



# **WHOLE SCHOOL CURRICULUM OVERVIEW 2025-26**

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.

# EYFS

## LTP 2025-26

	Autumn		Spring		Summer	
	8 Weeks Cultural diversity week	7 Weeks	6 Weeks Aspiration week	5 Weeks	6 Weeks	7 Weeks Operation outdoors week
<b>Trips and community links</b>		<ul style="list-style-type: none"> <li>Local walk to Abbey Wood Memorial Garden</li> </ul>	<ul style="list-style-type: none"> <li>Planetarium</li> <li>Visitors – Family career fair</li> <li>Parents in to create Martinis for Baba Marta</li> </ul>	<ul style="list-style-type: none"> <li>London Museum Docklands</li> </ul>	<ul style="list-style-type: none"> <li>Hall Place Butterfly Garden</li> <li>Visitor – Bee Charity</li> </ul>	<ul style="list-style-type: none"> <li>Paddington Bear Experience</li> </ul>
<b>Overarching theme (CL, PSED, UTW, EAD)</b>	<b>Amazing Me</b> <ul style="list-style-type: none"> <li>Families</li> <li>Ourselves</li> <li>Our Bodies</li> <li>Our Homes</li> <li>Festivals</li> <li>Celebrations</li> <li>Family Culture and Traditions</li> </ul>		<b>Adventure Awaits!</b> <ul style="list-style-type: none"> <li>Dinosaurs</li> <li>Space &amp; Aliens</li> <li>Dragons</li> <li>Heroes and Villains</li> <li>Transport</li> <li>Pirates</li> </ul>		<b>Into the Wild</b> <ul style="list-style-type: none"> <li>Minibeasts</li> <li>Countries</li> <li>Seasons</li> <li>Animals</li> <li>Plants</li> </ul>	
<b>Core texts</b>						
<b>Phonics (L)</b>	Little Wandle Phase 2	Little Wandle Phase 2	Little Wandle Phase 3	Little Wandle Phase 3	Little Wandle Phase 4	Little Wandle Phase 4
<b>Maths (M)</b>	NCETM Mastering Number	NCETM Mastering Number	NCETM Mastering Number	NCETM Mastering Number	NCETM Mastering Number	NCETM Mastering Number
<b>PE (PD)</b>	Autumn Forest School	Winter and Christmas Forest School	Dinosaurs Forest School	Forest School	Forest School	The Jungle Forest School
<b>Music (EAD)</b>	Exploring Sound	Nativity	Musical Stories	Transport	Music and Movement	Big Band

<b>Celebrations /Events</b>	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 World Cup
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# The Meadow LTP 2025-26

	Autumn		Spring		Summer	
	8 Weeks Cultural diversity week	7 Weeks	6 Weeks Aspiration week	5 Weeks	6 Weeks	7 Weeks Operation outdoors week
<b>Trips and community links</b>	<ul style="list-style-type: none"> <li>Trips with mainstream classes</li> </ul>	<ul style="list-style-type: none"> <li>Trips with mainstream classes</li> </ul>	<ul style="list-style-type: none"> <li>Trips with mainstream classes</li> </ul>	<ul style="list-style-type: none"> <li>Trips with mainstream classes</li> </ul>	<ul style="list-style-type: none"> <li>Trips with mainstream classes</li> </ul>	<ul style="list-style-type: none"> <li>Trips with mainstream classes</li> </ul>
<b>Overarching theme</b>	<b>Dressing Up!</b> (Clothes and getting dressed)	<b>Funny Bones</b> (Our bodies)	<b>The Toy Box</b> (Toys and making things work)	<b>Night and Day</b>	<b>Dear Zoo</b> (Zoo animals)	<b>All Things Bright and Beautiful</b> (The woods/natural world)
<b>Core texts</b>						
<b>Phonics (L)</b>	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
<b>Maths (M)</b>	Numberblocks curriculum (bespoke)	Numberblocks curriculum (bespoke)	Numberblocks curriculum (bespoke)	Numberblocks curriculum (bespoke)	Numberblocks curriculum (bespoke)	Numberblocks curriculum (bespoke)
<b>PE (PD)</b>	Mainstream PE	Mainstream PE	Mainstream PE	Mainstream PE	Mainstream PE	Mainstream PE
<b>Music (EAD)</b>	Exploring Sound	Christmas Songs	Musical Stories	Transport	Music and Movement	Big Band

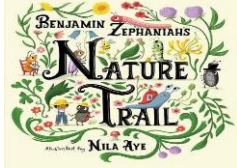
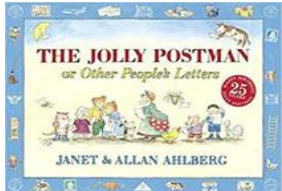
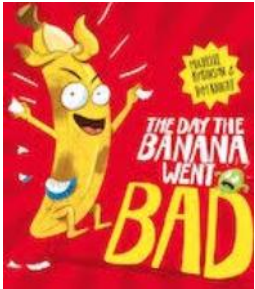



<b>Messy Play (Sensory Play)</b>	Exploring textures (sensory discovery)	Cause and effect exploration	Manipulating materials (building and creating)	Exploring movement and action (motor skills and creativity)	Imaginative play with messy materials	Advanced exploration (mixing and sculpting)
<b>Busy Hands (Fine Motor)</b>	<b>Grasping and Holding Objects (basic grasp)</b> <ul style="list-style-type: none"> <li>• <b>Palmar grasp</b></li> <li>• <b>Raking</b></li> <li>• <b>Pincer grasp (developing)</b></li> </ul>	Manipulating Objects (exploring movement) <ul style="list-style-type: none"> <li>• <b>Rotating</b></li> <li>• <b>Shaking and tapping</b></li> <li>• <b>Transfer between hands</b></li> </ul>	Controlled Reaching and Pointing <ul style="list-style-type: none"> <li>• <b>Reaching for objects</b></li> <li>• <b>Pointing</b></li> <li>• <b>Touching or tapping</b></li> </ul>	Drawing and Scribbling (early handwriting skills) <ul style="list-style-type: none"> <li>• <b>Crayon grasp</b></li> <li>• <b>Scribbling</b></li> <li>• <b>Drawing circles and lines</b></li> </ul>	Building and Constructing (using tools) <ul style="list-style-type: none"> <li>• <b>Stacking blocks</b></li> <li>• <b>Inserting objects into openings</b></li> <li>• <b>Threading and lacing</b></li> </ul>	Precision Tasks (advanced dexterity) <ul style="list-style-type: none"> <li>• <b>Cutting with scissors</b></li> <li>• <b>Buttoning and zipping</b></li> <li>• <b>Using a spoon or fork independently</b></li> </ul>
<b>Food Sensory</b>	Dry food (coarse)	Dry food (fine)	Wet food (firm)	Wet food (tacky)	Wet food (liquid)	Wet food (mixed textures)
<b>Celebrations /Events</b>	Harvest Festival	Guy Fawkes Remembrance Christmas		Pancake Day World Book Day Mother's Day Easter Holi Eid	St George's Day	Sports Day A FEST World Cup Transition Day

