



CURRICULUM BOOKLET 2026-27



WHOLE SCHOOL CURRICULUM OVERVIEW 2026-27

These are the whole year overviews created by year group teams, which detail the overarching enquiry themes chosen for the academic year and the National Curriculum statements that will be taught within each subject. Long term planning (LTP) ensures that our children have a breadth of rich and meaningful learning experiences over the course of an academic year.

Curriculum

At Alexander McLeod Primary School we are passionately committed to providing our pupils with the best possible start in life. We are driven to equip every child with the knowledge, skills and values they need in order to become resilient, responsible and happy citizens of the changing world they live in. We fervently believe that all children deserve to succeed and our ultimate goal is to nurture articulate, well-informed children who are prepared for life's many opportunities and challenges.

Our Aims:

- To deliver a relevant and ambitious curriculum that supports our pupils to understand the world around them and encourages them to form and express educated opinions.
- To provide an inclusive and safe environment that equips all children, including those with special educational needs and/or disabilities, to unlock their full potential.
- To foster inquisitive minds, providing opportunities for all children to question, choose, evaluate and argue rationally.
- To adequately prepare children for the next stage of their educational journey.
- To maintain high expectations of our pupils' behaviour and attitude towards learning in school.
- To establish and maintain positive relationships between everybody in our school community including pupils, staff and parents, recognising each person's worth.
- To maintain a culture of mutual respect and co-operation.

The Role of the Curriculum

A curriculum is broadly defined as the totality of pupil experiences that occur in the educational process. Therefore, the curriculum encompasses everything taught, everything learnt and everything lived by the children each day in our school. Priestley (2019) states that 'the school curriculum is complex, involving considerations of how policy translates into practice'. With this in mind, this document is designed to establish key expectations for the curriculum without prescribing exactly how objectives must be covered and is subject to evolve over time in line with the school's changing strengths and needs.

Links to OFSTED's Criteria

The following statements are taken from the OFSTED Education Inspection Framework (2023). These do not represent the entire framework, rather they are the statements that most strongly relate to the curriculum:

Intent

- Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.
- The provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs.
- Learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary.

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
- Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.
- Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Impact

- Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.

Raising Attainment for Disadvantaged Pupils

One of our key considerations at Alexander McLeod is to address the gap in attainment between disadvantaged and non-disadvantaged pupils. A well-known research study showed that children from lower-income families hear a staggering 30 million fewer words than children from higher-income families by the time they are 3 years old (Hart and Risley 2003). There is a direct correlation between this gap and the gap in attainment between disadvantaged and non-disadvantaged children. Therefore it follows that vocabulary is the fundamental missing piece of the jigsaw for disadvantaged children.

For this reason, our curriculum will lay equal emphasis on the knowledge we impart to children and the transferrable skills we teach them. The curriculum map will therefore show a progression in knowledge as well as skills in order to ensure that children learn to recognise and contextualize words based on the way they have been used.

Knowledge

The Prototype Theory (Rosch 1973) suggests that when we encounter words, we use our previous knowledge and experiences to inform our understanding of the word. Furthermore, over time we build up webs or networks of meaning called 'schemata' (Anderson 1977) and one prototype triggers another, which triggers another, and so on. In order for our pupils to be able to create these layers of meaning and association, it is vital that they encounter rich and subject-specific vocabulary across the curriculum. In this way, every subject in the curriculum serves to improve children's literacy, rather than the other way around. Sequencing the curriculum is vital; knowledge must be deliberately and explicitly revisited throughout a Key Stage and beyond.

Skills

Although skills are not as prevalent in the current national curriculum as perhaps they were previously, they are still a fundamental part of what we teach our children. Fleetham (2018) states that 'skills-based learning provides classroom environments where independence, thinking skills, collaboration and active learning are developed at the same time as knowledge is acquired.' Therefore, an engaging, high quality curriculum should consist of a balance of both knowledge and skills. Knowledge and skills are intertwined – being able to effectively use knowledge arguably matters more than just the acquisition of it, which is why skills are equally important. Research indicates that children learn more effectively and remember more when they can use skills to access, process and express their knowledge. An extreme swing to one approach rather than the other leaves a significant gap in children's learning which is detrimental. (Moore 2017).

Values

By embedding these values into our curriculum and school life, we aim to nurture responsible, resilient and mindful individuals who are well prepared for life in the wider world. We ensure that our values are celebrated in all lessons as well as weekly circle times and children are rewarded for displaying them through our Star of the Week assemblies.



Enquiry Based Learning

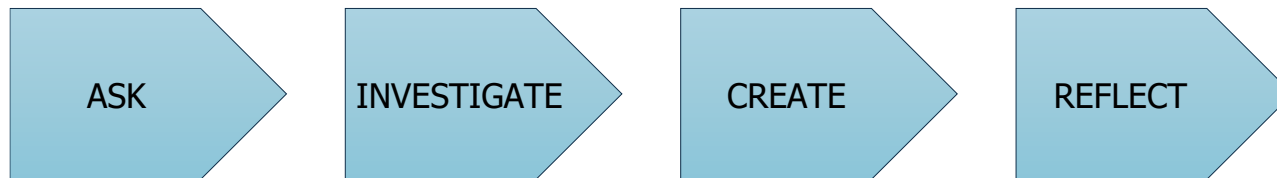
In the spring term of 2021, we as a school community set out to establish our shared key priorities for the curriculum at Alexander McLeod moving forwards. Various stakeholders, including Senior Leaders, Class Teachers, Learning Support Assistants, parents and the curriculum governor were consulted and the following strands were common across these groups:

- The curriculum needs to be language-rich
- The curriculum needs to represent the diverse community we serve and promote the consideration of more than one perspective
- The curriculum needs to promote children as independent and active learners
- When planning the curriculum, teachers should feel empowered to be creative and make professional decisions in the best interests of their pupils' learning

In response to these collective aims, our school adopted an enquiry-based approach in the following subjects:

- History
- Geography
- Art
- DT

These subjects now include (sometimes alongside discrete knowledge or skills-based lessons) enquiry units that the children actively participate in planning. The model for these enquiry units is as follows:



In the ASK stage, the children are given an overall question or scenario. They are also informed of the agreed outcome of their unit, along with specific stipulations for that outcome. These stipulations are planned carefully by teachers to ensure that the National Curriculum objectives will be met over the course of the unit.

The children help to plan the INVESTIGATE stage, which is the part of the enquiry unit where pupils gain the knowledge and skills they will need in order to create the agreed outcome. This stage could include, but is not restricted to: research, trips, observations and simple tests or investigations.

During the CREATE stage, pupils work on the agreed final outcome of the unit. During this part of the enquiry, teachers and LSAs provide meaningful feedback which encourages children to articulate their ongoing reflections on their learning so far as well as encouraging them to consider whether they are on track to meet the stipulations for their agreed outcome.

Finally, the REFLECT stage of the enquiry is an extremely valuable opportunity for pupils to evaluate their final outcome against the brief they were given, as well as reflecting on the learning process of the enquiry. They are encouraged to answer questions like: 'What do I understand more deeply now, and how do I know that I understand it better?'.

Current Issues

In line with our mission statement, we believe as a school that our children have a right to become informed about the issues and current affairs that affect the future of the world they live in. We strongly encourage our pupils to develop informed opinions about the challenges faced around the world and then channel their emotional investment in these issues in a positive and constructive way. It is our hope that all children at Alexander McLeod can make a meaningful and valuable contribution to the world around them.

An Evolving Curriculum

In order to ensure that our curriculum remains relevant and engaging for our pupils, we are committed to regularly reviewing the topics that are chosen and the experiences that are on offer. Members of staff in different areas of the school attend regular CPD and then disseminate leading initiatives accordingly. In addition, the curriculum is constantly reviewed and changed in order to best prepare our children to be successful in their journey through life.

Planning

Planning in our school happens in three stages:

Long Term Planning (LTP)

This is the whole year overview created by year group teams, which details the overarching enquiries chosen for that academic year and the National Curriculum (NC) statements that will be covered in each half term will be taught within each subject. LTP ensures that our children have a breadth of rich and meaningful learning experiences over the course of an academic year.

At this stage, teaching teams must:

- Plan enquiry questions/scenarios and agreed outcomes, mapping out coverage of NC objectives within each enquiry.
- Identify core texts and outline the final outcomes for English units along with the objectives which will be covered within those units.
- Map out coverage of NC objectives in all other subjects, excluding those for which we use schemes (PE, French and music).

Medium Term Planning (MTP)

MTP is completed by year group teams on a half-termly basis. It provides more detailed information about the specific learning intentions and activities the children complete in different subject areas. The purpose of this document is to ensure that teachers plan carefully thought-out learning journeys for all learners with specific outcomes in mind.

At this stage, teachers must:

- Outline (in child-friendly language) the learning intentions (LIs) that will be covered in each lesson taught or in the case of enquiry subjects, over the course of the enquiry.

- In English, specify success criteria for the final outcome of a unit, highlighting the new SPAG concepts that will be taught in discrete lessons. Sometimes, it is necessary to break down overarching National Curriculum objectives into smaller and more manageable steps to ensure that the children are actually learning and retaining new knowledge and skills over time.
- Ensure that every English unit includes at least one lesson which focuses heavily on Speaking and Listening, such as a drama lesson or debate.
- Include texts (or specific parts of them) that will be taught in whole class reading, along with the necessary PREPARE aspects and the relevant National Curriculum objectives from the reading progression map.
- In mathematics, outline the objectives from the National Curriculum (each one only needs to be typed once, even if the intention is to teach to this objective over a series of lessons).

Short Term Planning

Short term planning takes place on a week-by-week basis. Teachers focus their time and effort on ensuring resources and activities are of the highest possible standard in order to facilitate meaningful learning in individual lessons and over time.

At this stage, teachers must:

- Create clear and concise PowerPoint presentations to follow during each lesson. Each slide should include the learning intention (with the exception of enquiry lessons where individual lessons do not have their own learning intentions) so that children can refer to it at any point throughout the lesson.
- Create high quality resources to support learning. These must be made using formats consistent with the rest of the school (Leaders of Learning can provide templates if needed) and should model good use of Standard English, including correct spellings and grammar.
- Locate any practical resources needed for individual lessons and ensure that these are returned tidily to the correct places afterwards.

Curriculum Planning Overview

The table below details how each subject is planned for at Alexander McLeod. For any queries about planning in individual subjects, the Subject Leader should always be consulted. They can provide the expertise and support for teachers to plan, deliver and assess a high quality curriculum. In addition, Leaders of Learning and Brittany Lewis (Deputy Headteacher) can provide support with planning.

Subject	Planning Approach	Subject Leader
English – Reading	Whole Class Reading	Julia Csicsek
English – Writing	Phased Model	Samantha Tilley
English – Phonics	Little Wandle	Sarah Brownhill
Mathematics	AMPS – Bespoke Curriculum (in line with Calculation Policy)	James Shelley
Science	AMPS – Science Enquiry Process	Peter Dickinson
History	Enquiry Based Learning	Julia Csicsek
Geography	Enquiry Based Learning	Peter Dickinson
Art	Enquiry Based Learning	Shuhena Choudhury
DT	Enquiry Based Learning	Andrea Barker
Computing	AMPS – Bespoke Curriculum	Peter Dickinson
RE	Royal Borough of Greenwich Agreed Syllabus	Osafumen Ugiagbe
PSHE and Relationships Education	AMPS – Bespoke Curriculum	Elton Lewis
PE	Get Set 4 Education	Nathan Edwards
Music	Kapow	Alan Cole
French (KS2 only)	Kapow	Steffy Morgan



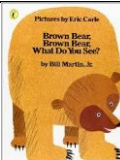
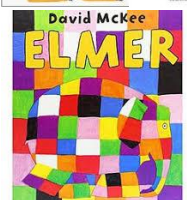
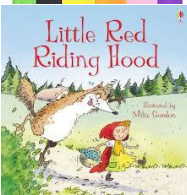
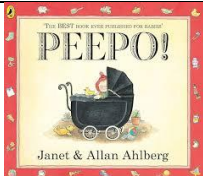
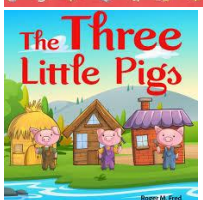
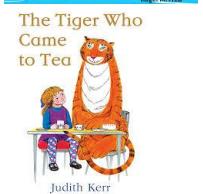
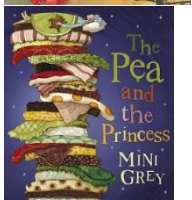
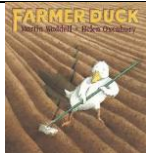
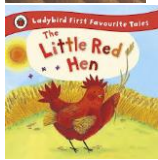
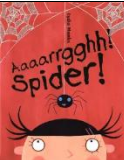
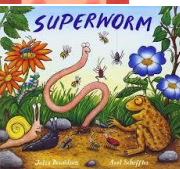
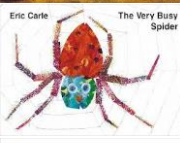
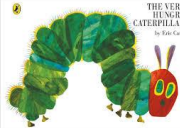
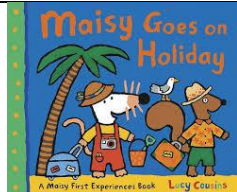
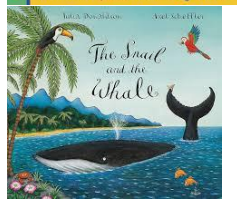
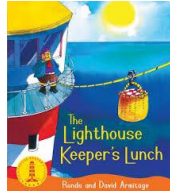
EYFS

 EYFS LTP 2026-27						
	Autumn		Spring		Summer	
	7 weeks + 1 day Black History Month	7 weeks	6 weeks Aspiration week	5 weeks	7 weeks	7 weeks STEM week
Trips and community links		Local walk to Abbey Wood Memorial Garden	- Planetarium - Cutty Sark - Parents in to create Martinis for Baba Marta	London Museum Docklands	- Hall Place Butterfly Garden - Visitor – Bee Charity	Paddington Bear Experience
Overarching theme (CL, PSED, UTW, EAD)	Families, Festivals and Friends - Families - Ourselves - Our Bodies - Our Homes - Festivals - Celebrations - Family Culture and Traditions		Ready, Steady, Explore - Dinosaurs - Space & Aliens - Dragons - Heroes and Villains - Transport - Pirates		World Beneath My Feet - Minibeasts - Countries - Seasons - Animals - Plants	
Core texts						
Phonics (L)	Little Wandle Phase 2		Little Wandle Phase 2		Little Wandle Phase 4	
Maths (M)	NCETM Mastering Number		NCETM Mastering Number		NCETM Mastering Number	

PE (PD)	Introduction to PE Forest School	Fundamentals Forest School	Ball Skills Forest School	Dance Forest School	Games Forest School	Gymnastics and Games Forest School
Music (EAD)	Exploring Sound	Nativity	Musical Stories	Transport	Music and Movement	Big Band
Celebrations /Events	Languages Day Jewish New Year Harvest Festival Black History Month	Diwali Bonfire Night Remembrance Christmas	Lunar New Year Valentine's Day Number Day Ramadan Baba Marta	Pancake Day World Book Day Mother's Day Easter Holi Eid	St George's Day Bug Ball Earth Day World Bee Day Hatching Ladybirds	Father's Day Sports Day Transition Day A FEST



The Meadow

 The Meadow LTP 2026-27						
	Autumn		Spring		Summer	
	7 weeks + 1 day Black History Month	7 weeks	6 weeks Aspiration week	5 Weeks	7 weeks	7 weeks STEM week
Trips and community links	• Trips with mainstream classes	• Trips with mainstream classes	• Trips with mainstream classes	• Trips with mainstream classes	• Trips with mainstream classes	• Trips with mainstream classes
Overarching theme	Over the Rainbow	There's No Place Like Home	Crowns and Tiaras	Old McDonald's Farm	Aaaargh Spider!	A Jolly Holiday
Core texts	   	  	  	   	   	  
Phonics (L)	Little Wandle Foundations/Phases 2 and 3	Little Wandle Foundations/Phases 2 and 3	Little Wandle Foundations/Phases 2 and 3	Little Wandle Foundations /Phases 2 and 3	Little Wandle Foundations /Phases 2 and 3	Little Wandle Foundations /Phases 2 and 3
Maths (M)	Numberblocks curriculum (bespoke)	Numberblocks curriculum (bespoke)	Numberblocks curriculum (bespoke)	Numberblocks curriculum (bespoke)	Numberblocks curriculum (bespoke)	Numberblocks curriculum (bespoke)
PE (PD)	Mainstream PE	Mainstream PE	Mainstream PE	Mainstream PE	Mainstream PE	Mainstream PE

Music (EAD)	Exploring Sound	Christmas Songs	Musical Stories	Transport	Music and Movement	Big Band
Messy Play (Sensory Play) A	Exploring textures (sensory discovery)	Cause and effect exploration	Manipulating materials (building and creating)	Exploring movement and action (motor skills and creativity)	Imaginative play with messy materials	Advanced exploration (mixing and sculpting)
Messy Play (Sensory Play) B	Comparing and discriminating sensory experiences Identifying differences in texture, temperature, weight, smell and sound	Using sensory play for regulation and self-calming Seeking preferred sensory experiences, sustained engagement, calming strategies	Investigating properties and change Melting, dissolving, freezing, floating, sinking, colour mixing	Planning and creating with sensory materials Choosing resources, combining materials with intention, simple designs	Collaborative sensory exploration Shared play, turn-taking, joint attention, working alongside peers	Expressing ideas and preferences through sensory play Making choices, communicating likes/dislikes, creating with purpose
Busy Hands (Fine Motor) A	Grasping and Holding Objects (basic grasp) - Palmar grasp - Raking - Pincer grasp (developing)	Manipulating Objects (exploring movement) - Rotating - Shaking and tapping - Transfer between hands	Building and Constructing (using tools) - Stacking blocks - Inserting objects into openings - Threading and lacing	Drawing and Scribbling (early handwriting skills) - Crayon grasp - Scribbling - Drawing circles and lines	Drawing and Scribbling (early handwriting skills) - Crayon grasp - Scribbling - Drawing circles and lines	Precision Tasks (advanced dexterity) - Cutting with scissors - Buttoning and zipping - Using a spoon or fork independently
Busy Hands (Fine Motor) B	Develop hand strength and finger isolation Squeezing dough, pinching pegs, finger rhymes, pressing buttons, poking activities	Use both hands together for coordinated tasks. Holding paper while drawing, opening containers, stabilising objects, rolling dough, using tongs	Control tools with increasing precision Tweezers, tongs, hole punches, paintbrushes, glue spreaders, screw toys	Copy and create simple shapes and patterns Crosses, squares, simple patterns, tracing pathways, pre-writing shapes	Manage everyday self-help fastening skills independently Velcro, large buttons, zips, snaps, dressing frames, opening lunch items	Use a preferred hand and controlled grip for purposeful mark making and early writing Tripod grasp development, name recognition, tracing letters, forming recognisable symbols and letters
Food Sensory A	Dry food (coarse)	Dry food (fine)	Wet food (firm)	Wet food (tacky)	Wet food (liquid)	Wet food (mixed textures)
Food Sensory B	Soft and squishy foods	Sticky and stretchy foods	Lumpy and uneven textures	Foods that change when manipulated	Temperature exploration with foods	Complex multi-sensory food experiences
Celebrations /Events	Harvest Festival	Guy Fawkes Remembrance Christmas		Pancake Day World Book Day Mother's Day Easter	St George's Day	Sports Day A FEST Transition Day



