



Learn Together incorporating PSHE, Citizenship, RSE and RE

<p>Equality & Justice <u>Unit: Exploring Human Rights</u></p> <ul style="list-style-type: none"> 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. Realise that not all children in the world have their rights respected. <p><u>Unit: Promoting Equality</u></p> <ul style="list-style-type: none"> The child should be enabled to: Begin to explore the concept of discrimination and prejudice in relation to gender, ethnicity, age, family status and marital status Critically reflect upon stories/poems about people who have encountered discrimination and confronted positively. Discuss why/how rules and laws are enforced and why different rules are needed in different situations (L2) Appreciate the range of national, regional, religious and ethnic identities in the UK. <p><u>Unit: Exploring the Democratic Process</u></p> <ul style="list-style-type: none"> 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. <p><u>Unit: Activating Equality through Positive Action</u></p> <ul style="list-style-type: none"> 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 and begin to offer their own recommendations. Explore the concept of ethical shopping and actively support ethical shopping choices in their own and other people's lives e.g. Fair Trade. 	<p>Belief Systems In-depth Religions: Judaism & Hinduism <u>Unit: Key Figures</u></p> <ul style="list-style-type: none"> Identify the sacred writings associated with key religious figures in Judaism and Hinduism Know the stories associated with how these writings emerged. Understand the relevance of these writings in their various traditions. Become aware of the special books, objects and symbols important to Hindu and Jewish people. <p><u>Unit: Rites and ceremonies</u></p> <ul style="list-style-type: none"> Examine the similarities and differences of marriage and/or funeral rites and ceremonies pertaining to Judaism & Hinduism Become familiar with acts of worship for Hindu and Jewish people, including places of worship. <p><u>Unit: Celebrations</u></p> <ul style="list-style-type: none"> Research the diversity of traditions associated with festivals celebrated by Hindu and Jewish people e.g. how Hanukah is celebrated differently in different denominations and cultures around the world. Begin to draw comparisons between the celebrations observed in Judaism & Hinduism. <p><u>Unit: Beliefs and Values</u></p> <ul style="list-style-type: none"> Identify and compare the key values of Judaism & Hinduism Examine how these impact on how people behave. Begin to consider how their own beliefs and values have been influenced; have they been influenced by religion or other factors? 	<p>Moral and Spiritual <u>Unit: Exploring Moral Development</u></p> <ul style="list-style-type: none"> 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. 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. Begin an exploration of the concept of conscience and their ability to make personal and individual social choices through discussion of right and wrong, role play, drama and school based events. Begin to apply moral principles, insights, and reasoning skills to decision making through discussion and access to a wide range of reading materials. Take responsibility and accept consequences for his/her own actions within a safe climate that provides them with the opportunity for a dignified re-entry. 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 and discrimination) (H11). Continue to develop skills to resolve conflict (R 12) Discuss what is meant by unacceptable, unhealthy and risky behaviours and differentiate between the terms 'risk', 'danger' and 'hazard' (links to road, cycle, rail, water and fire safety safety) (H9/13/21). Discuss how pressure to do something dangerous/unhealthy/anxiety provoking can cause unacceptable or risky behaviours and begin to think about where the pressure originates from and how to resist these pressures (H13). <p><u>Unit: Cultivating Spiritual Growth</u></p> <ul style="list-style-type: none"> The child should be enabled to: Continue to cultivate stillness through mindful activities. Reflect and celebrate their achievements, identify their strengths and areas for improvement; setting high aspirations and goals (H4). Reflect upon and question life experiences e.g. change in Key Stage, loss, separation from friends/family (H8). Understand that differences and similarities between people arise from a number of factors: family, culture, ethnicity, race, religions, age, sex (R 13). <p><u>Unit: Supporting Physical and Emotional Wellbeing</u></p> <ul style="list-style-type: none"> The child should be enabled to: Discuss what positively and negatively affects their physical, mental and emotional health (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). Discuss school rules about health and safety, why these are in place and where/how to get help in an emergency (H15). Learn 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 (and 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). Reflect upon feelings associated with change due to change in Key Stage, loss and separation (H8). Explore the risk and dangers of household medicines; begin to discuss tobacco, alcohol and 'energy drinks' as potential harmful substances; consider the meaning of the word 'drugs' (H 17). Develop a greater awareness about how to use technology in a responsible, safe way; inc. online safety (exploring why and how we use the internet) relating to sharing personal information; use of phones/tablets where appropriate. <p><u>Unit: Relationship and Sex Education</u></p> <ul style="list-style-type: none"> 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' 	<p>Ethics and Environment <u>Unit: Knowledge and Awareness of Environmental Issues</u></p> <ul style="list-style-type: none"> 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, clearing of farmlands. Explore how we can enhance our environment for future generations through energy conservation, tree planting, preservation of habitats, waste management. Help maintain recycling areas in the school e.g. recycling bins, compost heaps, wormeries battery collections, stationery collections etc. Help maintain recycling in and around in the school. <p><u>Unit: Activation of Responsibility and Stewardship</u></p> <ul style="list-style-type: none"> 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 Become involved in local community clean up days/anti-litter campaigns. Help maintain a garden/flower patch within the school grounds. Debate and critically analyse environmental, local, global issues. 