# Year 1

## LTP 2025-26

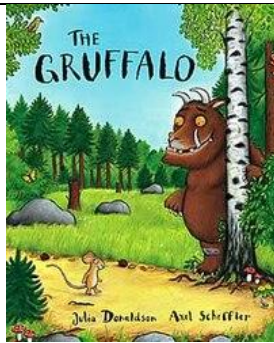
	Autumn		Spring		Summer	
	8 weeks Cultural diversity week	7 weeks	6 weeks Aspiration week	5 weeks	6 weeks	7 weeks Operation outdoors week
<b>Trips and community links</b>	<ul style="list-style-type: none"> <li>Lesnes Abbey – autumn</li> <li>Danson Park - Trees</li> <li>Gardener visit – landscaping focus</li> </ul>	<ul style="list-style-type: none"> <li>Postal Museum</li> <li>Abbey Wood station – fundraising</li> </ul>	<ul style="list-style-type: none"> <li>Lesnes Abbey - winter</li> <li>Lewisham Market</li> </ul>	<ul style="list-style-type: none"> <li>ORNC</li> <li>St Michael and All Angel's Church– Father Derek</li> <li>Lesnes Abbey – spring</li> </ul>	<ul style="list-style-type: none"> <li>ZSL London Zoo</li> </ul>	<ul style="list-style-type: none"> <li>Lesnes Abbey</li> <li>Hall Place – summer</li> </ul>
<p><b>Foundation Enquiry:</b></p> <p><b>Geography: Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom</li> <li><b>GD</b> Name and describe the seasonal weather patterns in the United Kingdom.</li> </ul>	<p><b>PLANTS</b></p>	<p><b>JOURNEYS</b></p>	<p><b>HEALTHY HOMES</b></p>	<p><b>WELCOME TO ROYAL GREENWICH</b></p>	<p><b>FEROCIOUS BEASTS</b></p>	<p><b>ISLAND ADVENTURE</b></p>
	<p>Scenario: Mr Mustafa wants you to design a new area for the school.</p> <p>Outcome: Design a new area for the school. It can contain anything you like, but must have trees and plants.</p> <p><b>Art: Drawing</b></p> <ul style="list-style-type: none"> <li>Use drawing to develop and share their ideas, experiences and imagination</li> <li>Draw lines of varying thickness</li> <li>Use dots and lines to demonstrate pattern and texture</li> </ul>	<p>Scenario: The Jolly Postman has been given a new route – Abbey Wood</p> <p>Outcome: Devise a map of Abbey Wood that he can use on his rounds.</p> <p><b>Geography: Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Study the human and physical geography of a small area of the United Kingdom.</li> <li><b>GD</b> Know and understand about a small area of the United Kingdom and its physical and human geography.</li> </ul>	<p>Scenario: The Year 1 parents would like to learn more about how to be healthy.</p> <p>Outcome: Run a workshop, teaching the parents about healthy food choices and include a dish for them to try.</p> <p><b>DT: Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>Talk about what they eat at home and begin to discuss what healthy foods are</li> <li>Say where some food comes from and</li> </ul>	<p>Question: How did the Tudors help to make Greenwich royal?</p> <p>Outcome: An exhibition for parents to explain how Henry VIII made Greenwich royal.</p> <p><b>History: Historical Skills</b></p> <ul style="list-style-type: none"> <li>Place known events and objects in chronological order</li> <li>Use common words and phrases relating to the passing of time</li> <li>Find answers to some simple questions about the</li> </ul>	<p>Scenario: London Zoo needs vehicles to transport unwell animals to the vets.</p> <p>Outcome: Design and create a vehicle for an animal at the zoo.</p> <p><b>DT: Design</b></p> <ul style="list-style-type: none"> <li>Create simple designs for a product</li> <li><b>GD</b> Create simple labelled designs for a product</li> </ul> <p><b>DT: Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks e.g. cutting,</li> </ul>	<p>Scenario: Moana is coming to visit the UK. She needs your help to find her way.</p> <p>Outcome: Create an informative video to help Moana whilst she visits the UK.</p> <p><b>Geography: Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the four countries and capital cities of the United Kingdom.</li> <li>Name and locate the seas surrounding the United Kingdom.</li> <li><b>GD</b> Identify characteristics of the</li> </ul>

	<p><b>Art: Painting</b></p> <ul style="list-style-type: none"> <li>Use painting to develop and share their ideas, experiences and imagination</li> <li>Name the primary and secondary colours</li> <li>Experiment with different brushes (including brushstrokes)</li> <li><b>GD</b> Experiment with different brushes (including brushstrokes) and other painting tools</li> </ul> <p><b>Art: Work of Other Artists</b></p> <ul style="list-style-type: none"> <li>Describe the work of famous, notable artists and designers</li> <li>Express an opinion on the work of famous, notable artists</li> <li><b>GD</b> Express an opinion on the work of famous, notable artists and give reasons why</li> </ul>	<p><b>Geography: Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key human features, including: city, house, office and shop.</li> <li><b>GD</b> Confidently use basic geographical vocabulary in context to refer to key human features.</li> </ul> <p><b>Geography: Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Devise a simple map.</li> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</li> <li>Use directional language e.g. near and far; left and right, to describe the location of features and routes on Jo a map.</li> </ul> <p>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.</p> <p>Outcome: Create a 'spot the difference' diagram comparing the modern day to the past.</p> <p><b>History: Historical Skills</b></p> <ul style="list-style-type: none"> <li>Place known events and objects in chronological order</li> <li>Use common words and phrases relating to the passing of time</li> <li>Find answers to some simple questions about</li> </ul>	<p>give examples of food that is grown</p> <ul style="list-style-type: none"> <li>Use simple tools with help to prepare food safely</li> <li><b>GD</b> Talk about what they eat at home and discuss confidently what healthy foods are</li> </ul>	<p>past from simple sources of information</p> <ul style="list-style-type: none"> <li>Describe some simple similarities and differences between artefacts</li> <li>Sort artefacts from 'then' and 'now'</li> <li>Ask and answer relevant basic questions about the past</li> <li>Talk, draw or write about aspects of the past</li> </ul> <p><b>History: Golden Thread – Society &amp; Legacy</b></p> <ul style="list-style-type: none"> <li>Describe significant historical events, people and places in their own locality</li> <li><b>GD</b> Relate their own account of an event and understand that others may give a different version</li> <li><b>GD</b> Identify some similarities and differences between ways of life in different periods</li> </ul>	<p>shaping, joining and finishing</p> <ul style="list-style-type: none"> <li><b>GD</b> 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</li> </ul> <p><b>DT: Evaluate</b></p> <ul style="list-style-type: none"> <li>Ask simple questions about existing products and those that they have made</li> </ul> <p><b>DT: Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>Build structures</li> <li>Use wheels and axles in a product</li> <li><b>GD</b> Build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul>	<p>four countries and capital cities of the United Kingdom.</p> <p><b>Geography: Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical features, including: coast, forest, hill, sea, river, vegetation, season and weather.</li> <li><b>GD</b> Confidently use basic geographical vocabulary in context to refer to key physical features.</li> </ul> <p><b>Geography: Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>Use directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</li> <li>Devise a simple map.</li> </ul> <p>Scenario: Lesnes Abbey want to create some sculptures to teach the public about the different plants and trees on site.</p> <p>Outcome: A sculpture of a tree or plant.</p>
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		<p>the past from simple sources of information</p> <ul style="list-style-type: none"> <li>• Ask and answer relevant basic questions about the past</li> <li>• Talk, draw or write about aspects of the past</li> </ul> <p><b>History: Golden Thread – Society &amp; Legacy</b></p> <ul style="list-style-type: none"> <li>• Sequence events and recount changes within living memory</li> <li>• Describe significant historical events, people and places in their own locality</li> <li>• <b>GD</b> Describe changes within living memory and aspects of change in national life</li> <li>• <b>GD</b> Identify some similarities and differences between ways of life in different periods</li> </ul>				 <p><b>Art: Sculpture</b></p> <ul style="list-style-type: none"> <li>• Use sculpture to develop and share their ideas, experiences and imagination</li> <li>• Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card</li> <li>• <b>GD</b> Use a variety of natural, recycled and manufactured materials for sculpting and know how to join them together effectively</li> </ul>
<p><b>English – writing</b></p> <p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>• Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others</li> <li>• Spell most Y1 common exception</li> </ul>	<p><b>Core texts/outcomes:</b></p> <p><b>Outcome 1</b> All about me!</p> <p>Tell me about yourself. I like .... I can...</p> <p><b>Outcome 2 &amp; 3</b></p>	<p><b>Core texts/outcomes:</b></p> <p><b>Outcome 1 &amp; 2</b></p>  <p><b>1.</b> Write a sentence in role describing the Jolly Postman's day. I saw... I went...</p> <p><b>2.</b> How did the character feel when they received their letter? I felt... It was...</p>	<p><b>Core texts/outcomes:</b></p> <p><b>Outcome 1</b></p>  <p>How did the banana feel getting put in the reject bin? I felt... Then I...</p> <p><b>Outcome 2</b></p>	<p><b>Core texts:</b></p> 	<p><b>Core texts:</b></p>  <p>Questions unit Recount of zoo trip</p>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Setting description Narrative</p> <p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>• Add the prefix un-</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Write sentences, sequencing them to form short narratives (real or fictional)</li> </ul>

words (see NC appendix)

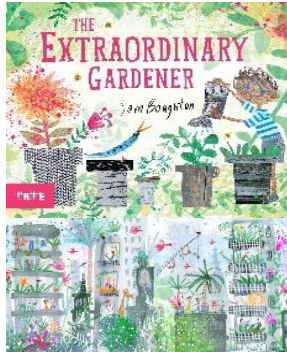
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these
- **GD** Segment spoken words into phonemes and represent them with graphemes, spelling most correctly
- **GD** Spell all of the Y1 common exception words (see NC appendix)



**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...

#### Outcome 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...

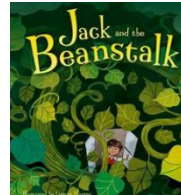
#### Outcome 6 & 7

#### Outcome 3



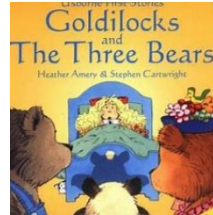
In role as the woodcutter. What did you see?  
I saw...  
I felt...

#### Outcome 4



Draw and describe the view from the top of the beanstalk.  
I can see...  
There is/are...

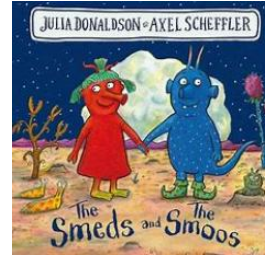
#### Outcome 5



In role as Goldilocks describing her favourite part of the bears house.  
I liked...  
It felt...

Sequel – what did the banana do after he escaped? Draw and write.  
I went...  
Then I ...

#### Outcome 3



Character description  
He has...  
There are...