Year 1

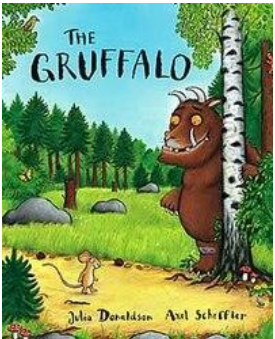
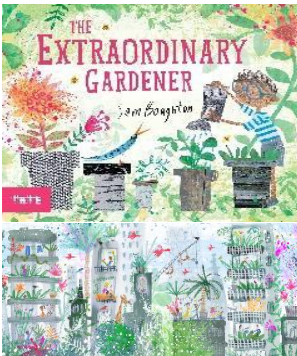
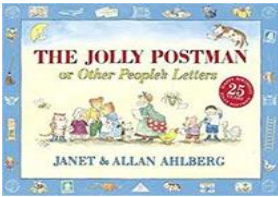
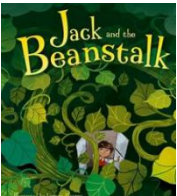
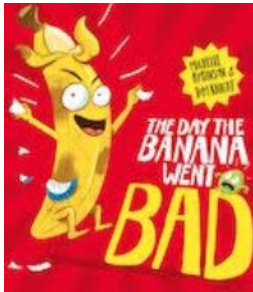
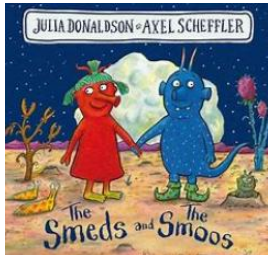
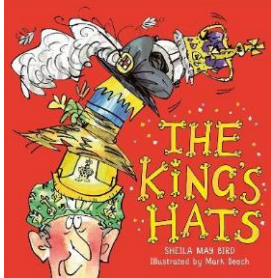
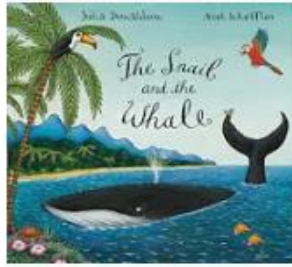
Year 1

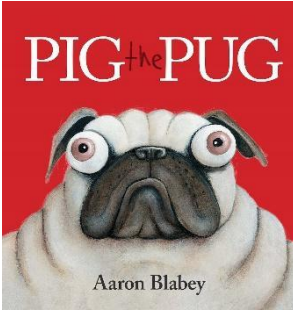
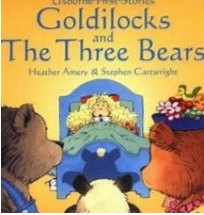
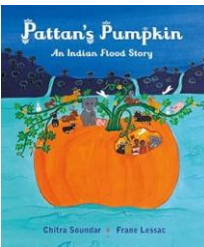
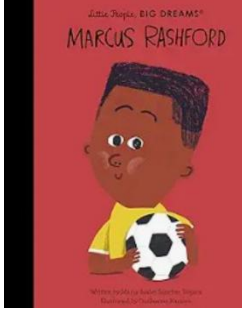
LTP 2026-27

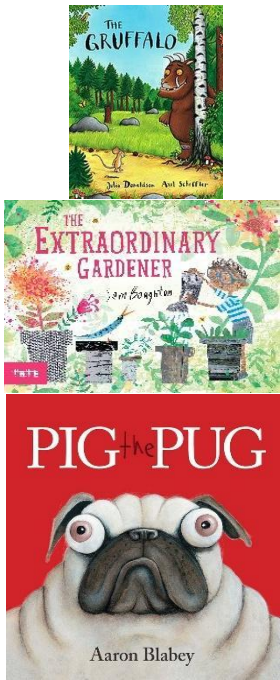
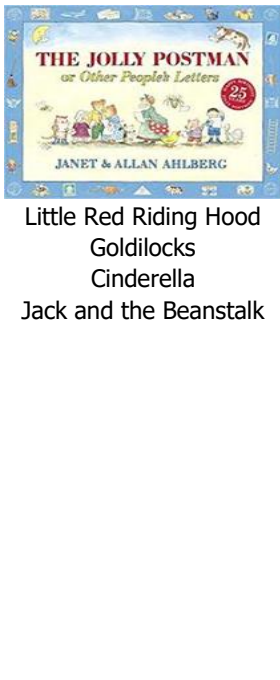
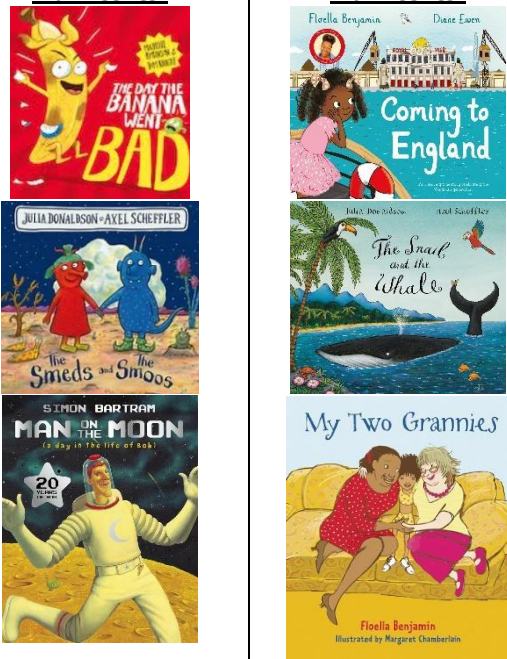
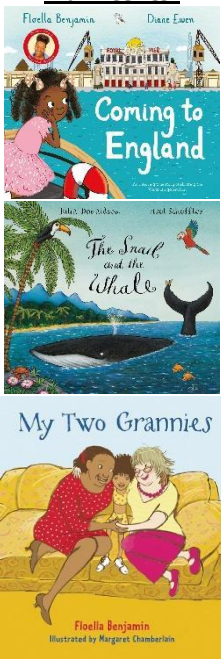
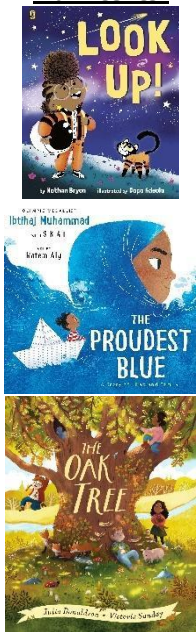
	Autumn		Spring		Summer	
	7 weeks + 1 day Black History Month	7 weeks	6 weeks Aspiration week	5 weeks	7 weeks	7 weeks STEM week
Trips and community links	Danson Park	Postal museum	Lewisham Market	London – Thames clipper/ open top bus	London zoo	Moana Day
<u>Foundation Enquiry:</u>	PLANTS	JOURNEYS	HEALTHY HOMES	WELCOME TO ROYAL GREENWICH	FEROCIOUS BEASTS	ISLAND ADVENTURE
<u>Geography: Human and Physical Geography</u> - Identify seasonal and daily weather patterns in the United Kingdom. GD Name and describe the seasonal weather patterns in the United Kingdom.	 Scenario: Mr Mustafa wants you to design a new area for the school. Outcome: Design a new area for the school. It can contain anything you like, but must have trees and plants. Art: Drawing - Use drawing to develop and share their ideas, experiences and imagination - Draw lines of varying thickness	 Scenario: The Jolly Postman has been given a new route – Abbey Wood Outcome: Devise a map of Abbey Wood that he can use on his rounds. Geography: Place Knowledge - Study the human and physical geography of a small area of the United Kingdom. GD Know and understand about a small area of the United Kingdom and its physical and human geography.	 Scenario: The Year 1 parents would like to learn more about how to be healthy. Outcome: Run a workshop, teaching the parents about healthy food choices and include a dish for them to try. DT: Cooking and Nutrition - Talk about what they eat at home and begin to discuss what healthy foods are - Say where some food comes from	 Question: How did the Tudors help to make Greenwich royal? Outcome: An exhibition for parents to explain how Henry VIII made Greenwich royal. History: Historical Skills - Place known events and objects in chronological order - Use common words and phrases relating to the passing of time - Find answers to some simple	 Scenario: London Zoo needs vehicles to transport unwell animals to the vets. Outcome: Design and create a vehicle for an animal at the zoo. DT: Design - Create simple designs for a product GD Create simple labelled designs for a product DT: Make - Select from and use a range of tools and equipment to perform practical	 Scenario: Moana is coming to visit the UK. She needs your help to find her way. Outcome: Create a presentation to help Moana whilst she visits the UK. Geography: Locational Knowledge - Name and locate the four countries and capital cities of the United Kingdom. - Name and locate the seas surrounding the United Kingdom. GD Identify characteristics of the four countries and

	- Use dots and lines to demonstrate pattern and texture <u>Art: Painting</u> - Use painting to develop and share their ideas, experiences and imagination - Name the primary and secondary colours - Experiment with different brushes (including brushstrokes) GD Experiment with different brushes (including brushstrokes) and other painting tools	<u>Geography: Human and Physical Geography</u> - Use basic geographical vocabulary to refer to key human features, including: city, house, office and shop. GD Confidently use basic geographical vocabulary in context to refer to key human features. <u>Geography: Geographical Skills and Fieldwork</u> - To devise a simple map. - Use simple fieldwork and observational skills to study the geography of their school and its grounds. - Use directional language e.g. near and far; left and right, to describe the location of features and routes on a map. Scenario: The Jolly Postman's Grandad is coming to visit. He wants to learn about how things have changed since he was a young postman. Outcome: Create a lift the flap book comparing the modern day to the past. <u>History: Historical Skills</u> - Place known events and objects in chronological order	and give examples of food that is grown - Use simple tools with help to prepare food safely GD Talk about what they eat at home and discuss confidently what healthy foods are <u>DT: Design</u> - Create simple designs for a product <u>DT: Make</u> - Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing <u>DT: Evaluate</u> - Ask simple questions about existing products and those that they have made	questions about the past from simple sources of information - Describe some simple similarities and differences between artefacts - Sort artefacts from 'then' and 'now' - Ask and answer relevant basic questions about the past - Talk, draw or write about aspects of the past <u>History: Golden Thread – Society & Legacy</u> - Sequence events and recount changes within living memory - Describe significant historical events, people and places in their own locality GD Describe changes within living memory and aspects of change in national life GD Relate their own account of an event and understand that others may give a different version GD Identify some similarities and differences between ways of life in different periods	tasks e.g. cutting, shaping, joining and finishing GD Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, giving reasons for their choices <u>DT: Evaluate</u> - Ask simple questions about existing products and those that they have made <u>DT: Technical knowledge</u> - Build structures - Use wheels and axles in a product GD Build structures, exploring how they can be made stronger, stiffer and more stable	capital cities of the United Kingdom. <u>Geography: Human and Physical Geography</u> - Use basic geographical vocabulary to refer to key physical features, including: coast, forest, hill, sea, river, vegetation, season and weather. GD Confidently use basic geographical vocabulary in context to refer to key physical features. GD Confidently use basic geographical vocabulary in context to refer to key human features. <u>Geography: Geographical Skills and Fieldwork</u> - Use world maps, atlases and globes to identify the United Kingdom and its countries. - Use directional language e.g. near and far; left and right, to describe the location of features and routes on a map. Scenario: Moana needs to make her way to a new island and needs a new boat. Create a sculpture of a boat to help inspire Moana.
--	--	--	---	--	--	--

		• Use common words and phrases relating to the passing of time • Find answers to some simple questions about the past from simple sources of information • Ask and answer relevant basic questions about the past • Talk, draw or write about aspects of the past <u>History: Golden Thread – Society & Legacy</u> • Sequence events and recount changes within living memory • GD Describe changes within living memory and aspects of change in national life				Outcome: A sculpture of a boat for Moana. (2 day mini enquiry) <u>Art: Sculpture</u> • Use sculpture to develop and share their ideas, experiences and imagination • Use a variety of natural, recycled and manufactured materials for sculpting, e.g. straw, card and lolly sticks • GD Use a variety of natural, recycled and manufactured materials for sculpting and know how to join them together effectively <u>Art: Work of other artists</u> • Describe the work of famous, notable artists and designers • Express an opinion on the work of famous, notable artists • GD Express an opinion on the work of famous, notable artists and give reasons why
English – writing <u>Transcription</u> • Segment spoken words into phonemes and represent them with	Writing outcome 1 All about me! Tell me about yourself. I like I can... Writing outcomes 2 & 3	Writing outcomes: <u>Core texts/outcomes:</u>	Writing outcomes: <u>Core texts/outcomes:</u>	Writing outcomes: <u>Core texts/outcomes:</u> Outcome 1	Writing outcomes: <u>Core texts/outcomes:</u> Outcome 1	 Writing outcomes:

graphemes, spelling some correctly and making phonically-plausible attempts at others • Spell most Y1 common exception words (see NC appendix) • Spell the days of the week correctly with a capital letter at the beginning • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these • GD Segment spoken words into phonemes and represent them with graphemes, spelling most correctly • GD Spell all of the Y1 common exception	 2. Describe the Gruffalo. He has ... The Gruffalo has ... 3. Throw Gruffalo a party. What will you do? We will play... We will have... We will drink... Writing outcomes 4 & 5  4. Describe Joe's garden. There is a... and... He has got... 5. Draw your own garden and describe your plant or animal. My plant is... My garden has...	Outcome 1  Write a sentence in role describing the Jolly Postman's day. On Monday I saw... I went... Outcome 2 How did the character feel when they received their letter? Cinderella felt... It was exciting when Goldilocks ... Outcome 3  In role as the woodcutter. What did you see? I saw... I felt... Outcome 4 	Outcome 1  How did the banana feel getting put in the reject bin? I felt... Then I... Outcome 2 Describe the vegetables appearance and personality. He is large and naughty. The banana is sneaky and rotten. The cheeky banana is bruised and clever. Outcome 3  What a! Outcome 4 How to be a good friend. Outcome 5 Un focus –	 Sentence to describe where the hat has been. Her hat travelled to ... The hat went to Outcome 2  Sentence to describe what the King was doing. He was skipping in the garden. He was splashing in the bath. He was dancing at the party. Outcome 3 Sentence to describe what the King was doing with two ideas using and. He was picking flowers and running across the garden.	 Sentences to describe a place the snail and the whale visited. Children create their own place. The snail and the whale sailed to The snail and the whale played.... Outcome 2  Generate questions for the zoo What are the? Where is the? Outcome 3 Sentences to compare the animals The hippo is bigger than The snail is smaller than Outcome 4	Narrative and setting description Transcription • Add the prefix -un Composition • Write sentences, sequencing them to form short narratives (real or fictional) Vocabulary, Grammar and Punctuation • Use capital letters and full stops to demarcate sentences in most of his/her writing • Use a capital letter for names of people • GD Use capital letters and full stops to demarcate sentences in all of his/her writing • GD Punctuate work using question marks and exclamation marks
---	--	---	---	--	--	--

words (see NC appendix) Composition Write down one of the sentences that he/she has rehearsed	Writing outcomes 6 & 7  6. Tell me something about Pig. He will not... He has... 7. Write a sentence about your own naughty pet. My animal can... e.g. My giraffe breathes purple clouds. Transcription - Name the letters of the alphabet in order - Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound - Sit correctly at a table, holding a pencil comfortably and correctly - Form lower-case letters in the correct direction, starting and finishing in the right place - Form capital letters - Form digits 0-9	Draw and describe the view from the top of the beanstalk. I can see... There is/are... Outcome 5  In role as Goldilocks describing her favourite part of the bears house. I liked... It felt... Outcome 6  Description of Pattan or Kanni Pattan is... He has ... Kanni loves to ... Vocabulary, Grammar and Punctuation Use a capital letter for names of people, places, the days of the week	On Monday it was ... Outcome 6 Aspiration week When I grow up Transcription - Add the prefix -un Vocabulary, Grammar and Punctuation - Join words and clauses using and - Begin to punctuate work using question marks and exclamation marks - Understand the following terminology: exclamation mark	He was smiling at the dogs and waving at the crowd. Outcome 4 Sentence to describe Marcus when he was a boy/ his childhood. Marcus liked ... In Manchester Marcus ... Marcus's mum ...  Outcome 5 Sentences describing what Marcus achieved, join two ideas using and. Transcription - Add the suffix -ing where no change is needed in the spelling of root words e.g. helping GD Add the suffix -ing where no change is needed in the spelling of root Composition GD Write sentences by re-reading what he/she has written to check that it makes sense Vocabulary, Grammar and Punctuation - Use a capital letter for names of people,	Sentences to describe what happened at the zoo. The monkeys were playing with each other. They were having lots of fun. Transcription - Spell the days of the week correctly with a capital letter at the beginning - Add -s or -es as the plural marker for nouns and the third person singular marker for verbs GD Add the suffix -ed, -er and -est where no change is needed in the spelling of root Vocabulary, Grammar and Punctuation - Begin to punctuate work using question marks and exclamation marks - Understand the following terminology: singular, plural; question mark Vocabulary, Grammar and Punctuation - Use the personal pronoun I	
--	--	--	--	---	---	--

	<u>Vocabulary, Grammar and Punctuation</u> • Separate words with spaces • Understand the following terminology: letter, capital letter; word, sentence; punctuation, full stop,			places, the days of the week		
English – whole class reading <u>Word Reading</u> • Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Read many Y1 common exception	<u>Main texts:</u> 	<u>Main texts:</u> 	<u>Main texts:</u> 	<u>Main texts:</u> 	<u>Main texts:</u> 	<u>Main texts:</u> 
	<u>Comprehension</u> • Link what they have read or heard to their own experiences • Join in with predictable phrases • GD Begin to make plausible predictions about what might happen in	<u>Comprehension</u> • Retell some of a familiar story/rhyme, including traditional stories and fairy tales • Join in with predictable phrases	<u>Comprehension</u> • Answer questions in discussion with the teacher and make simple inferences • Join in with discussions about a text, taking turns and listening to what others say	<u>Comprehension</u> • Discuss word meaning and link new meanings to words they already know • Link what they have read or heard to their own experiences	<u>Comprehension</u> • Discuss word meaning and link new meanings to words they already know • Join in with discussions about a text, taking turns and	<u>Comprehension</u> • Answer questions in discussion with the teacher and make simple inferences • Discuss word meaning and link new meanings to words they already know

words (see NC appendix) - Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings - Read words of more than one syllable that contain taught GPCs - Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) - Build up fluency and confidence in word reading by re-reading phonically decodable books GD Read all Y1 common exception words (see NC appendix) Comprehension - Develop pleasure in reading, motivation to read, vocabulary and understanding - Check that the text makes sense to them as they read and self-correct	conversation with the teacher		GD Begin to make simple inferences independently	GD Discuss the significance of titles and events	listening to what others say	GD Begin to explain what has happened so far in what they have read
	Poetry: Nursery Rhymes (A Sailor Went to Sea and This Old Man) Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Poetry: If You Should Meet a Crocodile Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Poetry: Animal Poems (Pie Corbett) Recipe to Make a Wolf My Cat Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently			