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). Become aware of how they can support greater waste management in their local area e.g. to know where their local recycling centre is, special bins in their locality, ethical shopping choices. <p><u>Unit: Economic Wellbeing and Sustainability</u></p> <ul style="list-style-type: none"> The child should be enabled to learn: Understand that cash is only one way to pay for things and can describe other ways of paying e.g. debit card, credit cards, online payments. Plan and Track my saving and spending by keeping simple records Explore how other people can affect and influence decisions I make about saving and spending. Make spending choices based on their understanding of needs and wants. Learn about different places that money can be kept e.g. a standard and/or online bank account, building society, credit union and explore the benefits of each of these. Understand that if I don't have enough money I may be able to borrow, but this will need to be paid back. Understand that there are a range of paid and unpaid jobs and begin to explore the type of job I may want to do when I am older to earn money. Explore how my spending decisions can help and aid others e.g. buying Fairtrade, using charity shops, donating money.
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<p>Humanities</p> <p><u>History</u></p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> Children to understand and appreciate that the Stone Age (8,000 BCE to 43 CE) and Ancient Egypt (3500 BCE to 30 CE) are concurrent events <p>Achievements of Ancient Egypt in depth</p> <p>Chronological understanding:</p> <ul style="list-style-type: none"> To use both CE (common era) and BCE (before common era) on a timeline. Order the events of history with the given dates <p>Interpretations of history:</p> <ul style="list-style-type: none"> Use 2 or more different sources, media or artefacts to piece together information about a period of history that is being studied. Recognise the role of archaeologists Drawing parallels and bringing together sources to be able to infer what life may have been like. 'Building up their own interpretation of a period of time' <p>Historical enquiry:</p> <ul style="list-style-type: none"> Ask questions – who, what, how, where, why Find answers in a given extract of text, photographs, and video. Begin to use online learning to conduct research to answer own questions about an event <p><u>Geography</u></p> <p>Children locate the world's countries, using maps with a focus on the United Kingdom-major cities within, geographical regions, human and physical characteristics including hills/mountains/coasts and rivers</p> <p>Children make links with the period of history related (Stone Age to Iron Age)</p> <p>Children link and compare to aspects which have changed over time.</p> <p>Children understand similarities and differences through the study of a region of the United Kingdom</p>	<p>Science</p> <p><u>Work scientifically</u></p> <ul style="list-style-type: none"> 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 table 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 <p><u>Plants (Biology)</u></p> <ul style="list-style-type: none"> Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the life cycle of flowering plants including pollination and seed dispersal <p><u>Animals, including Humans (Biology)</u></p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food and get nutrition from what they eat Identify that humans and other animals have skeletons and muscles for support, protection and movement <p><u>Rocks (Chemistry)</u></p> <ul style="list-style-type: none"> Compare and group different types of rocks using simple physical properties Describe simply how fossils are formed Recognise that soil is made from rocks and organic matter <p><u>Light (Physics)</u></p> <ul style="list-style-type: none"> Recognise that they need light to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun is dangerous and the need for protection from an opaque material 	<p>Computing</p> <ul style="list-style-type: none"> Pupils explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords. Pupils explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community. Pupils examine product websites and understand that the purpose of the site is to encourage buying the product. Pupils learn methods used to promote products on these sites. Pupils explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages. Pupils learn how to communicate effectively by email, taking into account the purpose and audience of their message, and the tone they want to convey. Children will identify how and why we use the internet and will develop their understanding of how to be SMART on line. They will be able to understand what a reliable source of information is and will begin to critically analyse images online (H4). Children can design and write a program using block language, without user interaction. For example, creating a short-scripted animation using pre-built sprites where there are elements of movement and dialogue. Children's programs include a sequence of commands or blocks in an appropriate order. Children can write a program to produce output on screen, such as moving sprites or displayed text. Children can explore simulations of physical systems on screen. The children can experiment with some on-screen simulations of physical systems. For example, a ball bouncing on a bat, car moving around a track. Children can explain a simple, sequence-based algorithm in their own words. Children can detect errors in programs. Children understand that computer networks transmit information in a digital (binary) format. Children understand that e-mail is possible through the internet, and that these are sent and received through servers connected to the internet. Children can use a range of programs and software on laptops and tablets with some degree of independence. Children can design and create digital content with some degree of independence. (e.g. planning and shooting a video, planning and writing survey questions) Children can search for information within a single site.
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<p><i>Across Key Stage Two:</i></p> <ul style="list-style-type: none"> 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. Embedded with this geographical study is the continuous use of maps, atlases, globes and fieldwork. <p>Children use their advanced mapping skills to use digital mapping to locate countries and their features</p> <p>Children develop their knowledge of compasses to use the eight points of a compass</p> <p>When developing their mapping skills children build their knowledge of the UK by using 4-6 grid references, symbols and keys</p> <p>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</p>	<ul style="list-style-type: none"> Recognise how shadows are formed and find patterns in the way that shadows change Forces & Magnets (Physics) Compare how things move on different surfaces and how forces need contact between two objects, but magnetic force can act at a distance Observe and predict how magnets attract or repel and attract some materials Compare and group everyday materials on the basis of magnetism 	<ul style="list-style-type: none"> Children understand that search engines select pages according to keywords found in content. <p style="text-align: center;">PE</p> <h1 style="text-align: center;">See PE Scheme of Work</h1>