#### Outcome 4 and 5

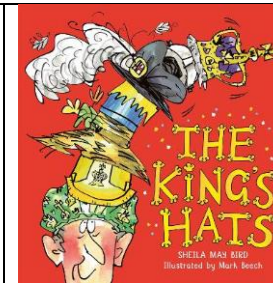


**4.** What makes a good friend?

**5.** Diary entry  
First I...  
Then I...

#### Transcription

- Add the prefix un-
- Write down one of the sentences that he/she has rehearsed
- **GD** Write sentences by re-reading what he/she has written to



**Writing outcomes:**  
Diary entry  
Report

#### Transcription

- Add the suffix -ing where no change is needed in the spelling of root words e.g. helping
- Add the suffix -ing where no change is needed in the spelling of root words e.g. helping

#### Composition

- Write sentences, sequencing them to form short narratives (real or fictional)
- **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, places and the personal pronoun I

#### Transcription

- Add -s or -es as the plural marker for nouns and the third person singular marker for verbs
- **GD** Add the suffixes -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest

#### Composition

- Write sentences, sequencing them to form short narratives (real or fictional)
- **GD** Write sentences by re-reading what he/she has written to check that it makes sense

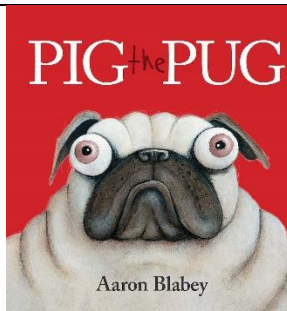
#### Vocabulary, Grammar and Punctuation

- Begin to punctuate work using question marks
- Understand the following terminology: singular, plural

- **GD** Write sentences by re-reading what he/she has written to check that it makes sense

#### Vocabulary, Grammar and Punctuation

- **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



**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.

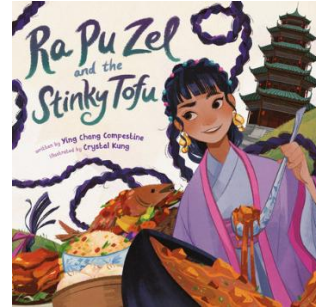
**Transcription**

- 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
- 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 (provision based)

**Composition**

- Write down one of the sentences that

**Outcome 6**



Missing poster. Describing missing person.

**Transcription**

- Spell the days of the week correctly with a capital letter at the beginning
- Form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- **GD** Add the suffix -ed

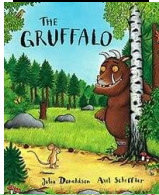
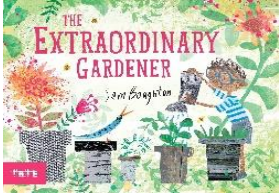
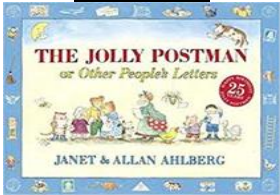
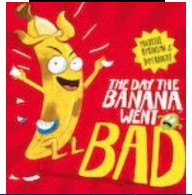
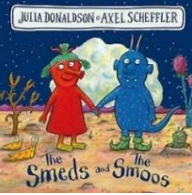

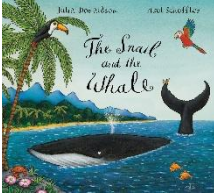
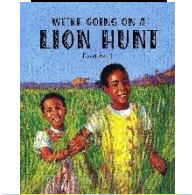
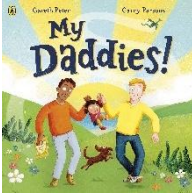
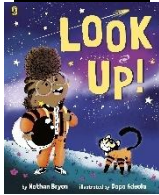
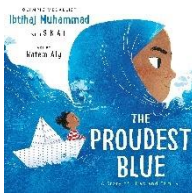
**Composition**

- Write down one of the sentences that he/she has rehearsed

**Vocabulary, Grammar and Punctuation**

- Use a capital letter for names of people, places, the days of the week and the personal pronoun I
- Use capital letters and full stops to demarcate sentences in most of his/her writing
- **GD** Use capital letters and full stops to demarcate sentences in all of his/her writing
- Understand the following terminology:

- check that it makes sense
- **Vocabulary, Grammar and Punctuation**
- Join words and clauses using and
- Begin to punctuate work using and exclamation marks
- Understand the following terminology: , exclamation mark
- **GD** Punctuate work using question marks and exclamation marks

	<p>he/she has rehearsed</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Separate words with spaces</li> <li>Understand the following terminology: letter, word, sentence, capital letter</li> </ul>	<p>capital letter; word, punctuation, full stop</p>				
<p><b>English – whole class reading</b></p> <p><b><u>Word Reading</u></b></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words</li> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>Read many Y1 common exception words (see NC appendix)</li> <li>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>Read words of more than one syllable that contain taught GPCs</li> <li>Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe</li> </ul>	<p><b>Main texts:</b></p>   <p>Pig the Pug</p>	<p><b>Main texts:</b></p>  <p>Little Red Riding Hood Goldilocks Cinderella Jack and the Beanstalk</p>	<p><b>Main texts:</b></p>   <p>Man on the Moon</p>	<p><b>Main texts:</b></p>   <p>My Two Grannies</p>	<p><b>Main texts:</b></p>   <p>Animal poems Animal texts-non fiction</p>	<p><b>Main texts:</b></p>   <p>Atlas (non-fiction) The Oak Tree</p>
	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>Join in with discussions about a text, taking turns and listening to what others say</li> <li>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding</li> </ul>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>Retell some of a familiar story/rhyme, including traditional stories and fairy tales</li> <li>Join in with predictable phrases</li> </ul>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>Discuss word meaning and link new meanings to words they already know</li> <li><b>GD</b> Begin to make plausible predictions about what might happen in conversation with the teacher</li> </ul>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>Check that the text makes sense to them as they read and self-correct</li> <li>Answer questions in discussion with the teacher and make simple inferences</li> <li><b>GD</b> Begin to make simple inferences independently</li> <li><b>GD</b> Discuss the significance of titles and events</li> </ul>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>Link what they have read or heard to their own experiences</li> <li><b>GD</b> Begin to explain what has happened so far in what they have read</li> </ul>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>Answer questions in discussion with the teacher and make simple inferences</li> <li><b>GD</b> Begin to make simple inferences independently</li> </ul>
	<p><b><u>Poetry:</u></b></p> <p>Nursery Rhymes (A Sailor Went to Sea and This Old Man)</p>	<p><b><u>Poetry:</u></b></p> <p>If You Should Meet a Crocodile</p>	<p><b><u>Poetry:</u></b></p> <p>Animal Poems (Pie Corbett) Recipe to Make a Wolf</p>			

<ul style="list-style-type: none"> <li>represents the omitted letter(s)</li> <li>Build up fluency and confidence in word reading by re-reading phonically decodable books</li> <li><b>GD</b> Read all Y1 common exception words (see NC appendix)</li> </ul>	<ul style="list-style-type: none"> <li>Join in with discussions about a text, taking turns and listening to what others say</li> <li>Listen to and discuss a wide range of poems</li> </ul>	<ul style="list-style-type: none"> <li>Discuss word meaning and link new meanings to words they already know</li> </ul>	My Cat <ul style="list-style-type: none"> <li>Answer questions in discussion with the teacher and make simple inferences</li> <li>Link what they have read or heard to their own experiences</li> </ul>			
<b>Maths</b>	<p><b><u>Number and Place Value to 50</u></b></p> <ul style="list-style-type: none"> <li>Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>Count and read numbers to 50 in numerals</li> <li>Count and write numbers to 50 in numerals</li> <li>Identify one more and one less of a given number</li> <li>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</li> <li>Read and write numbers from 1 to 20 in words</li> <li><b>GD</b> Partition and combine numbers using apparatus if required e.g. partition 76 into tens</li> </ul>	<p><b><u>Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>Write mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>Represent and use number bonds within 20</li> <li>Represent and use subtraction facts within 20</li> <li>Add one-digit and two-digit numbers to 20, including zero</li> <li>Subtract one-digit and two-digit numbers to 20, including zero</li> <li>Solve one-step problems that involve addition, subtraction and missing numbers using concrete objects and pictorial representations</li> <li><b>GD</b> Demonstrate an understanding of the commutative law (e.g. <math>3 + 2 = 5</math>, therefore <math>2 + 3 = 5</math>)</li> </ul>	<p><b><u>Number and Place Value to 100</u></b></p> <ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>Count and read numbers to 100 in numerals</li> <li>Count and write numbers to 100 in numerals</li> <li>Identify one more and one less of a given number</li> <li>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</li> <li><b>GD</b> Partition and combine numbers using apparatus if required e.g. partition 76 into tens and ones; combine 6 tens and 4 ones</li> </ul> <p><b><u>Number – Multiplication and Division</u></b></p>	<p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half</li> <li>Compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than</li> <li>Compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter</li> <li>Measure and begin to record length/height</li> <li>Measure and begin to record mass/weight</li> <li>Measure and begin to record capacity and volume</li> </ul> <p><b><u>Number – Fractions</u></b></p> <ul style="list-style-type: none"> <li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> </ul>	<p><b><u>Geometry – Properties of Shape</u></b></p> <ul style="list-style-type: none"> <li>Recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles</li> <li>Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres</li> </ul> <p><b><u>Geometry – Position and Direction</u></b></p> <ul style="list-style-type: none"> <li>Describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> </ul>	<p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> <li>Measure and begin to record time (hours, minutes, seconds)</li> <li>Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later</li> <li>Sequence events in chronological order using language e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</li> <li>Recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>Recognise and know the value of different denominations of coins and notes</li> </ul>