Maths	<u>Number and Place Value to 50</u>	<u>Addition and Subtraction</u>	<u>Number and Place Value to 100</u>	<u>Number – Fractions</u>	<u>Geometry – Properties of Shape</u>	<u>Measurement</u>
	- Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number - Count and read numbers to 50 in numerals - Count and write numbers to 50 in numerals - Identify one more and one less of a given number - 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 - Read and write numbers from 1 to 20 in words GD Partition and combine numbers using apparatus if required e.g. partition 76 into tens and ones; combine 6 tens and 4 ones	- Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs - Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs - Represent and use number bonds within 20 - Represent and use subtraction facts within 20 - Add one-digit and two-digit numbers to 20, including zero - Subtract one-digit and two-digit numbers to 20, including zero - Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations GD Demonstrate an understanding of the commutative law (e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$) GD Demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if $3 + 2 = 5$, then $5 - 2 = 3$)	- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - Count and read numbers to 100 in numerals - Count and write numbers to 100 in numerals - Identify one more and one less of a given number - 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 GD Partition and combine numbers using apparatus if required e.g. partition 76 into tens and ones; combine 6 tens and 4 ones <u>Number – Multiplication and Division</u> - Count in multiples of twos, fives and tens from 0	- Recognise, find and name a half as one of two equal parts of an object, shape or quantity - Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	<u>Geometry – Properties of Shape</u> - Recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles - Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres <u>Geometry – Position and Direction</u> - Describe position, direction and movement, including whole, half, quarter and three-quarter turns <u>Measurement</u> - Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half - Compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than - Compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half full, quarter - Measure and begin to record length/height	- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times - Measure and begin to record time (hours, minutes, seconds) - Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later - Sequence events in chronological order using language e.g. 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 - Recognise and know the value of different denominations of coins and notes

			- Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher - Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher GD Count in twos, fives and tens to solve problems e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives		- Measure and begin to record mass/weight - Measure and begin to record capacity and volume	
Science <u>Seasonal Changes</u> - Observe changes across the four seasons - Observe and describe weather associated	<u>We are gardeners!</u> Context: Mr Mustafa is planning on making a new garden for the school. What different kinds of plants and trees should he plant? <u>Plants</u> Identify and name a variety of common wild and		<u>We are nurses!</u> Context: Our school nurse wants Year 1 children to be able to explain to parents about our bodies. What are the key parts of the human body and what jobs do they have?	<u>We are royal designers!</u> Context: The King needs something to wear whilst he is gardening in the palace and you will become product designers to help him. How can we keep him warm and dry? <u>Everyday Materials</u> Distinguish between an object and the	<u>We are zoologists!</u> Context: You have been hired as a zoologist by London Zoo to teach the adults in your school community about the animals in the zoo. What animal classifications do you know? <u>Animals Including Humans</u>	<u>Sustainability</u> - Understand the impacts people have on their local environment - Take part in a project that increases the community's awareness of reusing, repurposing and recycling

with the seasons and how day length varies	garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees		<u>Animals Including Humans</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	material from which it is made - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - Describe the simple physical properties of a variety of everyday materials - Compare and group together a variety of everyday materials on the basis of their simple physical properties	- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - Identify and name a variety of common animals that are carnivores, herbivores and omnivores - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment - Asking simple questions and recognising that they can be answered in different ways - Gathering and recording data to help in answering questions - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - Observe changes across the four seasons - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - Work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]
---	--	--	---	--	---	--

						GD Consider their own choices and the impacts they have
	<u>Working Scientifically</u> - Ask simple questions and recognise that they can be answered in different ways - Use simple equipment to observe closely - Perform simple tests - Identify and classify - Use their observations and ideas to suggest answers to questions - Gather and record data to help in answering questions GD Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum GD Use simple equipment to observe closely including changes over time GD Perform simple comparative tests GD Identify, group and classify GD Use their observations and ideas to suggest answers to questions noticing similarities, differences and patterns GD Gather and record data to help in answering questions including from secondary sources of information					
RE <u>Learning from Religion</u> GD Talk about what others believe and what I believe GD Say what is important to me GD Say what is important to others GD Ask questions about things that puzzle me		<u>Christianity unit 1: Jesus' Birth and Christmas</u> - Know what Christians remember at Christmas <u>Sikhism unit 1: Guru Nanak and his Teachings</u> - Know some Sikh beliefs about God - Know that Sikhs celebrate Guru Nanak's birthday - Understand what 'Guru' means - Know that Guru Nanak taught that all people are equal GD Reflect on how my own special days are like religious celebrations	<u>Christianity unit 2: Jesus the Teacher</u> - Know some reasons why the Bible is important to Christians - Know what values Christians believe Jesus taught - Know how Jesus taught Christians values through stories		<u>Islam unit 1: Prophet Muhammed (pbuh)</u> - Know some basic beliefs of Muslims - Know why Prophet Muhammed (pbuh) is important to Muslims - Know what the Qur'an is and why it is important to believers <u>Islam unit 2: Five Pillars of Islam</u> - Know what the Five Pillars of Islam are - Know what worship means to Muslims - Know how Muslims show their respect to Allah in everyday life GD Recognise some features of religious life	<u>Who am I? Belonging</u> - Know what it means to belong - Know some of the ways people show that they belong to a faith - Know what it means to belong to a faith family - Know what is involved for a child to belong to a religion GD Recognise some features of religious life GD Make links between our school values and religious values GD Reflect on groups that I belong to
PSHE	<u>Health and Wellbeing</u> Identify basic emotions and simple self-care strategies (e.g.		<u>Relationships</u> Recognise that their body belongs to them and identify external	<u>Living in the Wider World</u> Recognise hazards at home and school and		

	rest, time with friends). <u>Relationships</u> - Identify who cares for them in their family and why families are important. - Learn how to make and choose friends and why friendships are important. - Learn the basics of kindness, manners, and taking turns in friendships. - Understand the concept of privacy and that everyone's body belongs to them.		body parts (use correct terms: penis, vulva, etc.). <u>Health and Wellbeing</u> Know the benefits of being active and getting outside.	how to avoid them. <u>Being My Best</u> GD Listen to the views of others and show respect GD Understand simple ways to resolve disagreements GD Demonstrate British Values (e.g. rule of law, respect)		
Computing	<u>LIFE SKILLS</u> - Use technology purposefully to create, organise, store files - Use a mouse or track pad to draw a simple picture - Understand the various aspects of using a computer to create and manipulate text.		<u>DIGITAL LITERACY</u> - Understand the importance of keeping personal information private - Find and recognise websites that are appropriate for children - Identify and act on unkind behaviour online		<u>PROGRAMMING</u> - Understand what algorithms are - Begin to understand that programs execute by following precise and unambiguous instructions - Know what debugging is - Change a sequence of commands to solve a simple problem - Begin to use logical reasoning to predict the behaviour of simple programs - Begin to decompose problems	
PE	<u>INDOOR:</u> Team building <u>OUTDOOR:</u> Forest School	<u>INDOOR:</u> Fundamentals <u>OUTDOOR:</u> Invasion Games	<u>INDOOR:</u> Dance <u>OUTDOOR:</u> Tennis	<u>INDOOR:</u> Fitness <u>OUTDOOR:</u> Sending and Receiving	<u>INDOOR:</u> Gymnastics <u>OUTDOOR:</u> Football	<u>INDOOR:</u> Yoga <u>OUTDOOR:</u> Athletics
Music	Pulse and rhythm (Theme: All about me)	Timbre and rhythmic patterns (Theme: Fairy tales)	Pitch and tempo (Theme: Superheroes)	Musical vocabulary (Theme: Under the sea)	Tempo (Theme: Snail and mouse)	Vocal and body sounds: (Theme: By the sea)



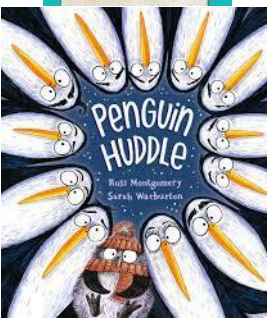
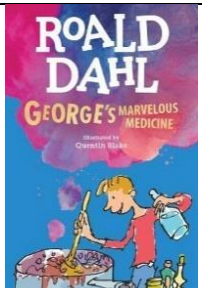
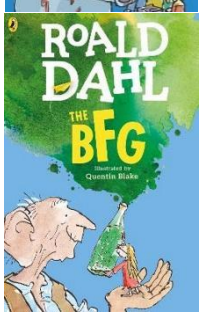
Year 2

Year 2 LTP 2026-27

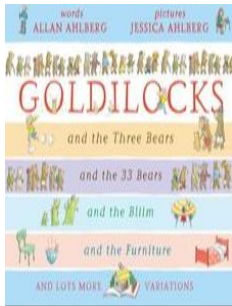
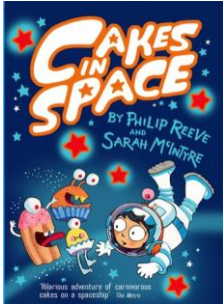
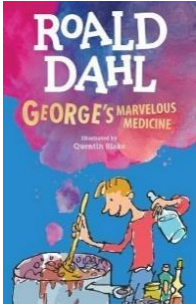
Primary School	Autumn		Spring		Summer	
	7 weeks + 1 day Black History Month	7 weeks	6 weeks Aspiration week	5 weeks	7 weeks	7 weeks STEM week
Trips and community links	Tower of London	Local area walk	Mudchute Farm	Colchester Zoo	Pizza Express	Visitors
Foundation Enquiry:	THE GREAT FIRE 	MAP MAKERS 	EXHIBITION OF ENDANGERMENT 	MUFFIN MANIA! 	HOME OR AWAY? 	
	Scenario: It's 1666 and London has been ravaged by the worst fire it's ever seen. Outcome: You will become a town crier and share the news. (Use Horrible Histories as inspiration!) <u>History: Historical Skills</u> - Show an awareness of the past, using common words and phrases relating to the passing of time - Ask and answer questions, choosing and using parts of stories and other sources to show that	Scenario: Mrs Jackman has says that there are lots of areas in Abbey Wood that could be improved. Outcome: You will create a map of a new and improved area of Abbey Wood. <u>Geography: Geographical Skills and Fieldwork</u> - Use simple fieldwork and observational skills to study the key human and physical features of the school's surrounding environment - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use	Scenario: Mr Shelley says that the only subject people want to learn about is maths. All other subjects should be kept in the classroom. Over-arching outcome: You must host an exhibition to showcase your science, geography and art learning to prove Mr Shelley is wrong! Painting outcome: You must create an underwater background using tints and shades. <u>Art: Painting</u> - Use painting to develop and share their ideas, experiences and imagination - Mix primary colours to make secondary colours - Add white and black to alter tints and shades GD Mix primary colours to make secondary colours, knowing which colours to mix to achieve an intended result Drawing outcome: You must create a range of underwater plants using a range of drawing materials.	Scenario: The muffins have revolted! They are fed up with being called unhealthy! Outcome: You must design and create a range of muffins using all of the food groups to share with KS1 at playtime. <u>DT: Cooking and Nutrition</u> - Understand the need for a variety of food in a diet - Understand that all food has to be farmed, grown or caught - Begin to use a wider range of cookery	Question: Hometown Showdown: Abbey Wood or a Kenyan Town – Which is the ultimate place to live? Outcome: Get ready to battle it out in a class debate and defend your opinion. <u>Geography: Place Knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a	

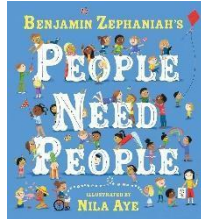
	they know and understands key features of events - Show understanding of some of the ways in which we find out about the past - Use a wide vocabulary of everyday historical terms - Speak about how they have found out about the past - Record what they have learned by drawing and writing GD Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods GD Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented <u>History: Golden Threads: Society & Legacy / Power</u> - Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events	and construct basic symbols in a key. - Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features on a map. GD Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. <u>Geography: Place Knowledge</u> GD Understand that within a country there will be differences in how people live. <u>Geography: Human and Physical Geography</u> - Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, port and harbour. GD Confidently use basic geographical vocabulary in context to refer to key physical features. GD Confidently use basic geographical vocabulary in context to refer to key human features.	<u>Art: Drawing</u> - Use drawing to develop and share their ideas, experiences and imagination - Use different materials to draw, for example pastels, chalk, felt tips GD Use key vocabulary to demonstrate knowledge and understanding in this strand: drawings, line, bold, size, space <u>Art: Work of Other Artists</u> - Describe the work of famous, notable artists and designers - Express an opinion on the work of famous, notable artists - Use inspiration from famous, notable artists to create their own work GD Express an opinion on the work of famous, notable artists and give reasons why GD Use inspiration from famous, notable artists to create their own work and compare Geography outcome: To create an informative postcard from a continent. (Spring 1) <u>Geography: Locational Knowledge</u> - Name and locate the world's seven continents and five oceans. GD Name and locate the world's seven continents and five oceans, describing which of these continents have hot and cold areas. <u>Geography: Human and Physical Geography</u> - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, mountain, ocean and valley. <u>Geography: Geographical Skills and Fieldwork</u> - Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.	techniques to prepare food safely GD Use a wider range of cookery techniques to prepare food safely <u>Science: Animals Including Humans</u> - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	contrasting non-European country. Scenario: Grab your imaginary microphones, it's time to present Wangari TV! Outcome: You will become a reporter informing the world all about the amazing achievements of Wangari Maathai. <u>History: Historical Skills</u> <u>History: Golden</u> - Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understands key features of events - Show understanding of some of the ways in which we find out about the past - Record what they have learned by drawing and writing - Use a wide vocabulary of everyday historical terms <u>Threads: Society & Legacy / Power</u> - Discuss the lives of significant individuals in the past who have contributed to national and international achievements and
--	--	--	--	---	--

	commemorated through festivals or anniversaries	Scenario: Build Abbey Wood's Future! Sadiq Khan needs help designing six model buildings for new areas of the town. Our year group has been chosen to design and construct these buildings using your DT skills. Outcome: You will create a class set of six buildings that must be strong, stable and interesting to look at. <u>DT: Design</u> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking and drawing • GD Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>DT: Make</u> • Choose appropriate tools, equipment, techniques and materials from a wide range • Safely measure, mark out, cut and shape materials and	Art outcome 2: You must design and create a sculpture to represent an endangered animal (Spring 2) <u>Art: Sculpture</u> • Use sculpture to develop and share their ideas, experiences and imagination • Use a variety of techniques, e.g. rolling, cutting, pinching • Use a variety of shapes • GD Use a variety of shapes, including lines and texture <u>Art: Work of Other Artists</u> • Describe the work of famous, notable artists and designers • Express an opinion on the work of famous, notable artists • Use inspiration from famous, notable artists to create their own work • GD Express an opinion on the work of famous, notable artists and give reasons why		use some to compare aspects of life in different periods
--	--	--	---	--	---

• Spell some common homophones e.g. there their two to too our are pair pear • Understand the difference between a homophone and a near-homophone • Spell most Y2 common exception words (see NC appendix) • GD Spell all of the Y2 common exception words (see NC appendix) • Begin to use some diagonal and horizontal strokes to join some letters • Begin to identify which letters are best left unjoined when next to each other • GD Consistently use diagonal and horizontal strokes needed to join letters • GD Recognise which letters are best left unjoined when next to each other • GD Add suffixes -ment, -ness to spell most words	Fire poetry Recount of burning houses <u>Transcription</u> • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of the letters • Add the suffix -ly, <u>Composition</u> • Write poetry • Practise sentences aloud before writing • Consider what will be written prior to writing, sentence by sentence • Proofread work, with intonation, to check for missing capital letters, full stops • Write about real events, recording these simply and clearly • Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Write about real events, recording these simply and clearly <u>Vocabulary, Grammar and Punctuation</u>	WHERE THE WILD THINGS ARE  Writing outcomes: Postcard to Peru Alternative solution <u>Transcription</u> • Spell some contracted words e.g. don't won't haven't • Add suffixes -ly to spell most words correctly in their writing <u>Composition</u> • Plan what to write by making notes prior to writing • Proofread work, with intonation, to check for missing capital letters, full stops • Write simple, coherent narratives about personal experiences and those of others (real or fictional) <u>Vocabulary, Grammar and Punctuation</u> • Demarcate most sentences in their writing with capital letters and full stops, and use question marks/ exclamation marks correctly when required	<u>Transcription</u> • Spell some contracted words e.g don't won't haven't <u>Composition</u> • Write about real events, recording these simply and clearly • Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Read work aloud to ensure that verbs indicate time correctly and consistently most of the time <u>Vocabulary, Grammar and Punctuation</u> • Use commas for lists • Use present and past tense mostly correctly and consistently, including the progressive form • Begin to use possessive apostrophes for singular nouns	<u>Vocabulary, Grammar and Punctuation</u> • Use past tense mostly correctly and consistently • Use expanded nouns phrases to describe and specify • Use some subordination (e.g. as, when, while, that) to join clauses • Use expanded nouns phrases to describe and specify • Use co-ordination (e.g. and / but / yet)	  Writing outcomes: Design their own talented pet and write a character description Alternative resolution <u>Transcription</u> • Spell some contracted words e.g don't won't haven't • GD Spell many contracted words <u>Composition</u> • Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Evaluate and make simple additions to writing with their teacher • Proofread work, with intonation, to check	  Writing outcomes: Recipe including predicted outcome - George's Marvellous Medicine Film to narrative Formal letter from Sophie to the Queen explaining the dangers posed by the other giants and requesting her support <u>Transcription</u> • Spell some contracted words e.g don't won't haven't <u>Composition</u> • Proofread work, with intonation, to check for missing capital letters, full stops and spelling mistakes • GD Evaluate and make simple
--	---	---	---	--	--	---

correctly in their writing • Add suffixes -ly, -ful, -less to spell most words correctly in their writing <u>Composition</u> • Write for a range of purposes • Plan what to write by making notes prior to writing • Practise sentences aloud before writing • Consider what will be written prior to writing, sentence by sentence <u>Vocabulary, Grammar and Punctuation</u> • GD Use the punctuation taught at key stage 1 correctly	• Use expanded noun phrases to describe and specify • Use co-ordination (e.g. and / but) • Use past tense mostly correctly and consistently				for missing capital letters, full stops and spelling mistakes <u>Vocabulary, Grammar and Punctuation</u> • Begin to use apostrophes for contracted forms • Use past tense mostly correctly and consistently, including the progressive form • Use expanded nouns phrases to describe and specify • Begin to use possessive apostrophes for singular nouns • Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	additions to writing with their peers • GD Proof read work to check for errors in spelling, punctuation and grammar <u>Vocabulary, Grammar and Punctuation</u> • Use commas for lists • Use present tense mostly correctly and consistently, including the progressive form • Use co-ordination (e.g. or / and / but) and some subordination (e.g. as, when, while, that) to join clauses • Begin to use apostrophes for contracted forms • GD Consistently use apostrophes for possession and contracted forms accurately
--	---	--	--	--	---	---

