of history (e.g. Roman Empire)
- Children link and compare to aspects which have changed over time.
- Children understand similarities and differences though the study of a region with a focus on human geography, and rivers and mountains

<u>Across Key Stage 2</u>

Children extend and enhance their knowledge and understanding beyond the local area to include the UK, Europe, North and South America.

This will include the location and characteristics of a **range** of the world's most significant human and physical features.

Creative Arts

<u>Music</u>

- Singing
- Rhythm games – keeping the beat, improving playing together
- Listening to music – discuss feelings about music and composers
- Recorder – learn 8 notes B A G C D E low D and F#
- Reading traditional notation
- Writing own rhythms
- Full orchestra – brass, clarinets, percussion, recorders, strings
- Performing in school

<u>Art and Design</u>

- Across Key Stage Two:
- Pupils will explore a range of historical and present-day artists, architects and designers, exploring and analysing the cultural and creative contributions they make to the world.
- Pupils will develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. (See Appendix)
- Pupils will use sketch books to record their observations and use them to review and revisit ideas.
- Pupils will improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- Across Lower Key Stage Two:
- draw for a sustained periods of time.
- use a sketchbook to collect and develop ideas from a range of sources
- experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc
- experiment with different grades of pencil to achieve varied tone
- create texture and pattern in drawing with a range of implements.
- explore ideas using digital sources i.e. internet, ipads
- record, collect and store visual information digitally
- present recorded visual images using software e.g. Photostory, Powerpoint
- use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images.
- plan, design and make models from observation or imagination.
- develop skills in joining, extending and modelling clay.
- use papier mache to create simple 3D effects
- experiment with constructing and joining recycled, natural and manmade
- materials.
- create textures and patterns in malleable materials including clay.
- experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance.
- create different effects and textures with paint

Computing

- Pupils explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens.
- How can you protect yourself from online identity theft? Pupils think critically about the information they share online.
- Pupils consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. Pupils identify actions that will make them Upstanders in the face of cyberbullying.
- Pupils learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies.
- Pupils learn that copying the work of others and presenting it as one's own is called plagiarism. They also learn about when and how it's ok to use the work of others.
- Children will understand who to go to if they are upset.
- They will understand safety issues about meeting people offline.
- Children can write a program that displays a question, accepts a typed input and responds in an appropriate way to what is typed. (E.G. as a simple dialogue, or a simple maths game, quiz)
- Children can create and explain an algorithm using sequence and repetition in their own words.
- Given an algorithm using sequence and repetition, children can give a coherent, logically reasoned explanation of what it does and how it works.
- Children can use logical reasoning to detect and correct errors in programs. They can give reasons for these errors and explain how they have fixed them.
- Children can design and write programs using a block language to a given brief, including simple interaction.
- Children can develop their own simulation of a simple physical system on screen (E.G. a simple animation or on-screen prototype for a product made in D&T)
- Children understand that the internet transmits information as packets of data and that the information they send and receive is automatically broken down into packets of data, and that these sometimes take different routes across the internet.
- Children understand how the internet makes the web possible.
- Children can give an explanation of how requests for web pages and the HTML for those pages are transmitted via the internet.
- Children can use and combine a range of programs on a computer.
- Children can use multiple programs on laptop or tablet computers to achieve particular goals. (E.G. record audio and use in samples of a composition, create HTML content in a text editor and preview in a browser, analyse data in a spreadsheet and create a presentation to show results of their analysis)
- Children can design and create content on a computer in response to a given goal with some degree of independence.
- Children can collect and present data.
- Children can use computers to collect numerical data and present this to an audience.
- Children can use a standard search engine with safe mode locked in place to find information effectively.
- Children understand that search engines rank pages according to relevance and that top results on the first page are likely to be most relevant.
- Children can reconsider their keywords to ensure their search is effective.

Embedded with this geographical study is the continuous use of maps, atlases, globes and fieldwork.

- Children use their advanced mapping skills to use digital mapping to locate countries and their features
- Children develop their knowledge of compasses to use the eight points of a compass
- When developing their mapping skills children build their knowledge of the UK by using 4-6 grid references, symbols and keys
- Children continue to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies

<u>Languages</u>

- Continue to enjoy listening to songs, rhymes and stories.
- Identify specific phonemes, words and phrases.
- Recognise numbers 1 – 31 and multiples of 10 up to one
- hundred and use this knowledge to work out age appropriate
- calculations.
- Listen to a short text using familiar vocabulary and answer
- simple questions in English.
- Respond to a wide range of classroom instructions.
- Speaking
- Join in speaking activities willingly and confidently.
- Recall simple vocabulary such as colours, parts of the body,
- animals and, with practice and support, begin to use this
- vocabulary to build sentences, e.g. I have brown eyes,
- Begin to use simple conjunctions e.g. I have brown eyes and black
- hair
- Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like .... Can also use a wider range of verbs to express opinion such as love, hate, adore, detest.
- Ask and answer questions in 1st, 2nd, 3rd person singular.
- Begin to use pronouns
- Recite a few lines from a story, poem or song with good
- pronunciation
- Give a short presentation in a small group or with a partner e.g. a
- brief weather report, presentation about themselves, families, and hobbies.
- Reading
- Understand a short text using familiar language and be able to extract information to give simple answers in French and more complex answers in English.
- Follow a text displayed in the classroom at the same as listening to it.
- Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words. Understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words.
- Begin to use a bilingual dictionary to check the meaning of new words
- Writing
- Write a few sentences using words banks and writing frames for support.
- Begin to use pronouns.
- Write two to three simple sentences from memory and know
- how to apply strategies to help them with memorisation.
- Show willingness to have a go at writing new words using phonic
- knowledge
- Grammar
- Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural.
- Place high frequency adjectives e.g. colour and size in the correct order and see that endings can change according to gender of the nouns they describe.
- Form the negative to give answers to simple questions about likes/dislikes e.g. I don't like .... with increasing accuracy.
- Ask and answer questions in 1st, 2nd, 3rd person singular.
- Begin to use pronouns

- use language of and mix primary and secondary colours and use tints and shades
- create printing blocks using relief or impressed method
- develop print techniques i.e. mono-printing, block printing, relief or impressed method
- create repeating patterns
- print with two colour overlays.
- use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects.
- develop skills in stitching, cutting and joining
- experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.
- use collage as a means of collecting ideas and information and building up a visual vocabulary.
- <u>Design Technology (DT) – SEE PROGRAMME OF STUDY FOR OBJECTIVES ACROSS KS2</u>
- how simple electrical circuits and components can be used to create functional products
- how to program a computer to control their products

Across Lower Key Stage Two:

- gather information about the needs and wants of particular individuals and groups
- develop their own design criteria and use these to inform their ideas
- generate realistic ideas, focusing on the needs of the user
- make design decisions that take account of the availability of resources
- order the main stages of making
- measure, mark out, cut and shape materials and components with some accuracy
- assemble, join and combine materials and components with some accuracy
- apply a range of finishing techniques, including those from art and design, with some accuracy
- refer to their design criteria as they design and make
- use their design criteria to evaluate their completed products
- who designed and made the products
- where products were designed and made
- when products were designed and made
- whether products can be recycled or reused
- that food ingredients can be fresh, pre-cooked and processed
- that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Guide
- that to be active and healthy, food and drink are needed to provide energy for the body

<u>PE</u>

- <u>See PE Scheme of Work</u>