	and ones; combine 6 tens and 4 ones	<ul style="list-style-type: none"> <li>• <b>GD</b> Demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if <math>3 + 2 = 5</math>, then <math>5 - 2 = 3</math>)</li> </ul>	<ul style="list-style-type: none"> <li>• Count in multiples of twos, fives and tens from 0</li> <li>• Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> <li>• Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> <li>• <b>GD</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> </ul>		
<p><b>Science</b></p> <p><b><u>Seasonal Changes</u></b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons</li> <li>• Observe and describe weather associated with the</li> </ul>	<p><b><u>We are gardeners!</u></b> Context: Mr Mustafa is planning on making a new garden for the school. What different kinds of plants and trees should he plant?</p> <p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants, including</li> </ul>		<p><b><u>We are nurses!</u></b> 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?</p> <p><b><u>Animals Including Humans</u></b></p> <ul style="list-style-type: none"> <li>• Identify, name, draw and label the basic</li> </ul>	<p><b><u>We are royal designers!</u></b> 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?</p> <p><b><u>Everyday Materials</u></b></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the</li> </ul>	<p><b><u>We are zoologists!</u></b> 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?</p> <p><b><u>Animals Including Humans</u></b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common</li> </ul>	<p><b><u>Consolidation</u></b></p>

seasons and how day length varies	deciduous and evergreen trees <ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>		parts of the human body and say which part of the body is associated with each sense	material from which it is made <ul style="list-style-type: none"> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	animals including fish, amphibians, reptiles, birds and mammals <ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>	
<p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways</li> <li>Use simple equipment to observe closely</li> <li>Perform simple tests</li> <li>Identify and classify</li> <li>Use their observations and ideas to suggest answers to questions</li> <li>Gather and record data to help in answering questions</li> <li><b>GD</b> Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum</li> <li><b>GD</b> Use simple equipment to observe closely including changes over time</li> <li><b>GD</b> Perform simple comparative tests</li> <li><b>GD</b> Identify, group and classify</li> <li><b>GD</b> Use their observations and ideas to suggest answers to questions noticing similarities, differences and patterns</li> <li><b>GD</b> Gather and record data to help in answering questions including from secondary sources of information</li> </ul>						
<b>RE</b>		<p><b><u>Christianity unit 1: Jesus' Birth and Christmas</u></b></p> <ul style="list-style-type: none"> <li>Know what Christians remember at Christmas</li> <li><b>GD</b> Reflect on how my own special days are like religious celebrations</li> </ul> <p><b><u>Sikhism unit 1: Guru Nanak and his Teachings</u></b></p>		<p><b><u>Christianity unit 2: Jesus the Teacher</u></b></p> <ul style="list-style-type: none"> <li>Know some reasons why the Bible is important to Christians</li> <li>Know what values Christians believe Jesus taught</li> <li>Know how Jesus taught Christians values through stories</li> </ul>	<p><b><u>Islam unit 1: Prophet Muhammed (pbuh)</u></b></p> <ul style="list-style-type: none"> <li>Know some basic beliefs of Muslims</li> <li>Know why Prophet Muhammed (pbuh) is important to Muslims</li> <li>Know what the Qur'an is and why it is important to believers</li> <li><b>GD</b> Ask questions about things that puzzle me</li> </ul>	<p><b><u>Islam unit 2: Five Pillars of Islam</u></b></p> <ul style="list-style-type: none"> <li>Know what the Five Pillars of Islam are</li> <li>Know what worship means to Muslims</li> <li>Know how Muslims show their respect to Allah in everyday life</li> <li><b>GD</b> Make links between our school values and religious values</li> </ul> <p><b><u>Who am I? Belonging</u></b></p>

		<ul style="list-style-type: none"> <li>• Know some Sikh beliefs about God</li> <li>• Know that Sikhs celebrate Guru Nanak's birthday</li> <li>• Understand what 'Guru' means</li> <li>• Know that Guru Nanak taught that all people are equal</li> <li>• <b>GD</b> Reflect on how my own special days are like religious celebrations</li> <li>• <b>GD</b> Say what is important to others</li> <li>• <b>GD</b> Say what is important to me</li> </ul>		<ul style="list-style-type: none"> <li>• <b>GD</b> Talk about what others believe and what I believe</li> </ul>	<ul style="list-style-type: none"> <li>• <b>GD</b> Recognise some features of religious life</li> </ul>	<ul style="list-style-type: none"> <li>• Know what it means to belong</li> <li>• Know some of the ways people show that they belong to a faith</li> <li>• Know what it means to belong to a faith family</li> <li>• Know what is involved for a child to belong to a religion</li> <li>• <b>GD</b> Reflect on groups that I belong to</li> </ul>
<p><b>PSHE</b></p> <p><b>Being My Best</b></p> <ul style="list-style-type: none"> <li>• <b>GD</b> Listen to the views of others and show respect</li> <li>• <b>GD</b> Understand simple ways to resolve disagreements</li> <li>• <b>GD</b> Demonstrate British Values (e.g. rule of law, respect)</li> </ul>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Identify basic emotions and simple self-care strategies (e.g. rest, time with friends).</li> <li>• Know the benefits of being active and getting outside.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Identify who cares for them in their family and why families are important.</li> <li>• Learn how to make and choose friends and why friendships are important.</li> <li>• Learn the basics of kindness, manners, and taking turns in friendships.</li> </ul>		<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Recognise that their body belongs to them and identify external body parts (use correct terms: penis, vulva, etc.).</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of privacy and that everyone's body belongs to them.</li> <li>• Know who to talk to if they feel unsafe or unsure about something</li> </ul>		<p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• Recognise hazards at home and school and how to avoid them.</li> </ul>	
<p><b>Computing</b></p>	<p><b>LIFE SKILLS – provision based</b></p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store files</li> </ul>	<p><b>DIGITAL LITERACY</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of keeping personal information private</li> <li>• Find and recognise websites that are</li> </ul>	<p><b>DIGITAL LITERACY</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of keeping personal information private</li> <li>• Find and recognise websites that are</li> </ul>	<p><b>PROGRAMMING</b></p> <ul style="list-style-type: none"> <li>• Understand what algorithms are</li> <li>• Begin to understand that programs execute by following precise and</li> </ul>	<p><b>PROGRAMMING</b></p> <ul style="list-style-type: none"> <li>• Understand what algorithms are</li> <li>• Begin to understand that programs execute by following precise and</li> </ul>	<p><b>LIFE SKILLS</b></p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store files</li> </ul>

	<ul style="list-style-type: none"> <li>Use a mouse or track pad to draw a simple picture</li> <li>Understand the various aspects of using a computer to create and manipulate text.</li> <li><b>GD</b> Explain why different tools are used and chosen</li> </ul>	<p>appropriate for children</p> <ul style="list-style-type: none"> <li>Identify and act on unkind behaviour online</li> </ul>	<p>appropriate for children</p> <ul style="list-style-type: none"> <li>Identify and act on unkind behaviour online</li> </ul>	<p>unambiguous instructions</p> <ul style="list-style-type: none"> <li>Know what debugging is</li> <li>Change a sequence of commands to solve a simple problem</li> <li>Begin to use logical reasoning to predict the behaviour of simple programs</li> <li>Begin to decompose problems</li> <li><b>GD</b> Debug simple programs</li> </ul>	<p>unambiguous instructions</p> <ul style="list-style-type: none"> <li>Know what debugging is</li> <li>Change a sequence of commands to solve a simple problem</li> <li>Begin to use logical reasoning to predict the behaviour of simple programs</li> <li>Begin to decompose problems</li> <li>Understand what algorithms are</li> <li>Begin to understand that programs execute by following precise and unambiguous instructions</li> <li><b>GD</b> Debug simple programs</li> </ul>	<ul style="list-style-type: none"> <li>Use a mouse or track pad to draw a simple picture</li> <li>Understand the various aspects of using a computer to create and manipulate text.</li> <li><b>GD</b> Explain why different tools are used and chosen</li> </ul>
<b>PE</b>	<b>INDOOR: Multi-skills</b> <b>OUTDOOR: Forest School</b>	<b>INDOOR: Agility</b> <b>OUTDOOR: Catching</b>	<b>INDOOR: Dance</b> <b>OUTDOOR: Throwing</b>	<b>INDOOR: Health – related exercise</b> <b>OUTDOOR: Tennis</b>	<b>INDOOR: Balance</b> <b>OUTDOOR: Football</b>	<b>INDOOR: Gymnastics</b> <b>OUTDOOR: Athletics</b>
<b>Music</b>	<b>Pulse and rhythm (Theme: All about me)</b>	<b>Timbre and rhythmic patterns (Theme: Fairy tales)</b>	<b>Pitch and tempo (Theme: Superheroes)</b>	<b>Musical vocabulary (Theme: Under the sea)</b>	<b>Tempo (Theme: Snail and mouse)</b>	<b>Vocal and body sounds: (Theme: By the sea)</b>