English – whole class reading Word Reading • Apply phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is fluent • Blend accurately • Accurately read multi-syllabic words • Read words with suffixes -s, -es, -ing, -ed, -ly, -ness, -less, -ful, -ment • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read without overt sounding and blending after words have frequently been encountered • Read books matched to phonic knowledge and automatically	Main text:  3 Little Pigs And The Big Bad Book Vlad What The Jackdaw Saw Comprehension • Explain what has happened so far in what they have read • Check the text makes sense to them, correcting any inaccurate reading • Develop increased awareness of traditional tales and fairy stories and be able to retell them • GD Recognise literary language such as 'Once upon a time' and 'in a land far, far away' and 'they all	Main text: Fluency Development ADVENTURE STORIES Comprehension • Read without overt sounding and blending after words have frequently been encountered • Build up fluency and confidence in word reading by re-reading phonically decodable books. • Self-correct inaccurate reading	Main text: Fluency Development HABITATS Comprehension • Check understanding by asking questions • GD Independently make links between the book they are reading and other books they have read • Listen to and discuss stories and non-fiction that are beyond their independent reading level • Develop increased awareness of traditional tales and	Main text:  The Last Wolf To Catch a Monster Inside the Villians Goldilocks and the 33 Bears Comprehension • Check understanding by asking questions • GD Independently make links between the book they are reading and other books they have read • Listen to and discuss stories and non-fiction that are beyond their independent reading level • Develop increased awareness of traditional tales and	Main text:  Cakes in Space Samuel Pepys' Diary – abridged September 2, 1666 Comprehension • Discuss and seek clarification for new words and link them to known vocabulary • Identify and discuss their favourite words and phrases	Main text:  George's Marvellous Medicine The BFG Comprehension • Discuss and seek clarification for new words and link them to known vocabulary • Identify and discuss their favourite words and phrases • GD Independently make links between the book they are reading and other books they have read
--	---	--	---	---	---	---

sound out unfamiliar words without hesitation - Build up fluency and confidence in word reading by re-reading phonically decodable books GD Read all Y2 common exception words (see NC appendix) Comprehension - Self-correct inaccurate reading - Develop pleasure in reading, motivation to read, vocabulary and understanding	lived happily ever after’ - Listen to and discuss stories and non-fiction that are beyond their independent reading level - Develop increased awareness of traditional tales and fairy stories and be able to retell them - Make simple inferences with support GD Independently make inferences - Listen to and discuss stories and non-fiction that are beyond their independent reading level		fairy stories and be able to retell them - Make simple predictions on the basis of what is said and done GD Independently make a plausible prediction about what might happen on the basis of what has been read so far - Listen to and discuss stories and non-fiction that are beyond their independent reading level		
	Poetry: Crackle! Spit! – Marie Thorn Tell It To The Dog – Joshua Siegal  - Listen to and discuss a wide range of classic and contemporary poetry that is beyond their independent reading level - Recite 2-3 poems by heart with intonation	Poetry: Little Red Riding Hood and the Wolf - Roald Dahl A smile – Jez Alborough  - Listen to and discuss a wide range of classic and contemporary poetry that is beyond their independent reading level - Recite 2-3 poems by heart with intonation	Poetry: People Need People- Benjamin Zephaniah  - Listen to and discuss a wide range of classic and contemporary poetry that is beyond their independent reading level - Recite 2-3 poems by heart with intonation		
Maths	Number and Place Value Count in steps of 2, 3, and 5 from 0, and in tens from any	Number - Addition and Subtraction Add and subtract a 2-digit number and ones using concrete objects,	Number – Multiplication and Division Recall and use multiplication and division facts for	Statistics Interpret and construct simple pictograms, tally charts, block diagrams and tables	Number – Fractions - Recognise, find, name and write fractions 1/3 , 1/4 , 2/4 and 3/4 of a Measurement - Choose and use appropriate standard units to estimate and measure length/height in any

	number, forward and backward - Recognise the place value of each digit in a two-digit number (tens, ones) - Compare and order numbers from 0 up to 100 - Read and write numbers to at least 100 in numerals and in words - Use place value and number facts to solve problems GD Use $<$ $>$ and $=$ to compare and order numbers from 0 up to 100 GD Identify, represent and estimate numbers using different representations, including the number line <u>Number - Addition and Subtraction</u> - Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures - Solve problems with addition and subtraction applying their increasing	pictorial representations and mentally - Add and subtract a 2-digit number and tens using concrete objects, pictorial representations and mentally - Add and subtract two 2-digit numbers using concrete objects, pictorial representations and mentally - Add three 1-digit numbers using concrete objects, pictorial representations and mentally - Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot GD Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems <u>Measurement</u> - Recognise and use symbols for pounds (£) and pence (p) - Combine amounts to make a particular value - Find different combinations of coins that equal the same amounts of money GD Solve simple problems in a practical context involving	the 2, 5 and 10 multiplication tables - Recognise odd and even numbers - Calculate mathematical statements for multiplication and division within the 2s, 5s and 10s and write them using the multiplication ($\times$), division ($\div$) and equals ($=$) signs - Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot GD Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	- 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 <u>Geometry – Properties of Shape</u> - Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line - Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces - Identify 2D shapes on the surface of 3D shapes, (for example, a circle on a cylinder and a triangle on a pyramid) GD Compare and sort common 2D and 3D shapes and everyday objects	length, shape, set of objects or quantity - Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 - Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels - Compare and order lengths, mass, volume/capacity - Know the number of minutes in an hour and the number of hours in a day - Read the time on a clock to the nearest 15 minutes GD Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ GD Compare and sequence intervals of time
--	---	---	--	--	--	---

	knowledge of mental and written methods Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	addition and subtraction of money of the same unit, including giving change				
Science	<u>We are builders!</u> Context: The Third Little Pig has used up all the bricks! The Big Bad Wolf is on his way - and he's bringing a powerful wind! You are a builder. You will test different materials and decide which ones the pigs should use to rebuild their homes. <u>Uses of Everyday Materials</u> - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	<u>We are botanists!</u> Context: The Royal Horticultural Society needs your help! You are a botanist researching how seeds grow best. <u>Plants</u> - Observe and describe how seeds and bulbs grow into mature plants - Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these	<u>We are ecologists!</u> Context: You will become an ecologist and create a series of habitat fact files. <u>Living Things and their Habitats</u> - Explore and compare the differences between things that are living, dead, and things that have never been alive - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - Identify and name a variety of plants and animals in their habitats, including micro-habitats - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food		<u>We are farmers!</u> Context: You will become a naturalist and create a life cycle book to share with EYFS. <u>Animals Including Humans</u> - Understand that animals, including humans, have offspring which grow into adults - Describe the basic needs of animals, including humans, for survival (water, food and air)	<u>Sustainability</u> - Understand how our everyday choices have an impact on the wider world. - Know what a "food mile" is - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - Identify and name a variety of plants and animals in their habitats, including microhabitats - Work in a range of relevant contexts [for example, the home and school,

					gardens and playgrounds, the local community, industry and the wider environment] • Understand where food comes from • GD Begin to consider different ways they can reduce their own food miles
<u>Working Scientifically</u> • Ask simple questions and recognise that they can be answered in different ways • Use simple equipment to observe closely • Perform simple tests • Identify and classify • Use their observations and ideas to suggest answers to questions • Gather and record data to help in answering questions • GD Ask simple questions and recognise that they can be answered in different ways, including use of scientific language from the national curriculum • GD Use simple equipment to observe closely including changes over time • GD Perform simple comparative tests • GD Identify, group and classify • GD Use their observations and ideas to suggest answers to questions noticing similarities, differences and patterns • GD Gather and record data to help in answering questions including from secondary sources of information					
RE	<u>Sikhism unit 2: Sikh Life and Teaching</u> • Know how the lives of Sikhs show they follow rules in their lives • Know what worship means to Sikhs • Know that the Gurus and the Guru Granth Sahib teach Sikhs how to live • GD Recognise some features of religious life • GD Reflect on what values are important in my life	<u>Hinduism unit 1: Diwali</u> • Know some Hindu beliefs about God • Know that the story of Diwali is about how God wins over evil • Know some stories linked to religious festivals • GD Ask questions about things that puzzle me <u>Celebrations</u> • Know why celebrations are important to people of faith (Hannukah – Jews, Christmas – Christians) • Know some of the ways festivals are celebrated	<u>Christianity unit 4: A Local Church</u> • Know what happens in a Christian place of worship • Know how a Christian place of worship helps Christians remember their beliefs about Jesus • GD Ask questions about what happens to others and how it makes them feel	<u>Christianity unit 3: Easter</u> • Know why Christians pray at Easter • Know what the symbols of Easter represent • Know how Christians try to follow Jesus' example <u>Celebrations</u> • Begin to understand the importance of symbolism for believers • GD Reflect on my own experiences of celebrations	<u>Hinduism unit 2: Worship</u> • Know the importance of families in Hinduism • Know how Hindus pray at home and in the temple • Know why honesty and truthfulness are important to Hindus • GD Give a reason why something is important to me • GD Give a reason why something is important to someone else

		GD Talk about how religious believers celebrate festivals and why		GD Compare some experiences that influence me with those that influence other people		
PSHE	<u>Relationships</u> - Recognise that families can look different but all can provide love and care. - Understand why we respect others who are different or have different views. - Know when it is right to tell a trusted adult something that feels unsafe.	<u>Living in the Wider World</u> Understand road safety basics.	<u>Relationships</u> - Know that kind friendships don't exclude others and should make us feel happy. <u>Being My Best</u> GD Respect others' ideas and compromise where needed GD Apply British Values to classroom and community behaviour		<u>Health and Wellbeing</u> - Identify and name body parts (including genitalia) and understand that bodies grow and change. - Learn that everyone feels worried or sad sometimes and this is normal.	
Computing	<u>PROGRAMMING</u> - Use coding blocks to program a sequence of events - Use loops and repeats to create an effect - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs - Use increasingly complex forms of block coding GD Design and create simple algorithms	<u>PROGRAMMING</u> - Use coding blocks to program a sequence of events - Use loops and repeats to create an effect - Create and debug simple programs - Use logical reasoning to predict the behaviour of simple programs - Use increasingly complex forms of block coding GD Design and create simple algorithms	<u>LIFE SKILLS - PHOTOS</u> - Use technology purposefully to create, organise and store photographs - Be able to insert images into documents and presentations GD Manipulate and retrieve digital images	<u>LIFE SKILLS – GOOGLE SLIDES</u> Be able to insert images into documents and presentations	<u>DIGITAL LITERACY</u> - Recognise the uses and features of IT - Identify IT in and beyond school - Explain how IT can help use if we stay safe GD Recognise what choices can be made when using IT	<u>DIGITAL LITERACY</u> - Understand the importance of keeping personal information private - Use technology safely through strong passwords - Identify where to go for help and support when they have concerns about content or contact on the internet
PE	<u>INDOOR: Team Building</u> <u>OUTDOOR: Forest School</u>	<u>INDOOR: Fitness</u> <u>OUTDOOR: Tennis (specialist)</u>	<u>INDOOR: Target games</u> <u>OUTDOOR: Sending & Receiving</u>	<u>INDOOR: Gymnastics (specialist)</u> <u>OUTDOOR: Striking & Fielding</u>	<u>INDOOR: Dance</u> <u>OUTDOOR: Football</u>	<u>INDOOR: Ball Skills</u> <u>OUTDOOR: Athletics</u>
Music	On this island: British songs and sounds	<u>Christmas performance</u>	West African call and response song (Theme: Animals)	Orchestral instruments (Theme:)	Dynamics, timbre, tempo and motifs (Theme: Space)	<u>Computing: LIFE SKILLS - MUSIC</u>

				Traditional Western stories)		• Be able to use a computer to create and refine musical patterns
--	--	--	--	-------------------------------------	--	---

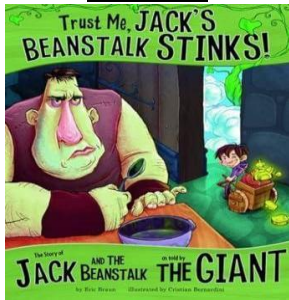
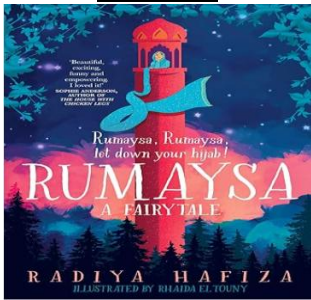
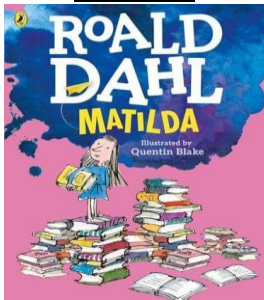
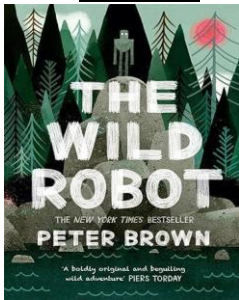
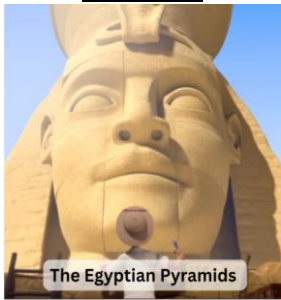
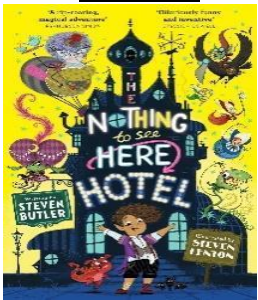


Year 3

Year 3 LTP 2026-27

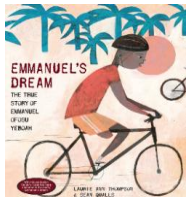
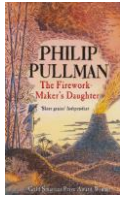
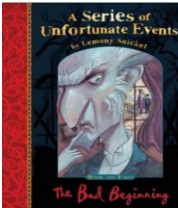
	Autumn		Spring		Summer	
	7 weeks + 1 day Black History Month	7 weeks	6 weeks Aspiration week	5 weeks	7 weeks	7 weeks STEM week
Trips and community links	William Morris gallery Local area Bostall Woods	Natural History Museum Matilda	Lesnes Abbey workshop	Sleepover	Egyptian workshop	Chessington/Legoland Local area picnic
Foundation Enquiry:	THIS IS ME 	VOLCANOES 	THROUGH THE AGES 	CAIRO COMFORTS 	OUR PERFECT PICNIC 	
	Question: How can we create a self-portrait inspired by Frida Kahlo with a William Morris background? Outcome: Create a self-portrait using pencil and apply this to a block printed background. Art Create sketchbooks to record their observations and use them to review and revisit ideas Art: Drawing	Question: A house has just gone on the market at the foot of Mount Vesuvius. Would you buy it? Outcome: You must be ready to participate in a debate about whether living near a volcano has more benefits than risks. Geography: Human and Physical Geography Describe and understand key aspects of physical geography, including mountains, volcanoes and earthquakes. Geography: Place Knowledge	Scenario: You have travelled through time to collect artefacts from different time periods to compare with your life today! Outcome: You will create a range of artefacts that you have collected from Ancient Britain. History: Historical Skills - Use an increasing range of common words and phrases relating to the passing of time History: Golden Threads: Invasion & Settlement and Society & Legacy - Describe changes in Britain from the Stone Age to the Iron Age GD Describe changes in Britain from the Stone Age to the Iron Age and relate this to what else was happening in the world at the time Art: Sculpture - Improve their mastery of art and design techniques, including sculpting with a range of materials	Scenario: The British Museum are expanding their exhibit to create a well-being section. They need you to help them make the area that is both comfortable and informative. Outcome: Create a cushion retelling a key event/aspect of Ancient Egyptian life. History: Historical Skills Use an increasing range of common words and phrases relating to the passing of time	Scenario: Year 3 are having a picnic in the local area. They need help finding an appropriate space as well as appropriate healthy snacks. Outcome: Create a healthy snack to take with you to the picnic. DT: Design - Use knowledge of existing products to design their own functional product - Create designs using annotated sketches DT: Evaluate	

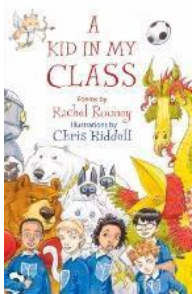
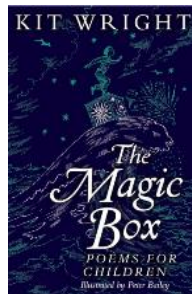
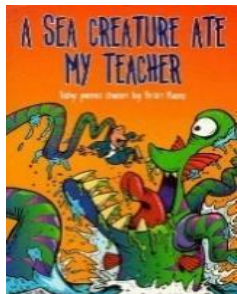
	• Improve their mastery of art and design techniques, including drawing, with a range of materials • Experiment with showing line, tone and texture with different hardness of pencils • GD Experiment with showing line, tone and texture with different hardness of pencils and explain their choices <u>Art: Painting</u> • Improve their mastery of art and design techniques, including painting with a range of materials • Mix colours effectively • GD Mix colours effectively using the correct language (e.g. tint, shade, primary, secondary) <u>Art: Work of other artists</u> • Learn about great artists, architects and designers in history • Express an opinion on the work of famous, notable artists • GD Express an opinion on the work of famous, notable artists and refer to techniques	• Describe and understand key aspects of human geography, including: types of settlement and land use. • GD Describe how regions have changed over time and understand that people hold different views about that change. • GD Describe hazards relating to volcanoes and how these impact on people	• Cut, make and combine shapes to create recognizable forms • GD Cut, make and combine shapes to deliberately create recognizable forms <u>Geography: Geographical Skills and Fieldwork</u> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	<u>History: Golden Threads: Invasion & Settlement and Society & Legacy</u> • Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt <u>DT: Design</u> • Use knowledge of existing products to design their own functional product • Create designs using annotated sketches and pattern pieces <u>DT: Make</u> • Safely measure, mark out, cut, assemble and join textiles with some accuracy • Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them • GD Safely measure, mark out, cut, assemble and join with increasing accuracy • GD Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using	• Investigate and analyse existing products and those they have made • GD Investigate and analyse existing products and those they have made, considering a wide range of factors <u>DT: Cooking and Nutrition</u> • Talk about the different food groups and name food from each group • Understand that food has to be grown, farmed or caught and that this is not always local or in this country • Use a wider variety of ingredients and techniques to prepare and combine ingredients safely <u>Locational Knowledge</u> • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains and rivers). <u>Geography: Place Knowledge</u> • Study human and physical geography
--	---	---	---	---	--

					them, giving reasons for their choices DT: Evaluate - Investigate and analyse existing products and those they have made GD Investigate and analyse existing products and those they have made, considering a wide range of factors	of a region of the United Kingdom Geography: Geographical Skills and Fieldwork - 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. GD Make predictions and draw conclusions relating to their fieldwork based on their own observations and geographical understanding
English – writing Composition - Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary - Proof-read for spelling errors and for punctuation - including	Core text:  Writing outcomes: Letter of complaint to the Fairy Tale Board First person narrative Composition Begin to organise writing into paragraphs as a way	Core text:  Writing outcomes: Diary entry Wanted advert (The witch) Composition Create settings, characters and plot in narratives	Core text:  Writing outcomes: Behaviour policy Persuasive letter Composition Use headings and sub-headings to aid presentation	Core text:  Writing outcomes: Setting description Balanced argument Composition Create settings, characters and plot in narratives	Core text:  The Egyptian Pyramids- Literacy shed Writing outcomes: Predictive chapter Non chronological report Composition Create settings, characters and plot in narratives	Core text:  Writing outcomes: Character description Persuasive brochure Composition Create settings, characters and plot in narratives

capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly - Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions GD Write effectively and coherently for different purposes, with a growing awareness of the reader GD Evaluate and edit by assessing the effectiveness of his/her own writing <u>Vocabulary, Grammar and Punctuation</u> - Express place using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or	of grouping related material GD Organise writing into paragraphs as a way of grouping related material - Create settings, characters and plot in narratives <u>Vocabulary, Grammar and Punctuation</u> - Begin to use inverted commas to punctuate direct speech GD Use inverted commas to punctuate direct speech <u>Transcription</u> - Use the suffix –ly - Use the prefixes un-, dis-, mis-, re-, pre- - Spell some of the words on the Y3/4 spelling list (see NC appendix) correctly - Spell some of the Y3/4 common exception words (see NC appendix) correctly	<u>Vocabulary, Grammar and Punctuation</u> - Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box <u>Transcription</u> - Spell some of the words on the Y3/4 spelling list (see NC appendix) correctly - Spell some of the Y3/4 common exception words (see NC appendix) correctly	<u>Vocabulary, Grammar and Punctuation</u> - Begin to use inverted commas to punctuate direct speech GD Use inverted commas to punctuate direct speech <u>Transcription</u> - Use the suffix –ly - Use the prefixes un-, dis-, mis-, re-, pre- - Spell some of the words on the Y3/4 spelling list (see NC appendix) correctly - Spell some of the Y3/4 common exception words (see NC appendix) correctly	<u>Vocabulary, Grammar and Punctuation</u> - Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box <u>Transcription</u> - Spell homophones brake/break, fair/fare, grate/great - Spell some of the words on the Y3/4 spelling list (see NC appendix) correctly - Spell some of the Y3/4 common exception words (see NC appendix) correctly - Use the first two or three letters of a word to check its spelling in a dictionary	- Use headings and sub-headings to aid presentation GD Begin to make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition <u>Vocabulary, Grammar and Punctuation</u> - Begin to use inverted commas to punctuate direct speech GD Use inverted commas to punctuate direct speech	- Use headings and sub-headings to aid presentation GD Begin to make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition <u>Vocabulary, Grammar and Punctuation</u> - Begin to use inverted commas to punctuate direct speech GD Use inverted commas to punctuate direct speech
---	--	---	---	---	--	--

prepositions e.g. before, after, during, in, because of - Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks') <u>Transcription</u> - Use the diagonal and horizontal strokes needed to join letters and know when to join and when not to GD Spell most of the words on the Y3/4 spelling list (see NC appendix) correctly GD Spell most of the Y3/4 common exception words (see NC appendix) correctly						
--	--	--	--	--	--	--