<p>Maths</p> <p>Place Value</p> <ul style="list-style-type: none"> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words recognise the place value of each digit in a three-digit number (hundreds, tens, ones) order and compare numbers beyond 1000 solve number problems and practical problems involving these ideas <p>Addition & Subtraction</p> <ul style="list-style-type: none"> estimate the answer to a calculation and use inverse operations to check answers add and subtract numbers mentally, including a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction <p>Multiplication and Division</p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects <p>Fractions</p> <ul style="list-style-type: none"> 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 Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fraction with small denominators Compare and order unit fractions with the same denominators Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] Solve problems that involve all of the above <p>Algebra</p> <ul style="list-style-type: none"> Solve problems, including missing number problems <p>Measurement</p> <ul style="list-style-type: none"> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Add and subtract amounts of money to give change, using both £ and p in practical contexts Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight Know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of events [for example to calculate the time taken by particular events or tasks] Measure the perimeter of simple 2-D shapes <p>Geometry</p> <ul style="list-style-type: none"> Draw 2-D shapes Make 2-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Recognise angles as a property of shape or a description of a turn Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle Identify horizontal and vertical lines and pairs of perpendicular and parallel lines <p>Statistics</p> <ul style="list-style-type: none"> 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 	<p>English</p> <p>Reading</p> <p>Word Reading</p> <ul style="list-style-type: none"> To use their depth of phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud and understand the meaning of new words they meet. To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.* To begin to read Y3/Y4 exception words.*, noting the unusual correspondences between spelling and sound and where these occur in the word. <p>Comprehension</p> <ul style="list-style-type: none"> To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting). To read books that are structured in different ways and reading for a range of purposes. To increase their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally. To use dictionaries to check the meaning of words they have read. To discuss authors' choice of words and phrases that capture the reader's interest and imagination. To recognise some different forms of poetry. 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 draw inferences based on characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. To justify predictions using evidence from the text. To identify main ideas drawn from more than one paragraph and summarising these. To identify how language, structure and presentation contribute to meaning. To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud. To retrieve and record information from non-fiction texts. <p>Writing</p> <p>Transcription: see No Nonsense Spelling for further depth of progression</p> <ul style="list-style-type: none"> To spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). To spell words with a /ʃ/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure). To spell many of the Y3 and Y4 statutory spelling words correctly. To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le','al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning). To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. To begin to use the first two or three letters of a word to check its spelling in a dictionary. To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Handwriting: see Handwriting progression document</p> <ul style="list-style-type: none"> To use a neat, joined handwriting style with increasing accuracy, legibility, consistency and quality and speed. To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined. <p>Composition-see Genre Guidance</p> <ul style="list-style-type: none"> To begin to demonstrate an increasing 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 compose and rehearse sentences orally (including dialogue). To begin to organise their writing into paragraphs around a theme. To begin to create settings, characters and plot in narratives. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To begin to proofread and assess their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. To begin to use ideas from their own reading and modelled examples to plan their writing. To begin to make deliberate ambitious word choices to add detail. 	<p>Creative Arts</p> <p>Music</p> <ul style="list-style-type: none"> Singing – awareness of posture and breathing, songs with a chorus and a verse Rhythm games – keeping the beat Playing together – forming a class orchestra with percussion and recorders Recorder _ learn 7 notes B A G C D E and low D Composing a song on a theme, using ostinatos, structure of composition Explore elements of music: pitch, dynamics, duration, structure, texture, tempo, articulation, tonality Listening to music and stories in music – Opera Performing in school <p>Art and Design</p> <p><i>Across Key Stage Two:</i></p> <ul style="list-style-type: none"> 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. <p><i>Across Lower Key Stage Two:</i></p> <ul style="list-style-type: none"> 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 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. <p>Design Technology (DT) – SEE PROGRAMME OF STUDY FOR OBJECTIVES ACROSS KS2</p> <ul style="list-style-type: none"> how to make strong, stiff shell structures that a single fabric shape can be used to make a 3D textiles product how mechanical systems such as levers and linkages or pneumatic systems create movement <p><i>Across Lower Key Stage Two:</i></p> <ul style="list-style-type: none"> 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
<p>Languages</p> <ul style="list-style-type: none"> <i>Listening</i> Enjoy listening to songs, poems and stories. Listen carefully and identify familiar words in songs, poems and simple stories. 		