# Year 2 LTP 2025-26

	Autumn		Spring		Summer	
	8 weeks Cultural diversity week	7 weeks	6 weeks Aspiration week	5 weeks	6 weeks	7 weeks Operation outdoors week
<b>Trips and community links</b>	<ul style="list-style-type: none"> <li>Tower of London</li> </ul>	<ul style="list-style-type: none"> <li>Local area walk (Abbey Wood)</li> </ul>	<ul style="list-style-type: none"> <li>Mudchute Farm</li> <li>Local conservationist or zoologist</li> </ul>		<ul style="list-style-type: none"> <li>Pizza Express</li> <li>Local chef</li> </ul>	<ul style="list-style-type: none"> <li>Roald Dahl workshop</li> </ul>
<b>Foundation Enquiry:</b>	<p><b>THE GREAT FIRE</b></p>  <p>Scenario: It's 1666 and London has been ravaged by the worst fire it's ever seen.</p> <p>Outcome: You will become a town crier and share the news. (Use Horrible Histories as inspiration!)</p> <p><b>History: Historical Skills</b></p> <ul style="list-style-type: none"> <li>Show an awareness of the past, using common words and phrases relating to the passing of time</li> <li>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understands key features of events</li> </ul>	<p><b>MAP MAKERS</b></p>  <p>Scenario: Sadiq Khan has asked us to re-design Abbey Wood.</p> <p>Outcome: You will create a map of a new and improved area of Abbey Wood.</p> <p><b>Geography: Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the key human and physical features of the school's surrounding environment</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> </ul>	<p><b>EXHIBITION OF ENDANGERMENT</b></p>  <p>Scenario: Wildlife Conservation Society needs our help! They want to raise awareness to help endangered species.</p> <p>Over-arching outcome: You must host an exhibition raising awareness for endangered species.</p> <p>Painting outcome: You must create a range of underwater plants using tints and shades.</p> <p><b>Art: Painting</b></p> <ul style="list-style-type: none"> <li>Use painting to develop and share their ideas, experiences and imagination</li> <li>Mix primary colours to make secondary colours</li> <li>Add white and black to alter tints and shades</li> <li><b>GD</b> Mix primary colours to make secondary colours, knowing which colours to mix to achieve an intended result</li> </ul> <p>Drawing outcome: You must create an underwater background through cyanotype development and range of media.</p> <p><b>Art: Drawing</b></p> <ul style="list-style-type: none"> <li>Use drawing to develop and share their ideas, experiences and imagination</li> </ul>	<p><b>MUFFIN MANIA!</b></p>  <p>Scenario: The muffins have revolted! They are fed up with being called unhealthy!</p> <p>Outcome: You must design and create a range of muffins using all of the food groups to share with KS1 at playtime.</p> <p><b>DT: Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>Understand the need for a variety of food in a diet</li> <li>Understand that all food has to be farmed, grown or caught</li> <li>Begin to use a wider range of cookery techniques to prepare food safely</li> </ul>	<p><b>HOME OR AWAY?</b></p>  <p>Question: Hometown Showdown: Abbey Wood or a Kenyan Town – Which is the ultimate place to live?</p> <p>Outcome: Get ready to battle it out in a class debate and defend your opinion.</p> <p><b>Geography: Place Knowledge</b></p> <ul style="list-style-type: none"> <li>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 contrasting non-European country.</li> </ul>	

	<ul style="list-style-type: none"> <li>Show understanding of some of the ways in which we find out about the past</li> <li>Use a wide vocabulary of everyday historical terms</li> <li>Speak about how they have found out about the past</li> <li>Record what they have learned by drawing and writing</li> <li><b>GD</b> Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> <li><b>GD</b> Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</li> </ul> <p><b>History: Golden Threads: Society &amp; Legacy / Power</b></p> <ul style="list-style-type: none"> <li>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li><b>GD</b> 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.</li> </ul> <p><b>Geography: Place Knowledge</b></p> <ul style="list-style-type: none"> <li><b>GD</b> Understand that within a country there will be differences in how people live.</li> </ul> <p><b>Geography: Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, port and harbour.</li> <li><b>GD</b> Confidently use basic geographical vocabulary in context to refer to key physical features.</li> <li><b>GD</b> Confidently use basic geographical vocabulary in context to refer to key human features.</li> </ul> <p>Scenario: Build Abbey Wood's Future! Sadiq Khan needs help designing six model buildings for new areas of the town. Our year</p>	<ul style="list-style-type: none"> <li>Use different materials to draw, for example pastels, chalk, felt tips</li> <li><b>GD</b> Use key vocabulary to demonstrate knowledge and understanding in this strand: drawings, line, bold, size, space</li> </ul> <p><b>Art: Work of Other Artists</b></p> <ul style="list-style-type: none"> <li>Describe the work of famous, notable artists and designers</li> <li>Express an opinion on the work of famous, notable artists</li> <li>Use inspiration from famous, notable artists to create their own work</li> <li><b>GD</b> Express an opinion on the work of famous, notable artists and give reasons why</li> <li><b>GD</b> Use inspiration from famous, notable artists to create their own work and compare</li> </ul> <p>Geography outcome: You must create a map that shows endangered animals or plants on either different continents or oceans. (Spring 1)</p> <p><b>Geography: Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li><b>GD</b> Name and locate the world's seven continents and five oceans, describing which of these continents have hot and cold areas.</li> </ul> <p><b>Geography: Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, mountain, ocean and valley.</li> </ul> <p><b>Geography: Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</li> </ul> <p>Art outcome 2: You must design and create a sculpture to represent an endangered animal (with simple fact file). (Spring 2)</p> <p><b>Art: Sculpture</b></p> <ul style="list-style-type: none"> <li>Use sculpture to develop and share their ideas, experiences and imagination</li> <li>Use a variety of techniques, e.g. rolling, cutting, pinching</li> <li>Use a variety of shapes</li> <li><b>GD</b> Use a variety of shapes, including lines and</li> </ul>	<ul style="list-style-type: none"> <li><b>GD</b> Use a wider range of cookery techniques to prepare food safely</li> </ul> <p><b>Science: Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<p>Question: Wangari Maathai: How did she become a real-life Earth Hero?</p> <p>Outcome: Grab your imaginary microphones - it's time to interview a real-life Earth Hero. In pairs, you'll become interviewers and step into her story - ask Wangari Maathai your questions and discover how she helped change the world!</p> <p><b>History: Historical Skills History: Golden</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understands key features of events</li> <li>Show understanding of some of the ways in which we find out about the past</li> <li>Record what they have learned by drawing and writing</li> <li>Use a wide vocabulary of everyday historical terms</li> </ul> <p><b>Threads: Society &amp; Legacy / Power</b></p> <ul style="list-style-type: none"> <li>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods</li> </ul>
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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.

**DT: Design**

- 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

**DT: Make**

- Choose appropriate tools, equipment, techniques and materials from a wide range
- Safely measure, mark out, cut and shape materials and components using a range of tools
- **GD** Choose appropriate tools, equipment, techniques and materials from a wide range, giving reasons for their choices

**DT: Evaluate**

- Evaluate and assess existing products and

texture

**Art: Work of Other Artists**

- 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

those that they have made using design criteria

**DT: Technical knowledge**

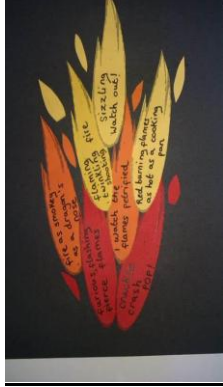
- Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable
- Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products

**English – writing**

**Transcription**

- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- 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)

**Real life experiences**



**Writing outcomes:**  
Handwriting focus  
Fire poetry  
Recount of burning houses

**Transcription**

- 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

**Core text:**



**WHERE THE WILD THINGS ARE**



**Writing outcomes:**  
Postcard to Peru  
Alternative solution

**Transcription**

- Spell some contracted words e.g. don't won't haven't

**Real life experiences**



**Writing outcomes:**  
Diary entry about visit to Mudchute Farm  
Advert for Mudchute Farm

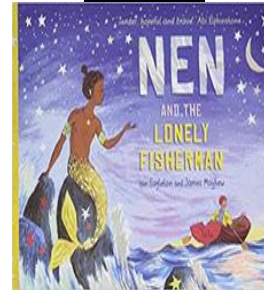
**Transcription**

- Spell some contracted words e.g. don't won't haven't

**Composition**

- Write about real events, recording these simply and clearly
- Write simple, coherent narratives about personal experiences and

**Core text:**

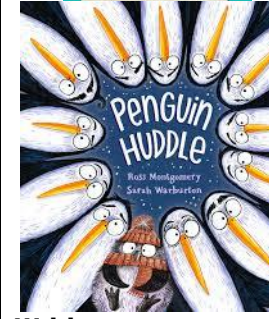
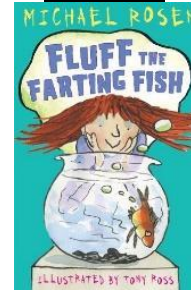