English – whole class reading Word Reading - Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet, including: dis-, mis-, in-, il-, im-, ir-, -ly - Read most Y3 common exception words (see NC appendix) GD Read all Y3 common exception words (see NC appendix) Comprehension - Develop positive attitudes to reading and understanding of what they read - Retrieve and record information from non-fiction - Participate in discussion about books, poems and other material that are read to them and those	Fluency development Main text: Fairy tale retellings	Fluency development Main text: Heroes and villains	Main text:  Comprehension - Identify themes in books - Discuss words that capture the reader's interest and imagination - Check that the text makes sense to them, discussing their understanding of words - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with evidence - Ask questions to improve their understanding of a text - Predict what might happen from details stated GD Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	Main text:  Comprehension - Identify themes in books - Discuss words that capture the reader's interest and imagination - Ask questions to improve their understanding of a text - Identify how language, structure and presentation contribute to meaning, including paragraphs, headings, sub-headings, inverted commas to punctuate speech - Identify main ideas drawn from within one paragraph and begin to summarise these GD Identify main ideas drawn from within one paragraph and summarise these - Apply their growing knowledge of root words, prefixes and suffixes both to read	Main text:  Comprehension - Identify themes in books - Discuss words that capture the reader's interest and imagination - Ask questions to improve their understanding of a text - Identify how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech - Identify main ideas drawn from within one paragraph and begin to summarise these GD Identify main ideas drawn from within one paragraph and summarise these - Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to	Main text:  Comprehension - Identify themes in books - Discuss words that capture the reader's interest and imagination - Check that the text makes sense to them, discussing their understanding of words - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with evidence - Predict what might happen from details stated GD Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence GD Begin to use dictionaries to check the meaning of
---	---	---	---	---	---	--

they can read for themselves, taking turns and listening to what others say - GD Participate in reasoned discussion about books, poems and other material that are read to them and those they can read for themselves, taking turns and listening to what others say - Listen to and discuss a wide range of fiction, poetry, plays and non-fiction - Read books that are structured in different ways - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell at least 1 of these orally GD Begin to use dictionaries to check the meaning of words that they have read				aloud and to understand the meaning of new words they meet, including: dis-, mis-, in-, il-, im-, ir-, -ly	understand the meaning of new words they meet, including: dis-, mis-, in-, il-, im-, ir-, -ly	words that they have read
	<u>Poetry:</u> Read poems aloud and perform play scripts 		<u>Poetry:</u> Read poems aloud and perform play scripts 	<u>Poetry:</u> Read poems aloud and perform play scripts 		
Maths	<u>Number and Place Value</u> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or	<u>Number - Addition and Subtraction</u> Add and subtract numbers mentally, including a three-digit number and ones	<u>Number – Multiplication and Division</u> Recall and use multiplication and division facts for	<u>Number – Fractions</u> Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal	<u>Measurement</u> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g);	<u>Geometry – Properties of Shape</u> Draw 2-D shapes and make 3-D shapes using modelling materials;

	100 more or less than a given number - Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) - Compare and order numbers up to 1000 - Read and write numbers up to 1000 in numerals - Read and write numbers up to 1000 in words - Solve number problems and practical problems involving these ideas GD Identify, represent and estimate numbers using different representations	- Add and subtract numbers mentally, including a three-digit number and tens - Add and subtract numbers mentally, including a three-digit number and hundreds - Add numbers with up to three digits using the formal method of column addition - Subtract numbers with up to three digits using the formal method of column subtraction - Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction GD Estimate the answer to a calculation and use inverse operations to check answers	the 3, 4 and 8 multiplication tables - Write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods GD 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	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 show, using diagrams, equivalent fractions with small denominators - Add fractions with the same denominator within one whole e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ - Subtract fractions with the same denominator within one whole e.g. $\frac{6}{7} - \frac{1}{7} = \frac{5}{7}$ - Compare and order unit fractions, and fractions with the same denominators GD Record $\frac{1}{10}$ as 0.1, $\frac{3}{10}$ as 0.3 etc GD Solve fraction problems	volume/capacity (l/ml) - Measure the perimeter of simple 2-D shapes - Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks - Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks GD 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 - Add and subtract amounts of money to give change, using both £ and p in practical contexts GD Know the number of seconds in a minute and the number of days in each month, year and leap year GD Compare durations of events	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 and identify whether other angles are greater or less than a right angle - Recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn GD Identify horizontal and vertical lines and pairs of perpendicular and parallel lines Statistics - Interpret and present data using bar charts, pictograms and tables GD Solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables
--	---	---	---	---	---	--

					e.g. to calculate the time taken by particular events or tasks	
Science	<u>We are botanists!</u> Context: The NFU would like you to investigate the best conditions for a variety of plants to grow as botanists. <u>Plants</u> - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - Explore and describe 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 part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	<u>We are geologists!</u> Context: The Natural History Museum would like you to become geologists and investigate rocks, fossils and soils. <u>Rocks</u> - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - Describe in simple terms how fossils are formed when things that have lived are trapped within rock - Recognise that soils are made from rocks and organic matter	<u>We are lighting technicians!</u> Context: As a lighting technician, investigate how behaves and shadows are formed. <u>Light</u> - Recognise that they need light in order to see things and that dark is the absence of light - Notice that light is reflected from surfaces - Recognise that light from the sun can be dangerous and that there are ways to protect eyes - Recognise that shadows are formed when the light from a light source is blocked by a solid object - Find patterns in the way that the size of shadows change	<u>We are toy designers!</u> Context: A toy company wants you to investigate forces and produce a magnetic game. <u>Forces and Magnets</u> - Compare how things move on different surfaces - Notice that some forces need contact between two objects, but magnetic forces can act at a distance - Observe how magnets attract or repel each other and attract some materials and not others - Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials - Describe magnets as having two poles - Predict whether two magnets will attract or repel each other, depending on which poles are facing	<u>We are personal trainers!</u> Context: As a personal trainer, investigate the importance of nutrition and its contribution to healthy muscles and bones. <u>Animals Including Humans</u> - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - Identify that humans and some other animals have skeletons and muscles for support, protection and movement	<u>Sustainability</u> - Understand the causes of climate changes (greenhouse effect and fossil fuels) - Investigate the alternatives to fossil fuels - Identify one's own impact - Describe and understand the key aspects of human geography, including economic activity, distribution of natural resources and energy - Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions GD Consider ways their own choices impact on the climate and take active steps to

						reduce their carbon footprint
<u>Working Scientifically</u> - Ask relevant questions and use different types of scientific enquiries to answer them - Set up simple practical comparative enquiries - 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 of results and conclusions - Use results to draw simple conclusions - 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 GD Set up simple practical enquiries, comparative and fair tests GD Gather, record, classify and present data in a variety of ways to help in answering questions including from secondary sources of information GD Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions GD Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions						
<u>RE Learning from Religion</u> GD Compare my ideas and beliefs with those of other people GD Make links between my values and what is important to me and the way I think and behave GD Ask questions about things that puzzle me	<u>How did the world begin?</u> - Know that the world contains unique, beautiful and natural things - Know what people of different faiths believe about how the world began - Know what people of different faiths believe about their responsibility for the world - Know how people in different faiths give thanks for the world	<u>Christianity 5: The Bible</u> - Know why the Bible is special - Know how Christians use the Bible in their lives - Find out what the 10 commandments are and how they relate to modern life - Identify the deeper meaning of the story 'The Lost Sheep' GD Describe what a believer might learn from a religious story or festival	<u>Buddhism 1: The Buddha</u> - Know what a Buddha is - Know the Buddha taught how people should live GD Make links between people's beliefs and how they live and behave	<u>Buddhism 2: Living as a Buddha</u> - Know the importance of a temple or Buddhist centre - Know why Buddhists have images of the Buddha	<u>Judaism 1: Shabbat- A day of rest</u> - Know why Shabbat is important to Jews - Know why Jews observe a day of rest - Know why Jews attend the Synagogue	<u>Judaism 2: Festivals of the Jewish Year</u> - Know some of the ways festivals teach about the past - Know why it is important to keep traditions and customs alive - Know what these festivals teach about the Jews' relationship with God GD Describe what a believer might learn from a religious story or festival
<u>PSHE Being My Best</u> GD Show respect and empathy in discussions GD Work cooperatively	<u>Relationships</u> Understand what makes a family stable and safe (e.g. spending time, support).	<u>Relationships</u> Understand that it's normal to feel lonely sometimes and that help is available.	<u>Relationships</u> - Discuss setting personal boundaries and respecting others' boundaries. - Learn how to stay safe in everyday	<u>Health and Wellbeing</u> Talk about emotions using a wide range of vocabulary.	<u>Health and Wellbeing</u> - Name external genitalia using accurate terms. - Understand the risks of not being active, including how it affects the body.	<u>Living in the Wider World</u> Learn how to stay safe around water and the importance of the water safety code. (After swimming)

and share responsibilities			situations, including responding to strangers			
Computing	<u>DIGITAL LITERACY</u> - Identify and explain inputs and outputs - Recognise how sharing information can change the way we work - Explore how devices are connected digitally and physically GD Identify a range of ways to report concerns about content and contact	<u>PROGRAMMING</u> - Write and debug simple programs that accomplish a goal - Use sequence, selection and repetition in programs. - Work with variables and a form of input and output - Begin to use logical reasoning to explain how some simple algorithms work - Detect and correct errors in algorithms and programs - Begin to use text-based programming	<u>PROGRAMMING</u> - Write and debug simple programs that accomplish a goal - Use sequence, selection and repetition in programs. - Work with variables and a form of input and output - Begin to use logical reasoning to explain how some simple algorithms work - Detect and correct errors in algorithms and programs - Begin to use text based programming GD Begin to transfer skills from block coding to text based coding	<u>PROGRAMMING</u> - Write and debug simple programs that accomplish a goal - Use sequence, selection and repetition in programs. - Work with variables and a form of input and output - Begin to use logical reasoning to explain how some simple algorithms work - Detect and correct errors in algorithms and programs - Begin to use text based programming GD Detect and correct errors in algorithms and programs	<u>LIFE SKILLS</u> - Edit the layout of text and images on a page - Choose the most appropriate page settings - Add content to a desktop publishing projects - Consider the benefits of desktop publishing and using different layouts	<u>DIGITAL LITERACY</u> - Edit the layout of text and images on a page - Choose the most appropriate settings - Consider the benefits of desktop publishing and using different layouts
PE	<u>INDOOR: Gymnastics</u> <u>OUTDOOR: Cricket</u>	<u>INDOOR: Fitness</u> <u>OUTDOOR: Football</u>	<u>INDOOR: Fundamentals</u> <u>OUTDOOR: Forest School</u>	<u>INDOOR: Dance</u> <u>OUTDOOR: Tennis</u>	<u>INDOOR: Ball skills</u> <u>OUTDOOR: Basketball</u>	<u>INDOOR: Orienteering</u> <u>OUTDOOR: Athletics</u>
Music	Ballads	Traditional instruments and improvisation	Pentatonic melodies and composition	Developing singing technique	Creating compositions in response to an animation	Jazz
French	French greetings French adjectives of colour, size and shape	French playground games, numbers and age	French classroom A circle of life			



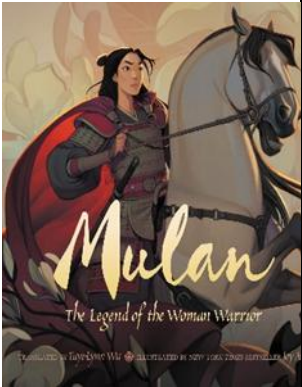
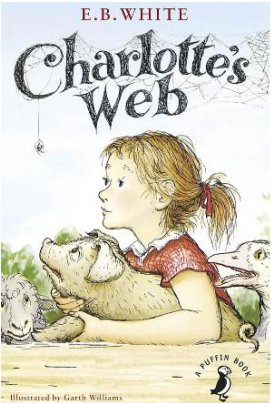
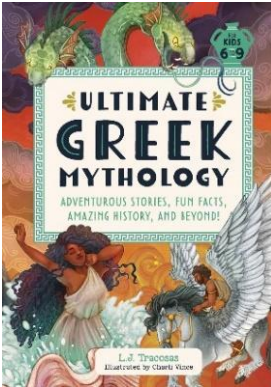
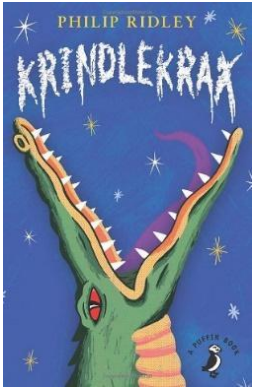
Year 4

Year 4 LTP 2026-27

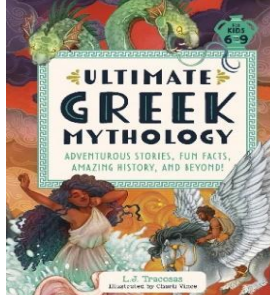
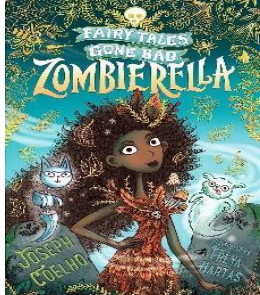
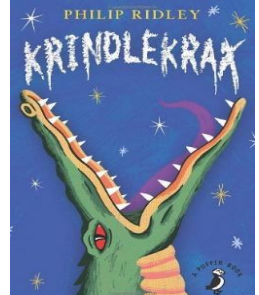
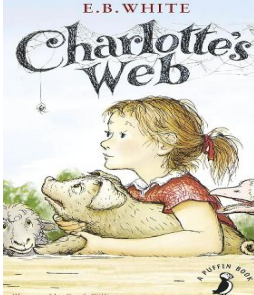
	Autumn		Spring		Summer	
	7 weeks + 1 day Black History Month	7 weeks	6 weeks Aspiration week	5 weeks	7 weeks	7 weeks STEM week
Trips and community links	Local walk London walk	Las Iguanas Geography fieldwork	British Museum	Science Museum	Museum of London	Residential - camping
<u>Foundation Enquiry:</u>	INK AND IRON: THE ART OF MULAN 	SOUTH AMERICAN FLAVOURS 	A LASTING LEGACY: THE ANCIENT GREEKS 	SOUTH AMERICA 	GAME CREATORS 	INVASION & INFLUENCE: ROMAN BRITAIN 
	Scenario: The Emperor of China wants to tell the story of Mulan to the people of his empire. Outcome: The Emperor would like you to create a piece of art inspired by traditional Chinese ink paintings. Art: Create sketchbooks to record their observations and use them to review and revisit ideas Art: Drawing	Scenario: Carnival is in town! You have been employed as a chef to create a South American inspired dish to serve at the event. Outcome: Create a healthy, balanced seasonal meal including a drink, inspired by South American cuisine. DT: Cooking and Nutrition Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body	Question: What were the greatest achievements of the Ancient Greeks? Outcome: Create a vase based on the key achievements of the Ancient Greeks with a focus on power, invasion & settlement and society & legacy. History: Historical Skills Place some historical periods in a chronological framework	Question Which impact of deforestation do you think is the most serious? Outcome: Create a group PowerPoint presentation outlining reasons as to why this impact is most serious. Geography: Locational Knowledge Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human	Scenario: Smyths toy store have asked you to create an interactive buzz game. Outcome: Create a buzz game that includes an electrical circuit, aimed at 6-10 year olds. DT: Design Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience	Question: What did the Romans do for us? Outcome: Each class to present a class History: Historical Skills - Place some historical periods in a chronological framework - Use historical terms related to the period of study - Use sources of information in ways that go beyond simple observations to answer

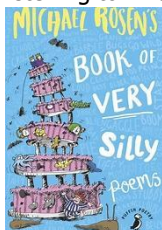
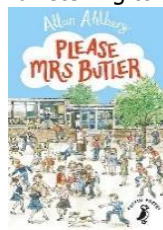
• Improve their mastery of art and design techniques, including drawing, with a range of materials • Use shading to show light and shadow effects • Use different materials (e.g. pastel, chalk, felt-tips) • GD Use different materials (e.g. pastel, chalk, felt-tips) and explain their choices <u>Art: Painting</u> • Improve their mastery of art and design techniques, including painting with a range of materials • Use varied brush techniques to create shapes, patterns and lines • GD Use varied brush techniques to create shapes, textures, patterns and lines <u>Art: Work of Other Artists</u> • Express an opinion on the work of famous, notable artists and refer to techniques and effect • Reflect upon their work inspired by a famous, notable artists • GD Reflect upon their work inspired by a	needs to be healthy and active • Understand seasonality and the advantages of eating seasonal and locally produced food • Read and follow recipes • GD Read and follow recipes which involve several processes, skills and techniques <u>Geography: Geographical Skills and Fieldwork</u> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • 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	• Use historical terms related to the period of study • Use sources of information in ways that go beyond simple observations to answer questions about the past • Use a variety of resources to find out about aspects of life in the past • Communicate their learning in an organised and structured way, using appropriate terminology • GD Use and evaluate the reliability of a variety of resources to find out about aspects of life in the past • GD Understand that sources can contradict each other <u>History: Golden Threads: Power, Invasion & Settlement and Society & Legacy</u> • Describe Ancient Greek life and achievements and their influence on the western world	characteristics, countries, and major cities. • Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. • GD Make predictions and draw conclusions relating to their fieldwork based on their own observations and geographical understanding. <u>Geography: Human and Physical Geography</u> • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts and the water cycle. • GD Describe how regions have changed over time and understand that people hold different views about that change. • GD Explain why there is a relationship between climate and biome using appropriate vocabulary.	• Create designs using exploded diagrams <u>DT: Make</u> • Use techniques which require more accuracy to cut, shape, join and finish their work • Use their knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them • GD Use techniques to accurately cut, shape, join and finish their work • GD Use their knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them, giving reasons for their choices <u>DT: Evaluate</u> • Consider how existing products and their own finished products might be improved • GD Consider how existing products and their own finished products might be improved and how well they meet the needs of the intended user	questions about the past • Use a variety of resources to find out about aspects of life in the past • Communicate their learning in an organised and structured way, using appropriate terminology • GD Use and evaluate the reliability of a variety of resources to find out about aspects of life in the past • GD Understand that sources can contradict each other <u>History: Golden Threads: Power, Invasion & Settlement and Society & Legacy</u> • Describe the Roman Empire and its impact on Britain
---	---	--	---	---	---

	famous, notable artist and the development of their art skills <u>Art: Sculpture</u> • Improve their mastery of art and design techniques, including sculpting with a range of materials • Use clay and other malleable materials and practice joining techniques • GD Add materials to the sculpture to create detail			<u>Geography: Place Knowledge</u> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.	<u>DT: Technical Knowledge</u> • Apply techniques they have learnt to strengthen structures and explore their own ideas • Understand and use electrical systems in products	
--	--	--	--	---	---	--