- Recognise, with confidence, numbers to 20 and know own birthday date e.g. 22 April
- Follow simple classroom instructions.
- *Speaking*
- Take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements.
- Pronounce very familiar language with good pronunciation and intonation.
- Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly.
- Express likes and begin to express dislikes.
- *Reading*
- Identify familiar words in a short text e.g. a short verse of a poem, two or three sentences taken from a familiar story or song, and give their meaning in English.
- Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board.
- Read aloud and understand a simple conversation with a partner that uses familiar language.

Writing

- Complete a simple gapped text by adding three or four familiar words.
- Write two or three sentences on a familiar topic using a writing frame and word bank
- Begin to write a few familiar words from memory and know that all attempts will be valued

Grammar

- Notice (where relevant) that the definite/indefinite article changes according to gender of noun.
- Notice differences in word order
- Begin to understand how to form the negative.
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- To begin 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 try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.
 - To use 'a' or 'an' correctly throughout a piece of writing.
 - To begin to use fronted adverbials and use commas after these.
 - To begin to indicate possession by using the possessive apostrophe with plural nouns.
 - To begin to use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.
 - To begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - To begin to use a range of conjunctions, adverbs and prepositions to show time, place and cause.
 - To use the full range of punctuation from previous year groups.
 - To begin to punctuate direct speech accurately, including the use of inverted commas.
 - To begin 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).

- that to be active and healthy, food and drink are needed to provide energy for the body