**Writing outcomes:**  
Setting description – focused on vocabulary for atmosphere  
Mythical character description – design own and describe

**Vocabulary, Grammar and Punctuation**

- 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

**Core text:**



**Writing outcomes:**  
Design their own talented pet and write a character description  
Alternative resolution

**Transcription**

- Spell some contracted words e.g. don't won't haven't

**Core text:**



**Writing outcomes:**  
Recipe including predicted outcome - George's Marvellous Medicine  
Formal letter from Sophie to the Queen explaining the dangers posed by the other giants and requesting her support

<ul style="list-style-type: none"> <li>• Begin to use some diagonal and horizontal strokes to join some letters</li> <li>• Begin to identify which letters are best left unjoined when next to each other</li> <li>• <b>GD</b> Consistently use diagonal and horizontal strokes needed to join letters</li> <li>• <b>GD</b> Recognise which letters are best left unjoined when next to each other</li> <li>• <b>GD</b> Add suffixes -ment, -ness to spell most words correctly in their writing</li> <li>• Add suffixes -ly, -ful, -less to spell most words correctly in their writing</li> </ul> <p><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>• Write for a range of purposes</li> <li>• Plan what to write by making notes prior to writing</li> <li>• Practise sentences aloud before writing</li> <li>• Consider what will be written prior to writing, sentence by sentence</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• <b>GD</b> Use the punctuation taught at key stage 1 correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Add the suffix -ly, <b><u>Composition</u></b></li> <li>• Write poetry</li> <li>• Practise sentences aloud before writing</li> <li>• Consider what will be written prior to writing, sentence by sentence</li> <li>• Proofread work, with intonation, to check for missing capital letters, full stops</li> <li>• Write about real events, recording these simply and clearly</li> <li>• Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• Write about real events, recording these simply and clearly</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to describe and specify</li> <li>• Use co-ordination (e.g. and / but)</li> <li>• Use past tense mostly correctly and consistently</li> </ul>	<ul style="list-style-type: none"> <li>• Add suffixes -ly to spell most words correctly in their writing</li> </ul> <p><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>• Plan what to write by making notes prior to writing</li> <li>• Proofread work, with intonation, to check for missing capital letters, full stops</li> <li>• Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Demarcate most sentences in their writing with capital letters and full stops, and use question marks/ exclamation marks correctly when required</li> </ul>	<p>those of others (real or fictional)</p> <ul style="list-style-type: none"> <li>• Read work aloud to ensure that verbs indicate time correctly and consistently most of the time</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Use commas for lists</li> <li>• Use present and past tense mostly correctly and consistently, including the progressive form</li> <li>• Begin to use possessive apostrophes for singular nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Use expanded noun phrases to describe and specify</li> <li>• Use co-ordination (e.g. and / but / yet)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>GD</b> Spell many contracted words</li> </ul> <p><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>• Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• Evaluate and make simple additions to writing with their teacher</li> <li>• Proofread work, with intonation, to check for missing capital letters, full stops and spelling mistakes</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Begin to use apostrophes for contracted forms</li> <li>• Use past tense mostly correctly and consistently, including the progressive form</li> <li>• Use expanded noun phrases to describe and specify</li> <li>• Begin to use possessive apostrophes for singular nouns</li> <li>• Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> </ul>	<p><b><u>Transcription</u></b></p> <ul style="list-style-type: none"> <li>• Spell some contracted words e.g don't won't haven't</li> </ul> <p><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>• Proofread work, with intonation, to check for missing capital letters, full stops and spelling mistakes</li> <li>• <b>GD</b> Evaluate and make simple additions to writing with their peers</li> <li>• <b>GD</b> Proof read work to check for errors in spelling, punctuation and grammar</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Use commas for lists</li> <li>• Use present tense mostly correctly and consistently, including the progressive form</li> <li>• Use co-ordination (e.g. or / and / but) and some subordination (e.g. as, when, while, that) to join clauses</li> <li>• Begin to use apostrophes for contracted forms</li> <li>• <b>GD</b> Consistently use apostrophes for possession and contracted forms accurately</li> </ul>
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<p><b>English – whole class reading</b></p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>Blend accurately</li> <li>Accurately read multi-syllabic words</li> <li>Read words with suffixes -s, -es, -ing, -ed, -ly, -ness, -less, -ful, -ment</li> <li>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>Read without overt sounding and blending after words have frequently been encountered</li> <li>Read books matched to phonic knowledge and automatically sound out unfamiliar words without hesitation</li> <li>Build up fluency and confidence in word reading by re-reading phonically decodable books</li> <li><b>GD</b> Read all Y2 common exception words (see NC appendix)</li> </ul>	<p><b>Main texts:</b></p>  <p>Fire safety (non-fiction) Everything under the sun (non-fiction)</p>	<p><b>Main texts:</b></p> 	<p><b>Main texts:</b></p>  <p>Emperor penguins (fact file)</p>	<p><b>Main text:</b></p>  <p>Endangered animals (poster) Len Peters (newspaper article) <a href="https://www.cnc3.co.tt/royal-recognition-for-turtle-conservationist/">https://www.cnc3.co.tt/royal-recognition-for-turtle-conservationist/</a> Pablo Garcia Borboroglu (biography) The Black Mambas (biography)</p>	<p><b>Main text:</b></p>  <p>Diaries (abridged versions):</p> <ul style="list-style-type: none"> <li>Samuel Pepys - September 2, 1666</li> <li>Beatrix Potter – August 27, 1893</li> <li>Anne Frank's Diary – June 12, 1942</li> <li>Queen Victoria's Diary – June 28, 1838</li> </ul>	<p><b>Main text:</b></p>  <p>Kenya (article) David Attenborough (newspaper) Wangari Maathai (memoir) Dr. Jane Goodall (biography) Gretha Tunberg (speech) Chico Mendes (memoir)</p>
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Read without overt sounding and blending after words have frequently been encountered</li> <li>Read books matched to phonic knowledge and automatically sound out unfamiliar words without hesitation</li> <li>Build up fluency and confidence in word reading by re-reading phonically decodable books</li> <li><b>GD</b> Read all Y2 common exception words (see NC appendix)</li> </ul> <p><b>Comprehension</b></p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Explain what has happened so far in what they have read</li> <li>Check the text makes sense to them, correcting any inaccurate reading</li> <li>Develop increased awareness of traditional tales and fairy stories and be able to retell them</li> <li><b>GD</b> Recognise literary language such as 'Once upon a time' and 'in a land far, far away' and 'they all lived happily ever after'</li> <li>Listen to and discuss stories and non-fiction that are beyond their</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Develop increased awareness of traditional tales and fairy stories and be able to retell them</li> <li>Make simple inferences with support</li> <li><b>GD</b> Independently make inferences</li> <li>Listen to and discuss stories and non-fiction that are beyond their independent reading level</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Develop increased awareness of traditional tales and fairy stories and be able to retell them</li> <li>Make simple predictions on the basis of what is said and done</li> <li><b>GD</b> Independently make a plausible prediction about what might happen on the basis of what has been read so far</li> <li>Listen to and discuss stories and non-fiction that are beyond their independent reading level</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Check understanding by asking questions</li> <li><b>GD</b> Independently make links between the book they are reading and other books they have read</li> <li>Listen to and discuss stories and non-fiction that are beyond their independent reading level</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Discuss and seek clarification for new words and link them to known vocabulary</li> <li>Identify and discuss their favourite words and phrases</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Discuss and seek clarification for new words and link them to known vocabulary</li> <li>Identify and discuss their favourite words and phrases</li> <li><b>GD</b> Independently make links between the book they are reading and other books they have read</li> </ul>

<ul style="list-style-type: none"> <li>Self-correct inaccurate reading</li> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding</li> </ul>	<p>independent reading level</p>					
<p><b>Maths</b></p>	<p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>Recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>Compare and order numbers from 0 up to 100</li> <li>Read and write numbers to at least 100 in numerals and in words</li> <li>Use place value and number facts to solve problems</li> <li><b>GD</b> Use &lt; &gt; and = to compare and order numbers from 0 up to 100</li> <li><b>GD</b> Identify, represent and estimate numbers using different representations,</li> </ul>	<p><b>Number - Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract a 2-digit number and ones using concrete objects, pictorial representations and mentally</li> <li>Add and subtract a 2-digit number and tens using concrete objects, pictorial representations and mentally</li> <li>Add and subtract two 2-digit numbers using concrete objects, pictorial representations and mentally</li> <li>Add three 1-digit numbers using concrete objects, pictorial representations and mentally</li> <li>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> </ul>	<p><b>Number – Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables</li> <li>Recognise odd and even numbers</li> <li>Calculate mathematical statements for multiplication and division within the 2s, 5s and 10s and write them using the multiplication (×), division (÷) and equals (=) signs</li> <li>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> </ul>	<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Interpret and construct simple pictograms, tally charts, block diagrams and tables</li> <li>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>Ask and answer questions about totalling and comparing categorical data</li> </ul> <p><b>Geometry – Properties of Shape</b></p> <ul style="list-style-type: none"> <li>Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line</li> <li>Identify and describe the</li> </ul>	<p><b>Number – Fractions</b></p> <ul style="list-style-type: none"> <li>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>Write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3</li> <li>Recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> </ul>	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>Compare and order lengths, mass, volume/capacity</li> <li>Know the number of minutes in an hour and the number of hours in a day</li> <li>Read the time on a clock to the nearest 15 minutes</li> <li><b>GD</b> Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>