English – writing <u>Transcription</u> • Spell most of the words on the Y3/4 spelling list (see NC appendix) correctly • Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto- • Understand and add suffixes -ation, -ous • Spell homophones accept/except, affect/effect, ball/bawl • Spell most of the Y3/4 common exception words (see NC appendix) correctly • Produce legible and joined handwriting • GD Spell all of the words on the Y3/4 spelling list (see NC appendix) correctly • GD Spell all of the Y3/4 common exception words (see NC appendix) correctly • Use the first three or four letters of a word to check its spelling in a dictionary <u>Composition</u> • Proof-read for spelling and	<u>Core text:</u>  Writing outcomes: Persuasive letter Third person narrative <u>Composition</u> • Proof read for spelling and punctuation • Organise paragraphs around a theme • Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose <u>Vocabulary, Grammar and Punctuation</u> • Use fronted adverbials e.g. Later that day, I heard the bad news. • Use commas after fronted adverbials	<u>Core text:</u>  Writing outcomes: Narrative – first person retell Setting description <u>Composition</u> • Organise paragraphs around a theme • Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose • Begin to make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition <u>Vocabulary, Grammar and Punctuation</u> • Use inverted commas to punctuate direct speech • Use simple organisational devices in non-narrative writing • Use expanded noun phrases to add specific detail to writing	<u>Core text:</u>  Writing outcomes: Character description Non chronological report <u>Composition</u> • Proof read for spelling and punctuation • Organise paragraphs around a theme • Use simple organisational devices in non-narrative writing • GD Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition <u>Vocabulary, Grammar and Punctuation</u> • Understand the grammatical difference between plural and possessive –s	<u>Core text:</u>  Writing outcomes: Poetry Informative guide <u>Composition</u> • Proof read for spelling and punctuation • Organise paragraphs around a theme • Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose • Begin to make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition <u>Vocabulary, Grammar and Punctuation</u> • Use inverted commas to punctuate direct speech	<u>Core text:</u>  Writing outcomes: Alternative ending Advert (linked to DT outcome) <u>Composition</u> • Proof read for spelling and punctuation • Organise paragraphs around a theme • Use simple organisational devices in non-narrative writing <u>Vocabulary, Grammar and Punctuation</u> • Use inverted commas to punctuate direct speech • Use fronted adverbials e.g. Later that day, I heard the bad news. • Use commas after fronted adverbials • Use expanded noun phrases to add	<u>Core text:</u>  Dream – Literacy Shed Writing outcomes: Narrative - emotive account Comparison- London and Rio (linked to geography outcome) <u>Composition</u> • Proof read for spelling and punctuation • Organise paragraphs around a theme <u>Vocabulary, Grammar and Punctuation</u> • Use fronted adverbials e.g. Later that day, I heard the bad news. • Use commas after fronted adverbials • Use inverted commas to punctuate direct speech • Understand the grammatical difference between
--	--	---	---	--	---	--

punctuation errors • GD Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements <u>Vocabulary, Grammar and Punctuation</u> • Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done • Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial	• Use inverted commas to punctuate direct speech • Use expanded noun phrases to add specific detail to writing • GD Use inverted commas to punctuate direct speech, always correctly • GD Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements • GD Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	• Use fronted adverbials e.g. Later that day, I heard the bad news. • Use commas after fronted adverbials • Use apostrophes to mark plural possession e.g. the girl's name, the girls' names • GD Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements • GD Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	• Use apostrophes to mark plural possession e.g. the girl's name, the girls' names • Use expanded noun phrases to add specific detail to writing • Use fronted adverbials e.g. Later that day, I heard the bad news. • Use commas after fronted adverbials • Begin to make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • GD Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements • GD Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	• Use simple organisational devices in non-narrative writing • Use expanded noun phrases to add specific detail to writing • Use fronted adverbials e.g. Later that day, I heard the bad news. • Use commas after fronted adverbials • Use apostrophes to mark plural possession e.g. the girl's name, the girls' names • GD Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements	specific detail to writing • Understand the grammatical difference between plural and possessive –s • Use apostrophes to mark plural possession e.g. the girl's name, the girls' names • GD Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements • GD Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	plural and possessive –s • Use apostrophes to mark plural possession e.g. the girl's name, the girls' names • Use expanded noun phrases to add specific detail to writing
English – whole class reading	<u>Main text:</u> Fluency	<u>Main text:</u> Fluency	<u>Main text:</u>	<u>Main text:</u>	<u>Main text:</u>	<u>Main text:</u>

<u>Word Reading</u> • Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; • Read most Y4 common exception words (see NC appendix) • GD Read all Y4 common exception words (see NC appendix) <u>Comprehension</u> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Read a wide range of books, including fairy stories, myths and legends, and retell 2-3 of these orally • Develop positive attitudes to reading and understanding of what they read • Participate in reasoned discussion about books, poems and other material that are read to them and						
	Fluency	Fluency	<u>Comprehension</u> • Discuss words and phrases that capture the reader's interest and imagination • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Predict what might happen from details stated and implied • Identify how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials • GD Discuss words and phrases that capture the reader's	<u>Comprehension</u> • Use dictionaries to check the meaning of words that they have read • Identify themes and conventions in a wide range of books • Ask questions to improve their understanding of text with increasing complexity • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence clearly taken from the text • Identify main ideas drawn from more than one paragraph and summarise these • Retrieve and record information from non-fiction over a wide range of subjects	<u>Comprehension</u> • Use dictionaries to check the meaning of words that they have read • Identify themes and conventions in a wide range of books • Ask questions to improve their understanding of text with increasing complexity • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence clearly taken from the text • Identify main ideas drawn from more than one paragraph and summarise these • Retrieve and record information from non-fiction over a wide range of subjects	<u>Comprehension</u> • Discuss words and phrases that capture the reader's interest and imagination • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Predict what might happen from details stated and implied • Identify how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials

those they can read for themselves, taking turns and listening to what others say			interest and imagination and explain the impact on the reader			GD Discuss words and phrases that capture the reader's interest and imagination and explain the impact on the reader
	Poetry: - Recognise some different forms of poetry e.g. free verse, narrative poetry - Participate in reasoned discussion about poems, taking turns and listening to what others say 	Poetry: - Recognise some different forms of poetry e.g. free verse, narrative poetry - Participate in reasoned discussion about poems, taking turns and listening to what others say 	Poetry: - Recognise some different forms of poetry e.g. free verse, narrative poetry - Participate in reasoned discussion about poems, taking turns and listening to what others say 			
Maths	<u>Number and Place Value</u> - Count in multiples of 6, 7, 9, 25 and 1000 - Find 1000 more or less than a given number - Count backwards through zero to include negative numbers - Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) - Order and compare numbers beyond 1000	<u>Number - Addition and Subtraction</u> - Add numbers with up to four digits using the formal method of column addition - Subtract numbers with up to four digits using the formal method of column subtraction - Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why GD Estimate and use inverse operations to check answers to a calculation <u>Number – Multiplication and Division</u>	<u>Number – Multiplication and Division</u> - 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	<u>Number – Fractions</u> - Recognise and show, using diagrams, families of common equivalent fractions - Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten - Add and subtract fractions with the same denominator - Recognise and write decimal equivalents of any number of tenths or hundredths	<u>Number – Fractions</u> - 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 - Solve simple measure and money problems involving fractions and decimals to two decimal places <u>Measurement</u> - Solve problems involving converting from hours to minutes; minutes to seconds; years to	<u>Geometry – Properties of Shape</u> - Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes - 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

	- 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 GD Identify, represent and estimate numbers using different representations including measures GD 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	- Recall multiplication and division facts for multiplication tables up to 12×12 - Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; multiplying together three numbers GD Recognise and use factor pairs and commutativity in mental calculations	objects are connected to m objects GD Recognise and use factor pairs and commutativity in mental calculations Measurement - Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - Find the area of rectilinear shapes by counting squares	- Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ GD 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	months; weeks to days - Convert between different units of measure e.g. kilometre to metre; hour to minute GD Estimate, compare and calculate different measures, including money in pounds and pence GD Read, write and convert time between analogue and digital 12- and 24-hour clocks	specific line of symmetry GD Begin to recognise where angles are greater than two right angles. GD Know the term straight angle referring to two right angles together Geometry – Position and Direction - 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 polygon Statistics - 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
Science	<u>We are zoologists!</u> Context: Cambridge University's Museum of Zoology would like us to find out about British wildlife and report back to them on how we can support our local environment. <u>Living Things and their Habitats</u> - Recognise that living things can be grouped in a variety of ways - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things	<u>We are chefs!</u> Context: The children will learn about states of matter and how this relates to the cooking world specifically how cooling and heating can be used to manipulate food. <u>States of Matter</u> - Compare and group materials together, according to whether they are solids, liquids or gases - Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	<u>We are sound technicians!</u> Context: The Sony Group employ lots of sound technicians to create and test their products. Let's see how sound can help us become sound engineers! <u>Sound</u> - Identify how sounds are made, associating some of them with something vibrating - Recognise that vibrations from sounds travel through a medium to the ear - Find patterns between the pitch of a sound and features of the object that produced it - Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases	<u>We are doctors!</u> Context: The Royal Society of medicine would like you to create a model of the digestive system to present to their students. <u>Animals Including Humans</u> - Describe the simple functions of the basic parts of the digestive system in humans - Identify the different types of teeth in humans and their simple functions - Construct and interpret a variety of food chains, identifying producers, predators and prey	<u>We are electricians!</u> Context: You have been employed as an electrician by Corky the caretaker. You will need to apply all of your learning to help Ruskin. <u>Electricity</u> - Identify common appliances that run on electricity - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - Recognise some common conductors and insulators, and associate metals with being good conductors	<u>Sustainability</u> - Understand the properties of compostability and durability - Investigate the circular economy i.e. "repairing vs replacing" - Describe and understand the key aspects of human geography, including economic activity, distribution of natural resources and energy - Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - Compare and group together everyday

						materials on the basis of their properties • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • GD Understand the link between consumer choice and climate change • GD Begin to understand climate justice and injustice
--	--	--	--	--	--	---

	<u>Working Scientifically</u> • Ask relevant questions and use different types of scientific enquiries to answer them • Set up simple practical comparative enquiries • 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 of results and conclusions • Use results to draw simple conclusions • Identify differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions or to support their findings • GD Set up simple practical enquiries, comparative and fair tests • GD Gather, record, classify and present data in a variety of ways to help in answering questions including from secondary sources of information • GD Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • GD Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions					
RE	<u>Hinduism unit 3: Hindu Life</u> • Know why the natural world is important to Hindus • Know how the belief about creation leads to vegetarianism and ahimsa • Know which places are important to Hindus • GD Ask questions about puzzling aspects of life and experience • GD Suggest answers based on religious teachings	<u>Christianity unit 6: Local Christian Places of Worship</u> • Know that there are many different types of Christian places of worship • Know why prayer is important • Know about the features of different Christian places of worship • Know what similarities there are in what Christians believe • GD Compare some religious beliefs, teachings and practices • GD Give examples of what commitment means in everyday life	<u>Islam unit 3: Ramadan and Eid-ul-Fitre</u> • Know why Muslims fast during Ramadan • Know why giving charity (Zakat) is an important part of Ramadan • Know about the Muslim festival Eid –ul-Fitr	<u>Judaism unit 3: The Synagogue</u> • Know how Jews show that God is present in the Synagogue • Know how the Torah helps Jewish people understand what being Jewish means • GD Give reasons why people belong to religions	<u>Sikhism unit 3: The Gurdwara and the Guru Granth Sahib</u> • Know how the Gurdwara is a centre for worship and demonstrates Sikh values • Know why the Guru Granth Sahib is ‘The Everlasting Guru’	<u>Sikhism unit 4: Belonging to the Sikh Community</u> • Know why the Guru Gobind Singh is important to Sikhs • Know the significance of the Amrit Ceremony
PSHE <u>Being My Best</u> • GD Demonstrate	<u>Living in the Wider World</u> • Understand safety near railways, crossings and in unfamiliar environments.		<u>Health and Wellbeing</u> • Understand that support is available if they feel isolated or sad. • Explore how being active helps with sleep, mood and focus.		<u>Relationships</u> • Discuss what makes relationships within families healthy and respectful. • Explore traits of supportive friendships like honesty, trust, and generosity.	

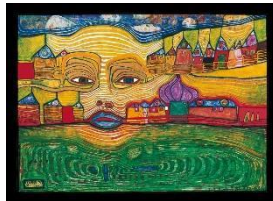
leadership in group tasks • GD Support fairness and challenge injustice where seen			• Begin learning about growing and changing, including body part names.		• Understand how to be assertive without being unkind; manage feelings respectfully. • Recognise safe vs unsafe contact and how to say “no” confidently.	
Computing	<u>LIFE SKILLS</u> - Use search technologies effectively - Begin to learn how to touch type GD Be able to touch type	<u>DIGITAL LITERACY</u> - Know that companies are gathering information about me based upon my online footprint - Understand that not everything online is true - Identify a range of ways to report concerns about content and contact GD Understand that information collected about me is used to target advertisements	<u>DIGITAL LITERACY</u> - Explain how to change the composition, colour and content of images - Understand that not everything online is true GD Evaluate how changes can improve an image	<u>PROGRAMMING</u> - Begin to design, write and debug programs that accomplish specific goals - Use sequence, selection and repetition in programs - Work with variables and more than one form of input and output - Detect and correct errors in algorithms and programs - Use physical computing components using sensors, buttons and lights	<u>PROGRAMMING</u> - Begin to design, write and debug programs that accomplish specific goals - Use sequence, selection and repetition in programs - Work with variables and more than one form of input and output - Detect and correct errors in algorithms and programs GD Be able to decompose a problem and create an algorithm or series of algorithms to solve a problem	<u>LIFE SKILLS</u> - Be able to record and edit audio files - Combine audio clips to enhance the effect - Evaluate the use of audio - Use search technologies effectively GD Edit audio files independently
PE	<u>INDOOR:</u> Ball-skills <u>OUTDOOR:</u> Hockey Mulberry swimming	<u>INDOOR:</u> Gymnastics <u>OUTDOOR:</u> Football Mulberry swimming	<u>INDOOR:</u> Fitness <u>OUTDOOR:</u> Netball Magnolia swimming	<u>INDOOR:</u> Yoga <u>OUTDOOR:</u> Cricket Magnolia swimming	<u>INDOOR:</u> Dance <u>OUTDOOR:</u> Tennis Laburnum swimming	<u>OUTDOOR:</u> Forest school <u>OUTDOOR:</u> Athletics Laburnum swimming
Music	Rivers	Rock and roll	Rainforests	South America	Hanami festival	Romans
French	Portraits – describing in French	Clothes – getting dressed in French	French numbers, calendar and birthdays	French food		



Year 5

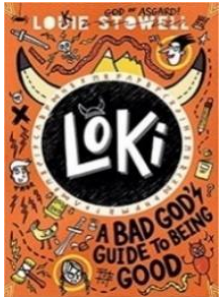
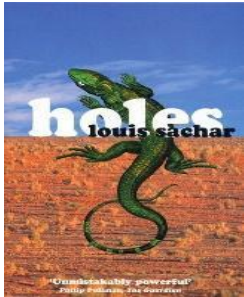
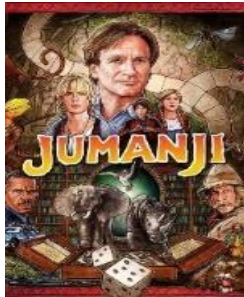
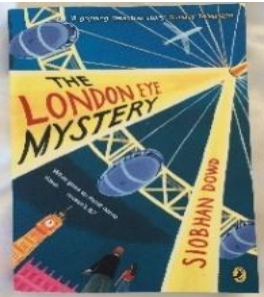
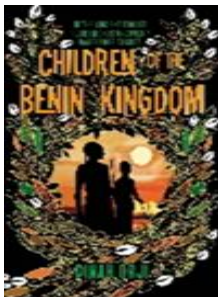
Year 5

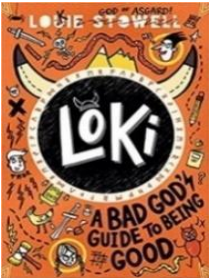
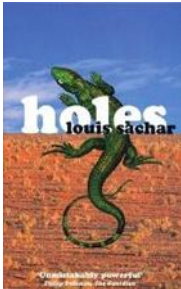
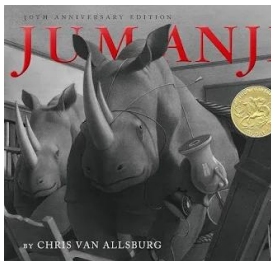
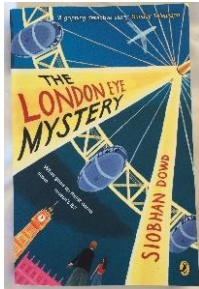
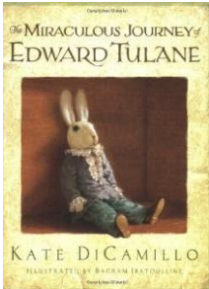
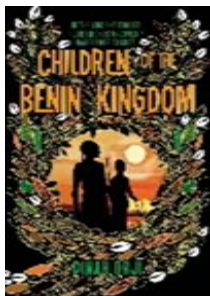
LTP 2026-27

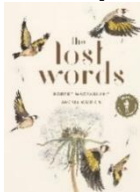
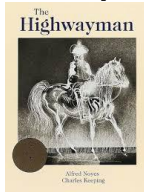
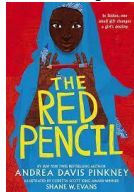
	Autumn		Spring		Summer	
	7 weeks + 1 day Black History Month	7 weeks	6 weeks Aspiration week	5 weeks	7 weeks	7 weeks STEM week
Trips and community links	Lesnes Abbey – Viking workshop	Science Museum	Thames Clipper, cable cars and ferry OR Thames Barrier workshop	London - sketching	Residential to Lille, France Hastings	
<u>Foundation Enquiry:</u>	DANELAW: AN INSANE LAW?  Question: Who benefitted the most from Danelaw? Outcome: Create a Horrible Histories episode about the conflict between Vikings and Anglo-Saxons. <u>History: Historical Skills</u> - Use dates to order and place events on a timeline - Compare sources of information available for the study of different times in the past - Present findings and communicate	GEAR UP FOR ADVENTURE  Scenario: The engineers at Chessington World of Adventures, are hosting a competition and need help from Year 5 students to design and create a brand new fairground ride. The ride must show how gears and pulleys can be used to create exciting movement and impress future visitors. Outcome: Create a working model of a fairground ride that uses gears and pulleys to produce movement such as spinning, lifting or dropping. <u>DT: Design</u>	THAMES VS SEINE  Scenario: The mayors of London and Paris want to learn more about how the rivers support the city and the challenges they face. They have asked you to compare the Rivers Seine and Thames. Outcome: Design a display board that compares the Rivers Seine and Thames and explains how each river has influenced the development of its city. <u>Geography: Locational Knowledge</u>	LONDON ART MYSTERY...  Scenario: Time Out want some artwork for the front of their London tourist leaflets. Outcome: Create a piece of artwork featuring London landmarks, inspired by Steven Wiltshire and Hundertwasser. <u>Art</u> Create sketchbooks to record their observations and use them to review and revisit ideas	SAVE OUR BEACHES!  Question: How should we manage our changing coastlines? Scenario/outcome: The environment minister has asked your class to investigate the Hastings coastline. After completing fieldwork, you must create a Coastline Survival Guide for people living in erosion-prone coastal areas. The guide should explain coastal processes, identify hazards and evaluate coastal defences and provide advice on how	BEAUTIFUL BENIN BRONZES  Question: Should the Benin Bronzes be returned? Outcomes: Prepare a structured debate and present your final judgement as a museum curator speech, supported by historical evidence from multiple sources. <u>History: Historical Skills</u> - Use dates to order and place events on a timeline - Compare sources of information available

	knowledge and understanding in different ways • Give some reasons for some important historical events • GD Evaluate the usefulness of a variety of sources • GD Give reasoned justifications for some important historical events <u>History: Golden Threads: Power and Invasion & Settlement</u> • Describe Britain's settlement by Anglo-Saxons and Scots • Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	• Use their research into existing products and their market research to inform the design of their own innovative product • Create prototypes to show their ideas <u>DT: Make</u> • Begin to make careful and precise measurements so that joins, holes and openings are in exactly the right place • GD Make careful and precise measurements so that joins, holes and openings are in exactly the right place <u>DT: Evaluate</u> • Make detailed evaluations about existing products and their own • GD Make detailed evaluations about existing products and their own, considering the views of others to improve their work <u>DT: Technical Knowledge</u> • Build more complex 3D structures and apply their knowledge of strengthening techniques to make them stronger or more stable • Understand how mechanical systems such as gears, pulleys, levers, linkages or	• Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <u>Geography: Place Knowledge</u> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within Europe. <u>Geography: Human and Physical Geography</u> • Describe and understand key aspects of physical geography,	<u>Art: Drawing</u> • Improve their mastery of art and design techniques, including drawing, with a range of materials • Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching • GD Use a variety of tools and select the most appropriate <u>Art: Painting</u> • Improve their mastery of art and design techniques, including painting with a range of materials • Create a colour palette • GD Create a colour palette, demonstrating mixing techniques <u>Art: Work of Other Artists</u> • Give detailed observations about notable artists', designers' and architects' work in history <u>Art: Sculpture</u> • Improve their mastery of art and design techniques, including sculpting with a range of materials	communities can adapt to coastal changes. <u>Geography: Human and Physical Geography</u> • Describe and understand key aspects of physical geography, including: coastal processes. • GD Describe how regions have changed over time and understand that people hold different views about that change. • GD Describe hazards relating to coasts and how these impact on people. <u>Geography: Geographical Skills and Fieldwork</u> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	for the study of different times in the past • Understand that the type of information available depends on the period of time studied • Present findings and communicate knowledge and understanding in different ways • Provide an account of a historical event based on more than one source • Give some reasons for some important historical events • GD Compare sources of information available for the study of different times in the past in terms of their reliability • GD Evaluate the usefulness of a variety of sources • GD Give reasoned justifications for some important historical events <u>History: Golden Threads: Invasion & Settlement and Society & Legacy</u> • Describe a non-European society that provides contrasts with British history - Benin (West
--	--	---	--	--	---	--

		cams create movement	including: rivers, and the causes and impacts of flooding. - Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of water. GD Describe how regions have changed over time and understand that people hold different views about that change. GD Describe hazards relating to flooding at coasts and rivers and how these impact on people. GD Understand why some people would choose to live in areas prone to flooding such as London, Bangladesh and Egypt.	- Plan and design a sculpture - Use tools and materials to carve and add shape GD Use tools and materials to carve, add shape, add texture and pattern	- 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. GD Draw conclusions relating to their fieldwork based on their own observations and geographical understanding and link this back to their predictions.	Africa) c. AD 900-1300  Scenario: The British Museum is holding a 'Give back the Benin Bronzes!' evening and plan to serve an authentic West African menu. Outcome: Prepare a range of West African dishes to serve to the dignitaries at the function. <u>DT: Cooking and Nutrition</u> - Understand the main food groups and the different nutrients that are important for health - Understand how a variety of ingredients are grown, reared, caught and processed - Select appropriate ingredients and use a wide range of techniques to combine them GD Select appropriate ingredients and use a wide range of
--	--	----------------------	--	---	--	--

						techniques to combine them, giving reasons for their choices
English – writing <u>Transcription</u> - Spell some of the words on the Y5/6 spelling list (see NC appendix) correctly - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - Use a thesaurus - Maintain legibility in joined handwriting when writing at speed GD Spell most of the words on the Y5/6 spelling list (see NC appendix) correctly	<u>Core text:</u>  Writing outcomes: Character description Emotive account Supporting Sentences <u>Composition</u> - Draft and write narratives, describing settings, characters and atmosphere - Begin to draft and write by using devices to build cohesion within and across sentences and paragraphs - Use a range of verb tenses and forms consistently and correctly through their writing (past, present) <u>Vocabulary, Grammar and Punctuation</u> - Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of	<u>Core text:</u>  Writing outcomes: Persuasive brochure Letter of complaint <u>Composition</u> - Begin to draft and write by using devices to build cohesion within and across sentences and paragraphs - Use organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining - Use a range of verb tenses and forms consistently and correctly through their writing (past, modal verbs) <u>Vocabulary, Grammar and Punctuation</u> - Use relative clauses beginning with who, which, where, when, whose, that, or an	<u>Core text:</u>  Writing outcomes: Film review Poetry – <u>Composition</u> - Draft and write narratives, describing settings, characters and atmosphere <u>Vocabulary, Grammar and Punctuation</u> - Understand and use verb prefixes e.g. dis-, de-, mis-, over- and re- - Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must - Use brackets, dashes or commas to indicate parenthesis	<u>Core text:</u>  Writing outcomes: Newspaper article Narrative – setting description <u>Composition</u> - Draft and write narratives, describing settings, characters and atmosphere - Integrate dialogue to convey character - Use a range of verb tenses and forms consistently and correctly through their writing (past, progressive, perfect) <u>Vocabulary, Grammar and Punctuation</u> Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	<u>Core text:</u>   S01E08 Writing outcomes: Descriptive commentary – non-fiction Narrative – alternative ending <u>Composition</u> - Use organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining - Use a range of verb tenses and forms consistently and correctly through their writing (past, present, progressive, perfect, modal verbs) GD Draft and write by using devices to build cohesion within and across sentences and paragraphs <u>Vocabulary, Grammar and Punctuation</u>	<u>Core text:</u>  Writing outcomes: Monologue Podcast <u>Composition</u> - Draft and write narratives, describing settings, characters and atmosphere - Integrate dialogue to convey character - Begin to draft and write by using devices to build cohesion within and across sentences and paragraphs GD Draft and write by using devices to build cohesion within and across sentences and paragraphs GD Evaluate and edit by assessing the effectiveness of his/her own and others' writing and

	commas to clarify meaning or avoid ambiguity - Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify - Understand the following terminology: parenthesis, bracket, dash, cohesion	omitted relative pronoun Understand the following terminology: modal verb, relative pronoun, relative clause			- Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity - Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must - Use brackets, dashes or commas to indicate parenthesis - Use commas to clarify meaning or avoid ambiguity - Understand the following terminology: modal verb, parenthesis, bracket, dash, cohesion, ambiguity	suggesting improvements <u>Vocabulary, Grammar and Punctuation</u> Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity
English – whole class reading <u>Word Reading</u> - Read aloud and understand the meaning of some of the year 5 and 6 spelling list words GD Read aloud and understand the meaning of most of the year 5 and 6 spelling list words	<u>Main text:</u> 	<u>Main text:</u> 	<u>Main text:</u> 	<u>Main text:</u> 	<u>Main text:</u> 	<u>Main text:</u> 
	<u>Comprehension</u> - Recommend books to peers - Predict what might happen from details stated and implied	<u>Comprehension</u> - Identify and discuss themes and conventions in writing - Draw inferences such as inferring characters'	<u>Comprehension</u> - Recommend books to peers - Make comparisons within a book	<u>Comprehension</u> Draw inferences such as inferring characters' feelings, thoughts and motives from their	<u>Comprehension</u> Identify and discuss themes and conventions in writing	<u>Comprehension</u> - Identify and discuss themes and conventions in writing - Discuss and explore

<u>Comprehension</u> Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	- Make comparisons within a book - Distinguish between statements of fact and opinion - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence - Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions GD Recommend books to peers, giving reasons for their choices	feelings, thoughts and motives from their actions, and justify inferences with evidence - Predict what might happen from details stated and implied - Ask questions to improve their understanding of complex texts - Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions GD Make comparisons across books	- Distinguish between statements of fact and opinion - Discuss and evaluate how authors use language, including figurative language - Participate in discussions about books that are read to them and those that can be read for themselves, building on their own and others' ideas and challenging views courteously GD Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	actions, and justify inferences with evidence - Distinguish between statements of fact and opinion - Participate in discussions about books that are read to them and those that can be read for themselves, building on their own and others' ideas and challenging views courteously	- Discuss and explore the meaning of words in context - Predict what might happen from details stated and implied - Discuss and evaluate how authors use language, including figurative language - Participate in discussions about books that are read to them and those that can be read for themselves, building on their own and others' ideas and challenging views courteously GD Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	the meaning of words in context. - Ask questions to improve their understanding of complex texts - Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Retrieve, record and present information from non-fiction
	<u>Poetry:</u>  Acorn, Adder and Heron Prepare at least 1 poem and 1 play to read aloud and to perform	<u>Poetry:</u>  - Prepare at least 1 poem and 1 play to read aloud and to perform GD Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	<u>Poetry:</u>  - Prepare at least 1 poem and 1 play to read aloud and to perform GD Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience			

			GD Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	GD Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	
Maths	<u>Number and Place Value</u> - Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit e.g. what is the value of the '7' in 276,541? Find the difference between the largest and smallest whole numbers that can be made from using three digits - Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 - Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero - Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 - Solve number problems and practical problems that involve ordering numbers to 1 000 000, counting	<u>Number – Multiplication and Division</u> - Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers - Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-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 - Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 - Recognise and use square numbers and the notation for squared (2) - Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes - Recognise and use cube numbers and the notation for cubed (3) - Solve problems involving addition, subtraction,	<u>Number – Fractions</u> - Compare and order fractions whose denominators are all multiples of the same number - Identify and name equivalent fractions of a given fraction, represented visually, including tenths and hundredths - Write equivalent fractions of a given fraction, represented visually, including tenths and hundredths - 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 - Read and write decimal numbers as fractions e.g. 0.71 = 71/100, 8.09 = 8 + 9/? - Recognise the per cent symbol (%) and 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 GD Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number e.g. 2/5 + 4/5 = 6/5 = 1 1/5	<u>Measurement</u> - Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) - Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres - Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes - Solve problems involving converting between units of time - Use all four operations to solve problems involving measure e.g. length, mass, volume, money using decimal notation, including scaling	<u>Geometry – Properties of Shape</u> - Identify 3-D shapes, including cubes and other cuboids, from 2-D representations - Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles - Draw given angles, and measure them in degrees (°) - Distinguish between regular and irregular polygons based on reasoning about equal sides and angles GD Identify angles at a point and one whole turn (total 360°) GD Identify angles at a point on a straight line and 1/2 a turn (total 180°) GD Identify other multiples of 90° GD Use the properties of rectangles to deduce related facts and find missing lengths and angles <u>Geometry – Position and Direction</u> - Identify, describe and represent the

	forwards or backwards in steps, interpreting negative numbers and rounding • GD Read Roman numerals to 1000 (M) and recognise years written in Roman numerals <u>Number – Fractions</u> • Round decimals with two decimal places to the nearest whole number and one decimal place • Read, write, order and compare numbers with up to three decimal places • GD Solve problems involving numbers up to three decimal places <u>Number - Addition and Subtraction</u> • Add and subtract whole numbers with more than 4 digits, including using formal written methods (column addition and subtraction) • Add and subtract numbers mentally with increasingly large numbers • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	multiplication and division and a combination of these, including understanding the meaning of the equals sign • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates • GD Multiply and divide numbers mentally drawing upon known facts • GD Establish whether a number up to 100 is prime and recall prime numbers up to 19		• GD Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • GD Estimate volume e.g. using 1 cm³ blocks to build cuboids (including cubes) and capacity e.g. using water <u>Statistics</u> • Solve comparison, sum and difference problems using information presented in a line graph • Complete, read and interpret information in tables, including timetables	position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed
--	--	---	--	--	---

	GD Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy					
Science	<u>We are naturalists!</u> Context: In a recent survey by the BBC, children in Britain were losing language and knowledge about British wildlife. (Lost Words) What British mammals are endangered? <u>Living Things and their Habitats</u> - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - Describe the life process of reproduction in some plants and animals <u>Animals Including Humans</u> - Describe the changes as humans develop to old age	<u>We are engineers!</u> Scenario: The engineers at Chessington World of Adventures want to build a new ride. Can you engineer one using gears and pulleys? <u>Forces</u> - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - Identify the effects of air resistance, water resistance and friction, that act between moving surfaces - Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	<u>We are chemists!</u> Context: Junior Master Chef have asked us to aid them in creating a new dish. Can you use your scientific knowledge to achieve this? <u>Changes of Materials</u> - Compare and group together everyday materials on the basis of their properties, including their solubility - Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - Demonstrate that dissolving, mixing and changes of state are reversible changes	<u>We are architects!</u> Context: Peabody need our help with deciding which materials to use for the new houses in the community. <u>Properties of Materials</u> - Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, conductivity (electrical and thermal), and response to magnets - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	<u>We are astronomers!</u> Context: The European Space Agency is looking to send a mission to the Moon. They will need to know where the planets are in relation to each other. <u>Earth and Space</u> - Describe the movement of the Earth, and other planets, relative to the Sun in the solar system - Describe the movement of the Moon relative to the Earth - Describe the Sun, Earth and Moon as approximately spherical bodies - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <u>Geography: Locational Knowledge</u> - Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time	<u>Sustainability</u> - Understand the global impacts of climate change - Begin to understand the different impacts of climate change around the world - Describe and understand key aspects of physical geography including rivers and flooding - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a contrasting region in a non-European country - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time

			Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda		zones (including day and night).	zones (including day and night) - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - Select from and use a wider range of materials and components, including
--	--	--	---	--	---	--

						construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • GD Understand the concept of climate justice and injustice
<u>Working Scientifically</u> • 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 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 and causal relationships 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 • GD Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • GD 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						
RE	<u>Worship</u> • Know that worship involves feelings of adoration and devotion • Know that worship involves the belief in giving praise to a higher authority • Know worship is a religious activity and an expression of belief • Know why worship is important • Compare different acts of worship • GD Give examples of how religious beliefs and practices make a difference in the lives of people and communities	<u>Christianity unit 7: Who Was Jesus? Local and Divine</u> • Know who Christians believe Jesus to be • Know what evidence Christians base their beliefs upon • Know what meaning the life and death of Jesus has for Christians • GD Think about why religious figures are important to people of faith • GD Reflect on something or someone who is important to me	<u>Hinduism unit 4: Gods and Beliefs</u> • Know how the story of Rama and Krishna helps Hindus understand God • Know how the concepts of good and evil in Hindu stories help Hindus to learn about what is right and wrong • Know what it means to be a Hindu • GD Make informed responses to people's values and commitments	<u>Judaism unit 4: Jewish Life</u> • Know how the Shema tells Jews to keep their religion alive • Know how life changes for a Jew after their Bar/Bat Mitzvah • Know why the home and Synagogue are equally important in Jewish life • GD Give examples of what commitment means in everyday life • GD Make informed responses to people's values and commitments	<u>Islam unit 4: Hajj – the Journey of a Lifetime</u> • Know what a pilgrimage is • Know why Muslims go on Hajj • Know how the Hajj makes Muslims feel they are all part of one family • Know which stories are associated with the places on Hajj • GD Ask questions about the experiences of important people in major religions • GD Show how religious believers show commitment	<u>Peace</u> • Know the meaning of the word 'peace' in both secular and spiritual contexts • Know how Martin Luther King's faith led him to fight injustice through peaceful, non-violent protest • Know that Ghandi was a famous politician who campaigned through peaceful, non-violent protest • GD Show how similarities and differences within and between religions can make a difference in the

	• GD Identify similarities and differences of belief and practice across religions • GD Reflect on something or someone who is important to me				through their actions and lifestyle	lives of people and communities
PSHE <u>Being My Best</u> • GD Listen actively and value different viewpoint • GD Take responsibility for personal actions and support group decisions	<u>Health and Wellbeing</u> • Learn about bereavement, grief and how people deal with loss in different ways. • Explore puberty: physical and emotional changes, and body boundaries.	<u>Relationships</u> • Learn about lifelong commitments like marriage and civil partnerships. • Discuss ups and downs in friendships and how to work through them. • Explore how self-respect and self-esteem impact happiness and relationships. • Understand how to judge who to trust and where to go for help.	<u>Living in the Wider World</u> • Learn how to respond to common injuries and the basics of first aid. • Revisit all areas and discuss practical risk management skills.			
Computing	<u>LIFE SKILLS</u> • Use digital devices to capture video using a range of techniques • Improve video by reshooting and editing • GD Consider the impacts of creating and sharing a video	<u>LIFE SKILLS</u> • Select, use and combine a spreadsheet and word processing to create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • GD Begin to use complex formulae or conditional formatting on a spreadsheet	<u>DIGITAL LITERACY 1</u> • Understand the steps needed to remain safe online, including when you need to stop using a device for well-being and mental health • Be able to spot when someone's behaviour online may be harmful • Know the difference between a bot, troll, hoax and scam	<u>DIGITAL LITERACY 2</u> • Create vector drawings by combining shapes • Make effective use of the available tools • Use layers and grouping to increase efficiency • GD Apply drawing skills independently	<u>PROGRAMMING</u> • Design, write and debug an app that accomplish specific goals • Explain how these programs work in terms of algorithms. • Solve complex problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; • Work with multiple variables and various forms of input and output	<u>PROGRAMMING</u> • Design, write and debug an app that accomplish specific goals, using more complex systems and language • Explain how these programs work in terms of algorithms. • Solve complex problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs • Work with multiple variables and various

					• GD Improve upon the coding project beyond the given instructions • GD Debug code written by someone other than themselves	forms of input and output
PE	<u>INDOOR: Fitness</u> <u>OUTDOOR: Tennis (specialist)</u>	<u>INDOOR: Dance</u> <u>OUTDOOR: Tag Rugby</u>	<u>INDOOR: Gymnastics</u> <u>OUTDOOR: Football</u>	<u>INDOOR: Netball</u> <u>OUTDOOR: Cricket</u>	<u>INDOOR: Forest School</u> <u>OUTDOOR: Athletics</u>	<u>INDOOR: Parkour</u> <u>OUTDOOR: Basketball</u>
Music	Blues	Composition notation (Theme: Ancient Egypt)	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing	Musical theatre	South and West Africa
French	French monster pets	Shopping in France	Verbs in a week	Meet my French family		