**Poetry:**  
Crackle! Spit! – Marie Thorn  
Tell It To The Dog – Joshua Siegal



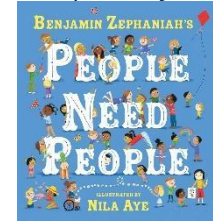
- Listen to and discuss a wide range of classic and contemporary poetry that is beyond their independent reading level
- Recite 2-3 poems by heart with intonation

**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






	<p>including the number line</p> <p><b><u>Number - Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods</li> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> </ul>	<ul style="list-style-type: none"> <li><b>GD</b> Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> </ul> <p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>Recognise and use symbols for pounds (£) and pence (p)</li> <li>Combine amounts to make a particular value</li> <li>Find different combinations of coins that equal the same amounts of money</li> <li><b>GD</b> Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>	<ul style="list-style-type: none"> <li><b>GD</b> Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul>	<p>properties of 3D shapes, including the number of edges, vertices and faces</p> <ul style="list-style-type: none"> <li>Identify 2D shapes on the surface of 3D shapes, (for example, a circle on a cylinder and a triangle on a pyramid)</li> <li><b>GD</b> Compare and sort common 2D and 3D shapes and everyday objects</li> </ul>		<ul style="list-style-type: none"> <li><b>GD</b> Compare and sequence intervals of time</li> </ul>
<b>Science</b>	<p><b><u>We are builders!</u></b> 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.</p> <p><b><u>Uses of Everyday Materials</u></b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock,</li> </ul>	<p><b><u>We are botanists!</u></b> Context: The Royal Horticultural Society needs your help! You are a botanist researching how seeds grow best.</p> <p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these</li> </ul>	<p><b><u>We are ecologists!</u></b> Context: You will become an ecologist and create a series of habitat fact files.</p> <p><b><u>Living Things and their Habitats</u></b></p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>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</li> </ul>	<p><b><u>We are farmers!</u></b> You have been employed by Mudchute Farm as one of the farmers. They have tasked you with explaining animal life cycles to their youngest visitors.</p> <p><b><u>Animals Including Humans</u></b></p> <ul style="list-style-type: none"> <li>Understand that animals, including humans, have offspring which grow into adults</li> <li>Describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul>		<b><u>Consolidation</u></b>

	<p>paper and cardboard for particular uses</p> <ul style="list-style-type: none"> <li>Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>				
<p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways</li> <li>Use simple equipment to observe closely</li> <li>Perform simple tests</li> <li>Identify and classify</li> <li>Use their observations and ideas to suggest answers to questions</li> <li>Gather and record data to help in answering questions</li> <li><b>GD</b> Ask simple questions and recognise that they can be answered in different ways, including use of scientific language from the national curriculum</li> <li><b>GD</b> Use simple equipment to observe closely including changes over time</li> <li><b>GD</b> Perform simple comparative tests</li> <li><b>GD</b> Identify, group and classify</li> <li><b>GD</b> Use their observations and ideas to suggest answers to questions noticing similarities, differences and patterns</li> <li><b>GD</b> Gather and record data to help in answering questions including from secondary sources of information</li> </ul>					
<p><b>RE</b></p>	<p><b><u>Sikhism unit 2: Sikh Life and Teaching</u></b></p> <ul style="list-style-type: none"> <li>Know how the lives of Sikhs show they follow rules in their lives</li> <li>Know what worship means to Sikhs</li> <li>Know that the Gurus and the Guru Granth Sahib teach Sikhs how to live</li> <li><b>GD</b> Recognise some features of religious life</li> <li><b>GD</b> Reflect on what values are important in my life</li> </ul>	<p><b><u>Hinduism unit 1: Diwali</u></b></p> <ul style="list-style-type: none"> <li>Know some Hindu beliefs about God</li> <li>Know that the story of Diwali is about how God wins over evil</li> <li><b>GD</b> Ask questions about things that puzzle me</li> </ul> <p><b><u>Celebrations</u></b></p> <ul style="list-style-type: none"> <li>Know why celebrations are important to people of faith (Hannukah – Jews, Christmas – Christians)</li> <li>Know some stories linked to religious festivals</li> <li>Know some of the ways festivals are celebrated</li> </ul>	<p><b><u>Christianity unit 4: A Local Church</u></b></p> <ul style="list-style-type: none"> <li>Know what happens in a Christian place of worship</li> <li>Know how a Christian place of worship helps Christians remember their beliefs about Jesus</li> <li><b>GD</b> Ask questions about what happens to others and how it makes them feel</li> </ul>	<p><b><u>Christianity unit 3: Easter</u></b></p> <ul style="list-style-type: none"> <li>Know why Christians pray at Easter</li> <li>Know what the symbols of Easter represent</li> <li>Know how Christians try to follow Jesus' example</li> </ul>	<p><b><u>Hinduism unit 2: Worship</u></b></p> <ul style="list-style-type: none"> <li>Know the importance of families in Hinduism</li> <li>Know how Hindus pray at home and in the temple</li> <li>Know why honesty and truthfulness are important to Hindus</li> <li><b>GD</b> Give a reason why something is important to me</li> <li><b>GD</b> Give a reason why something is important to someone else</li> </ul>

		<ul style="list-style-type: none"> <li>• Begin to understand the importance of symbolism for believers</li> <li>• <b>GD</b> Talk about how religious believers celebrate festivals and why</li> <li>• <b>GD</b> Reflect on my own experiences of celebrations</li> <li>• <b>GD</b> Compare some experiences that influence me with those that influence other people</li> </ul>				
<p><b>PSHE</b></p> <p><b><u>Being My Best</u></b></p> <ul style="list-style-type: none"> <li>• <b>GD</b> Respect others' ideas and compromise where needed</li> <li>• <b>GD</b> Apply British Values to classroom and community behaviour</li> </ul>	<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Recognise that families can look different but all can provide love and care.</li> <li>• Understand why we respect others who are different or have different views.</li> </ul>	<p><b><u>Living in the Wider World</u></b></p> <ul style="list-style-type: none"> <li>• Understand road safety basics.</li> </ul>	<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Know that kind friendships don't exclude others and should make us feel happy.</li> <li>• Know when it is right to tell a trusted adult something that feels unsafe.</li> </ul>	<p><b><u>Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• Identify and name body parts (including genitalia) and understand that bodies grow and change.</li> <li>• Learn that everyone feels worried or sad sometimes and this is normal.</li> </ul>		
<p><b>Computing</b></p>	<p><b><u>PROGRAMMING</u></b></p> <ul style="list-style-type: none"> <li>• Use coding blocks to program a sequence of events</li> <li>• Use loops and repeats to create an effect</li> <li>• Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> <li>• Use increasingly complex forms of block coding</li> <li>• <b>GD</b> Design and create simple algorithms</li> </ul>	<p><b><u>PROGRAMMING</u></b></p> <ul style="list-style-type: none"> <li>• Use coding blocks to program a sequence of events</li> <li>• Use loops and repeats to create an effect</li> <li>• Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> <li>• Use increasingly complex forms of block coding</li> <li>• <b>GD</b> Design and create simple algorithms</li> </ul>	<p><b><u>LIFE SKILLS - PHOTOS</u></b></p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise and store photographs</li> <li>• Be able to insert images into documents and presentations</li> <li>• <b>GD</b> Manipulate and retrieve digital images</li> </ul>	<p><b><u>LIFE SKILLS – GOOGLE SLIDES</u></b></p> <ul style="list-style-type: none"> <li>• Be able to insert images into documents and presentations</li> </ul>	<p><b><u>DIGITAL LITERACY</u></b></p> <ul style="list-style-type: none"> <li>• Recognise the uses and features of IT</li> <li>• Identify IT in and beyond school</li> <li>• Explain how IT can help use if we stay safe</li> <li>• <b>GD</b> Recognise what choices can be made when using IT</li> </ul>	<p><b><u>DIGITAL LITERACY</u></b></p> <ul style="list-style-type: none"> <li>• Understand the importance of keeping personal information private</li> <li>• Use technology safely through strong passwords</li> <li>• Identify where to go for help and support when they have concerns about content or contact on the internet</li> </ul>