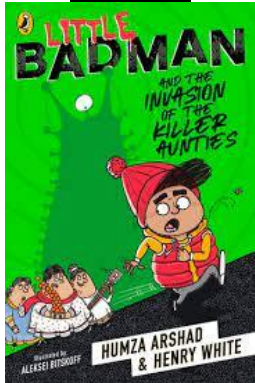
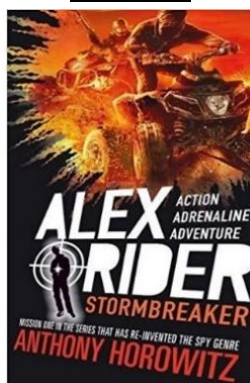
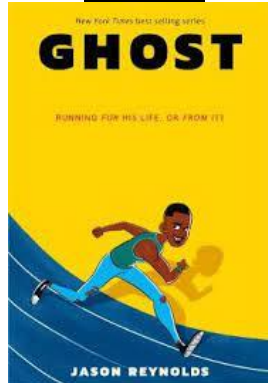


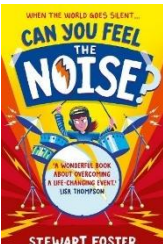
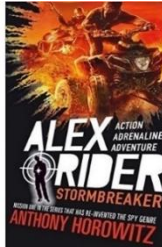
Year 6

Year 6 LTP 2026-27

	Autumn		Spring		Summer	
	7 weeks + 1 day Black History Month	7 weeks	6 weeks Aspiration week	5 weeks School Journey	7 weeks Mock SATs SATs	7 weeks STEM week
Trips and community links	- British Transport Museum (Windrush workshop) - The Rap School – Rob Bradley	Local area walk	- Canary Wharf (photography) - Art exhibit	- Chartwells: Healthy - Schools workshop Sainsbury's	- O₂/North Greenwich Village area (sketching) - Lesnes Abbey Ruins	End of year enrichment trips
<u>Foundation Enquiry:</u>	WHAT DOES IT MEAN TO BE BRITISH? 		LET'S GET SOME PERSPECTIVE... 	READY, STEADY COOK! 	REGENERATION: OPERATION GREENWICH! 	
	Question: It's 1948. Why come to Britain? Outcome: Children to create their own persuasive advert using their choice of media (TV ad, magazine article or interactive brochure) to invite potential migrants from the Caribbean to start a new life in Britain. <u>History: Historical Skills</u> - Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance - Construct informed responses that include relevant historical information	Question: Who is British? How has migration affected this? Outcome: Children will create a docuseries exploring the contributing factors to what it means to be 'British'. <u>History: Historical Skills</u> - Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance - Understand how our knowledge of the past is constructed from a range of sources - Make use of a variety of sources for independent research	Scenario: Children will create a piece of perspective artwork that will be showcased in an exhibition. Outcome: Children will host an art open evening where guests will be invited to observe the children's refined pieces of perspective art. <u>Art</u> Create sketchbooks to record their observations and use them to review and revisit ideas <u>Art: Drawing</u>	Scenario: In preparation for school journey, you will need to plan a week of meals that will help to healthily sustain our energy levels for the week. Outcome: Children will research, plan and prepare/cook a meal based on the principles of a balanced diet. <u>DT: Cooking and Nutrition</u> - Plan a week of healthy meals based on the principles of a healthy and varied diet - Use information on food labels to inform choices	Scenario: The infrastructure of Greenwich is constantly evolving. Greenwich council would like to enlist the help of its youth to design and present innovative ideas for new, sustainable homes to be built in the royal borough. Outcome: Using Computer Aided Design (CAD), children will design plans for new, sustainable homes, and will sculpt accompanying 3D models to present to Greenwich Council representatives. <u>Sustainability</u> - Understand the impact on the climate of choices people make on an everyday basis and the concept of climate justice - Understand what climate responsibility is - Investigate how we can make our school more sustainable - Describe and understand the key aspects of human geography, including economic activity, distribution of natural resources and energy GD Take active steps to reduce their own carbon footprint <u>Geography: Locational Knowledge</u>	

	• Understand how our knowledge of the past is constructed from a range of sources • Make use of a variety of sources for independent research • Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study • GD Construct informed responses that involve thoughtful selection and organisation of relevant historical information • GD Make confident use of a variety of sources for independent research <u>History: Golden Thread – Power and Society & Legacy</u> • Describe a study of an aspect or theme in British history that extends their chronological knowledge beyond 1066 <u>Geography: Locational Knowledge</u> • Name and locate counties and cities of the United Kingdom and identify land-use patterns; and understand how they have changed over time. <u>Geography: Geographical Skills and Fieldwork</u> • Use maps, atlases, globes and digital/computer	• Note connections, contrasts and trends over time and show developing appropriate use of historical terms • Use evidence to support arguments • GD Address and devise historically valid questions about change, cause, similarity and difference, and significance • GD Construct informed responses that involve thoughtful selection and organisation of relevant historical information • GD Note connections, contrasts and trends over time and show appropriate use of historical terms <u>History: Golden Thread – Power and Society & Legacy</u> • Describe a local history study <u>Geography: Geographical Skills and Fieldwork</u> • Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	• Improve their mastery of art and design techniques, including drawing, with a range of materials • Depict perspective in drawings • Use a variety of tools and select the most appropriate • GD Depict movement and perspective in drawings • GD Use a variety of tools and select the most appropriate, explaining their choices <u>Art: Painting</u> • Improve their mastery of art and design techniques, including painting with a range of materials • Use a range of paint (acrylic, oil paints, watercolours) to create visually interesting pieces • GD Use a range of paint to create visually interesting pieces, explaining their choices <u>Art: Work of Other Artists</u> • Give detailed observations about notable artists', designers' and architects' work in history	• Research, plan and prepare and cook a savoury dish, applying their knowledge of ingredients and their technical skills • GD Confidently plan a week of healthy meals based on the principles of a healthy and varied diet, giving reasons for their choices <u>Geography: Human and Physical Geography</u> • GD Understand how their own choices impact on economic activity in other parts of the world.	• Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Identify the position and significance of the Arctic and Antarctic Circle. • Name and locate counties and cities of the United Kingdom and identify land-use patterns; and understand how they have changed over time. <u>Geography: Place Knowledge</u> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. <u>Geography: Human and Physical Geography</u> • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • GD Understand how their own choices impact on economic activity in other parts of the world. <u>Geography: Geographical Skills and Fieldwork</u> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • 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. • GD Draw conclusions relating to their fieldwork based on their own observations and geographical understanding and link this back to their predictions. <u>Art: Sculpture</u> • Improve their mastery of art and design techniques, including sculpting with a range of materials • Use materials other than clay to create a 3D sculpture • GD Use materials other than clay to create a 3D sculpture, explaining the methods I have used to join materials <u>DT: Design (sustainable housing)</u>
--	--	---	---	--	--

	mapping to locate countries and describe features studied. <u>Geography: Human and Physical Geography</u> - Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. GD Describe the effect of human migration on the region left behind.				- Generate, develop, model and communicate their ideas through discussion, cross-sectional diagrams and computer-aided design <u>DT: Make</u> - Apply their knowledge of materials and techniques to create a product with functional properties and aesthetic qualities - Use technical knowledge and accurate skills during the making process GD Use technical knowledge and accurate skills to problem-solve during the making process <u>DT: Evaluate</u> - Understand how key events and individuals in design technology have helped shape the world <u>DT: Technical Knowledge</u> - Use a wide range of methods to strengthen, stiffen and reinforce complex structures and use them accurately and appropriately - Apply their understanding of computing to program, monitor and control their product	
<u>English – writing Transcription</u> - Spell correctly most words from the year 5 / year 6 spelling list (see NC appendix), and use a dictionary to check the spelling of uncommon or more ambitious vocabulary - Maintain legibility in joined handwriting when writing at speed <u>Composition</u> - Write effectively for a range	<u>Core text:</u>  <u>Writing outcomes:</u> Character description Letter of intent/threat Poetry <u>Composition</u> Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	<u>Core text:</u>  <u>Writing outcomes:</u> Dual narrative Letter of complaint <u>Composition</u> - In narratives, describe settings, characters and atmosphere - Integrate dialogue in narratives to convey character and advance the action	<u>Core text:</u>  <u>Writing outcomes:</u> Narrative with dialogue Procedural writing (PSHE link – unfamiliar places and situations) <u>Composition</u> - In narratives, describe settings, characters and atmosphere - Integrate dialogue in narratives to	<u>Core text:</u>  <u>Writing outcomes:</u> Product advert <u>Composition</u> Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place,	<u>Core text:</u>  <u>Writing outcomes:</u> Advice page Motivational speech <u>Composition</u> Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within	<u>Core text:</u>  <u>Writing outcomes:</u> Internal monologue <u>Composition</u> Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within

of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) GD Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)	- Use verb tenses consistently and correctly throughout their writing - In narratives, describe settings, characters and atmosphere <u>Vocabulary, Grammar and Punctuation</u> - Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs GD Distinguish between the language of speech and writing and choose the appropriate register GD Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this <u>Vocabulary, Grammar and Punctuation</u> - Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) GD Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity	convey character and advance the action - Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs GD Distinguish between the language of speech and writing and choose the appropriate register GD Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this	pronouns, synonyms) within and across paragraphs - Use verb tenses consistently and correctly throughout their writing GD Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this <u>Vocabulary, Grammar and Punctuation</u> - Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	and across paragraphs GD Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this <u>Vocabulary, Grammar and Punctuation</u> - Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	and across paragraphs - Use verb tenses consistently and correctly throughout their writing <u>Vocabulary, Grammar and Punctuation</u> - Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) GD Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity
English – whole class reading <u>Word Reading</u> Read aloud and understand the meaning	<u>Main text:</u> 	<u>Main text:</u> 	<u>Main text:</u> 	<u>Main text:</u> 	<u>Main text:</u> 	<u>Main text:</u> 

of most of the year 5 and 6 spelling list words GD Read aloud and understand the meaning of all of the year 5 and 6 spelling list words	<u>Comprehension</u> - Make comparisons within and across books - Read age-appropriate books, including whole novels, with confidence and fluency - Increase familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions	<u>Comprehension</u> - Understand what they read by identifying how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Summarise the main ideas drawn from more than one paragraph - Increase familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions GD Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration	<u>Comprehension</u> - Maintain positive attitudes to reading and understanding of what they read - Read books that are structured in different ways and reading for a range of purposes - Identify and discuss themes and conventions in and across a wide range of writing	<u>Comprehension</u> - Provide reasoned justifications for their views - Make comparisons within and across books - Summarise the main ideas drawn from more than one paragraph - Explain and discuss their understanding of what they have read, including through formal presentations GD Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	<u>Comprehension</u> - Read age-appropriate books, including whole novels, with confidence and fluency - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	<u>Comprehension</u> - Read age-appropriate books, including whole novels, with confidence and fluency - Participate in discussions about books that are read to them and those that can be read for themselves, building on their own and others' ideas and challenging views courteously and with clear reasoning - Explain and discuss their understanding of what they have read, including through formal presentations GD Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
	<u>Poetry:</u> 'Gran Can You Rap?' by Jack Ousbey - Maintain positive attitudes to reading and understanding of what they read - Learn at least 1 classic poem and 1 modern by heart		<u>Poetry:</u> 'The Listeners' by Walter de la Mere - Maintain positive attitudes to reading and understanding of what they read - Learn at least 1 classic poem and 1 modern by heart		<u>Poetry:</u> 'The Smuggler's Song' by Rudyard Kipling Learn at least 1 classic poem and 1 modern by heart	
	Maths <u>Number and Place Value</u> Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit	<u>Number – Fractions</u> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination	<u>Measurement</u> Solve problems involving the calculation and conversion of units of measure, using decimal notation up	<u>Ratio and Proportion</u> Solve problems involving the relative sizes of two quantities where missing values can be found by using	<u>Geometry – Position and Direction</u> Draw and translate simple shapes on the coordinate plane, and reflect them in the axis	<u>Statistics*</u> Interpret and construct pie charts and line graphs and use these to solve problems

	- Round any whole number to a required degree of accuracy - Use negative numbers in context, and calculate intervals across zero - Solve number and practical problems that involve ordering and comparing numbers to 10 000 000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero GD Demonstrate an understanding of place value including decimals e.g. $28.13 = 28 + ? + 0.03$ <u>Number - Addition and Subtraction</u> - Solve multi-step problems in contexts, deciding which operations and methods to use and why e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left? - Solve problems involving addition and subtraction - Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy	- Compare and order fractions, including fractions > 1 - Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions - Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. $1/4 \times 1/2 = 1/8$ - Divide proper fractions by whole numbers e.g. $1/3 \div 2 = 1/6$ - Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places - Multiply one-digit numbers with up to two decimal places by whole numbers - Use written division methods in cases where the answer has up to two decimal places - Solve problems which require answers to be rounded to specified degrees of accuracy - Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $1/5$ or 0.2	to three decimal places where appropriate - Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places - Recognise that shapes with the same areas can have different perimeters and vice versa - Recognise when it is possible to use formulae for area and volume of shapes GD Convert between miles and kilometres GD Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units e.g. mm^3 and km^3 GD Calculate the area of parallelograms and triangles	integer multiplication and division facts e.g. find $7/9$ of 108 - Solve problems involving the calculation of percentages e.g. of measures, and such as 15% of 360 and the use of percentages for comparison - 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 <u>Geometry – Properties of Shape</u> - Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons - Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius - Recognise angles where they meet at a point, are on a	GD Describe positions on the full coordinate grid (all four quadrants) <i>*Workshops on Statistics, Geometry and identified gaps.</i>	Calculate and interpret the mean as an average
--	--	---	---	---	---	--

	• GD Perform mental calculations with mixed operations to carry out calculations involving the four operations <u>Number – Multiplication and Division</u> • Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • Use his/her knowledge of the order of operations to carry out calculations involving the four operations • Solve problems involving addition, subtraction, multiplication and division • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy	or 20% of the whole cake • GD Associate a fraction with division and calculate decimal fraction equivalents e.g. know that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$ and e.g. 0.375 is equivalent to $\frac{3}{8}$ <u>Algebra</u> • Use simple formulae e.g. perimeter of a rectangle or area of a triangle • Express missing number problems algebraically • GD Find pairs of numbers that satisfy an equation with two unknowns • GD Enumerate possibilities of combinations of two variables • GD Generate and describe linear number sequences		straight line, or are vertically opposite, and find missing angles • GD Draw 2-D shapes using given dimensions and angles • GD Recognise, describe and build simple 3-D shapes, including making nets		
--	---	--	--	---	--	--

	• GD Perform mental calculations, including with mixed operations and large numbers • GD Identify common factors, common multiples and prime numbers				
Science	<u>We are medical apprentices!</u> Context: Dr Daniel Hale Williams was a pioneering heart surgeon. We will become medical apprentices and explore how the human body works. <u>Animals Including Humans</u> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans	<u>We are naturalists!</u> Context: Charles Darwin was a famous naturalist, biologist and geologist. We will become naturalists and explore adaption and inheritance. <u>Evolution and Inheritance</u> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	<u>We are filmmakers!</u> Context: Sir Steve McQueen is a Black British filmmaker known for his visual storytelling. McQueen is exploring how light impacts his films, especially for creating shadows, reflections, and mood. You will act as "scientific consultants" to help him understand the science behind light. <u>Light</u> • Recognise that light appears to travel in straight lines • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • Use the idea that light travels in straight lines to explain why shadows have the same shape as the	<u>We are taxonomists!</u> Context: We will become taxonomists and explore how living things are grouped. We will classify plants, animals, and micro-organisms based on their features and present our findings using scientific diagrams and classification keys. <u>Living Things and their Habitats</u> • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics	<u>We are electrical engineers!</u> Context: Who was Nikola Tesla? Like Nikola Tesla, who worked with electricity and circuits to create the foundation of modern electrical systems, you will begin to explore how circuits are built and how electricity flows through them. <u>Electricity</u> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • Use recognised symbols when representing a simple circuit in a diagram

			objects that cast them			
	<u>Working Scientifically</u> - 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 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 and causal relationships 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 GD Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs GD 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					
RE	<u>Buddhism unit 3: Following Buddha's Teaching</u> - Know how Buddhists try to follow the teachings of Buddha - Know how the teachings and example of the Buddha help Buddhists to grow towards enlightenment - Know how Buddhists try to live a good life <u>Buddhism unit 4: The Buddhist Community Worldwide</u> - Know which places have special meaning to Buddhists - Know why it might be important for a Buddhist to visit such places GD Evaluate what it means to belong to a faith community	<u>Understanding Faith in Greenwich</u> - Know the faiths and beliefs in our class and school - Know how faith and belief communities have changed over the past 50 years and why - Know how faith groups work in partnership with each other and the local community - Know how life in Greenwich has been enriched by the diversity of faiths in the borough GD Evaluate what it means to belong to a faith community <u>Christianity unit 8: Christian Festivals</u> - Know how festivals help Christians remember Jesus and his teachings - Know what happens in places of worship to help Christians understand the meaning behind their festivals			<u>The End of Life's Journey</u> - Know how life is like a journey and how we feel when people leave us - Know what Christians believe happens when we die - Know how the Christian community responds to bereavement GD Express my own ideas and feelings concerning fundamental questions GD Ask questions about the meaning and purpose of life	<u>Christianity unit 9: Leading a Christian Life</u> - Know that Christians try to follow Jesus and his teachings in their daily lives - Know that Christians show commitment to their faith and often put Christian beliefs before themselves - Know that Christians sometimes face challenges in their faith GD Identify some of the challenges and benefits of living according to the teachings of a faith in today's society GD Explain how religious people show commitment in their daily lives
<u>PSHE Being My Best</u> GD Model positive	<u>Health and Wellbeing</u> - Know when and how to ask for mental health support and recognise early signs. - Reflect on making personal activity goals and healthy lifestyle choices.	<u>Relationships</u> - Identify when a family relationship may be unsafe or unhappy and how to seek help. - Recognise when a friendship feels wrong or unsafe and how to get support.	<u>Living in the Wider World</u> - Learn facts about harmful substances, including smoking, vaping and drug use. - Know how to call emergency services clearly and when to do so.			

behaviour and support others to do the same	Understand menstruation, hygiene, and managing change confidently.		- Identify bullying (including online), how to report it, and challenge stereotypes. - Know how to report concerns or harm and to keep asking for help until heard.		Consolidate all personal safety knowledge, including hazard identification and emergency situations.	
Computing	DIGITAL LITERACY - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact - Use technology safely, respectfully and responsibly GD Always be aware of and apply online safety practice GD Help others stay safe online	LIFE SKILLS - Use technology safely, respectfully and responsibly - Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact GD Evaluate the user experience of content you have created	DIGITAL LITERACY 2 - Use technology safely, respectfully and responsibly - Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	PROGRAMMING - Define a subroutine and decomposition and how the two are linked - Solve problems by decomposing them into smaller parts - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - Define program and algorithm - Start to write code using python language - Use logical expressions in conditional coding GD Use more than one type of coding language in one project	LIFE SKILLS - Recognise you can work in 3 dimensions - Modify, combine, create, plan your own 3D models	
PE	INDOOR: Dance	INDOOR: Fitness	OUTDOOR: Football	INDOOR: Yoga	OUTDOOR: Athletics	OUTDOOR: Cricket
	OUTDOOR: Basketball	OUTDOOR: Forest school				OUTDOOR: Tennis
Music	Songs of WW2	Film music	Theme and variations (Theme: Pop Art)	Dynamics, pitch and tempo (Theme: Fingal's Cave)	Composing and performing a Leavers' Song	Advanced rhythms

French	French sport and the Olympics	In my French house	Planning a French holiday	Visiting a town in France		
---------------	--------------------------------------	---------------------------	----------------------------------	----------------------------------	--	--