<b>PE</b>	<b>INDOOR: Multi-skills</b> <b>OUTDOOR: Forest School</b>	<b>INDOOR: Health-Related Exercise</b> <b>OUTDOOR: Tennis</b>	<b>INDOOR: Catching</b> <b>OUTDOOR: Throwing</b>	<b>INDOOR: Dance</b> <b>OUTDOOR: Striking and Fielding</b>	<b>INDOOR: Gymnastics</b> <b>OUTDOOR: Football</b>	<b>INDOOR: Invictus</b> <b>OUTDOOR: Athletics</b>
<b>Music</b>	<b>On this island: British songs and sounds</b>	<b><u>Christmas performance</u></b>	<b>West African call and response song (Theme: Animals)</b>	<b>Orchestral instruments (Theme: Traditional Western stories)</b>	<b>Dynamics, timbre, tempo and motifs (Theme: Space)</b>	<b><u>Computing: LIFE SKILLS - MUSIC</u></b> <ul style="list-style-type: none"> <li>• Be able to use a computer to create and refine musical patterns</li> </ul>

# Year 3 LTP 2025-26

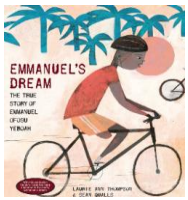
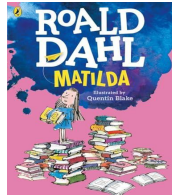


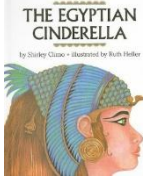

	Autumn		Spring		Summer	
	8 weeks Cultural diversity week	7 weeks	6 weeks Aspiration week	5 weeks	6 weeks	7 weeks Operation outdoors week
<b>Trips and community links</b>	<ul style="list-style-type: none"> <li>William Morris Museum</li> <li>Local walk for science (plants)</li> </ul>	<ul style="list-style-type: none"> <li>Lesnes Abbey</li> </ul>		<ul style="list-style-type: none"> <li>Greenwich Market</li> </ul>	<ul style="list-style-type: none"> <li>British Museum</li> </ul>	<ul style="list-style-type: none"> <li>Footscray Meadows</li> <li>Thames Clipper</li> </ul>
<b>Foundation Enquiry:</b>	<p><b>THIS IS ME</b></p>  <p>Question: How can we create a self-portrait inspired by Frida Kahlo with a William Morris background?</p> <p>Outcome: Create a self-portrait using pencil and apply this to a block printed background.</p> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>Create sketchbooks to record their observations and use them to review and revisit ideas</li> </ul> <p><b>Art: Drawing</b></p> <ul style="list-style-type: none"> <li>Improve their mastery of art and</li> </ul>	<p><b>THROUGH THE AGES</b></p>  <p>Question: How did people live during the Stone Age?</p> <p>Outcome: Create a model of a stone age settlement including people, housing, clothes, weapons and a farm.</p> <p><b>History: Historical Skills</b></p> <ul style="list-style-type: none"> <li>Use an increasing range of common words and phrases relating to the passing of time</li> </ul> <p><b>History: Golden Threads: Invasion &amp; Settlement and Society &amp; Legacy</b></p>	<p>Question: How did Britain change after the Stone Age to the end of the Iron Age?</p> <p>Outcome: Create a time travel museum exhibition that shows the changes that occurred between the Stone age and the Iron age.</p> <p><b>History: Historical Skills</b></p> <ul style="list-style-type: none"> <li>Use an increasing range of common words and phrases relating to the passing of time</li> </ul> <p><b>History: Golden Threads: Invasion &amp;</b></p>	<p><b>CULINARY PASSPORT</b></p>  <p>Scenario: Abbey Wood community group want you to host their first international street food festival!</p> <p>Outcome: Work together to prepare a variety of street food dishes from around the world.</p> <p><b>DT: Design</b></p> <ul style="list-style-type: none"> <li>Use knowledge of existing products to design their own functional product</li> <li>Create designs using annotated sketches</li> </ul> <p><b>DT: Evaluate</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse existing</li> </ul>	<p><b>CAIRO COMFORTS</b></p>  <p>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.</p> <p>Outcome: Create a cushion retelling a key event/aspect of Ancient Egyptian life.</p> <p><b>History: Historical Skills</b></p> <ul style="list-style-type: none"> <li>Use an increasing range of common words and phrases relating to the passing of time</li> </ul>	<p><b>ROLLIN' ON A RIVER!</b></p>  <p>Question: What is the journey of the river?</p> <p>Outcome: Create a video that describes the journey of a rain drop from source to sea (floor mat and guided tour).</p> <p><b>Geography: Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including</li> </ul>

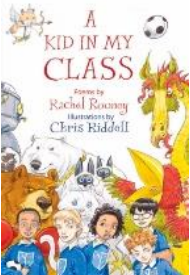
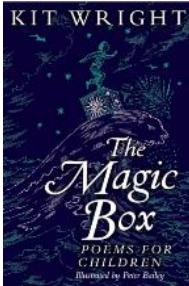
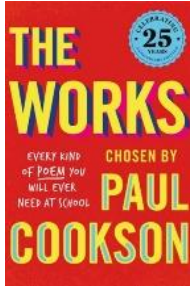
	<p>design techniques, including drawing, with a range of materials</p> <ul style="list-style-type: none"> <li>Experiment with showing line, tone and texture with different hardness of pencils</li> <li><b>GD</b> Experiment with showing line, tone and texture with different hardness of pencils and explain their choices</li> </ul> <p><b>Art: Painting</b></p> <ul style="list-style-type: none"> <li>Improve their mastery of art and design techniques, including painting with a range of materials</li> <li>Mix colours effectively</li> <li><b>GD</b> Mix colours effectively using the correct language (e.g. tint, shade, primary, secondary)</li> </ul> <p><b>Art: Work of other artists</b></p> <ul style="list-style-type: none"> <li>Learn about great artists, architects and designers in history</li> <li>Express an opinion on the work of famous, notable artists</li> <li><b>GD</b> Express an opinion on the work of famous, notable artists and refer to techniques</li> </ul>	<ul style="list-style-type: none"> <li>Describe changes in Britain from the Stone Age to the Iron Age</li> <li><b>GD</b> 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</li> </ul> <p><b>Art: Sculpture</b></p> <ul style="list-style-type: none"> <li>Improve their mastery of art and design techniques, including sculpting with a range of materials</li> <li>Cut, make and combine shapes to create recognizable forms</li> <li><b>GD</b> Cut, make and combine shapes to deliberately create recognizable forms</li> </ul>	<p><b>Settlement and Society &amp; Legacy</b></p> <ul style="list-style-type: none"> <li>Describe changes in Britain from the Stone Age to the Iron Age</li> <li><b>GD</b> 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</li> </ul>	<p>products and those they have made</p> <ul style="list-style-type: none"> <li><b>GD</b> Investigate and analyse existing products and those they have made, considering a wide range of factors</li> </ul> <p><b>DT: Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>Talk about the different food groups and name food from each group</li> <li>Understand that food has to be grown, farmed or caught and that this is not always local or in this country</li> <li>Use a wider variety of ingredients and techniques to prepare and combine ingredients safely</li> </ul>	<p><b>History: Golden Threads: Invasion &amp; Settlement and Society &amp; Legacy</b></p> <ul style="list-style-type: none"> <li>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</li> <li><b>GD</b> Make comparisons between the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt</li> </ul> <p><b>DT: Design</b></p> <ul style="list-style-type: none"> <li>Use knowledge of existing products to design their own functional product</li> <li>Create designs using annotated sketches and pattern pieces</li> </ul> <p><b>DT: Make</b></p> <ul style="list-style-type: none"> <li>Safely measure, mark out, cut, assemble and join textiles with some accuracy</li> <li>Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them</li> <li><b>GD</b> Safely measure, mark out, cut, assemble and join</li> </ul>	<p>hills, mountains and rivers).</p> <p><b>Geography: Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Study human and physical geography of a region of the United Kingdom.</li> </ul> <p><b>Geography: Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including rivers.</li> <li><b>GD</b> Describe how regions have changed over time and understand that people hold different views about that change.</li> <li><b>GD</b> Describe hazards relating to rivers and how these impact on people.</li> </ul> <p><b>Geography: Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>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.</li> </ul>
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					<p>with increasing accuracy</p> <ul style="list-style-type: none"> <li>• <b>GD</b> Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them, giving reasons for their choices</li> </ul> <p><b>DT: Evaluate</b></p> <ul style="list-style-type: none"> <li>• Investigate and analyse existing products and those they have made</li> <li>• <b>GD</b> Investigate and analyse existing products and those they have made, considering a wide range of factors</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• <b>GD</b> Make predictions and draw conclusions relating to their fieldwork based on their own observations and geographical understanding.</li> </ul>
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<p><b>English – writing</b></p> <p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>• Spell homophones brake/break, fair/fare, grate/great</li> <li>• Spell some of the words on the Y3/4 spelling list (see NC appendix) correctly</li> <li>• Spell some of the Y3/4 common exception words (see NC appendix) correctly</li> <li>• Use the first two or three letters of a</li> </ul>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Letter of complaint to the Fairy Tale Board First person narrative</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Create settings, characters and plot in narratives</li> <li>• Plan his/her writing by discussing writing similar to that which</li> </ul>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Split diary (first day of school from two perspectives) School behaviour policy in role as Miss Trunchbull</p> <p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>• Use the prefixes un-, dis-, mis-, re-, pre-</li> <li>• Use the suffix -ly</li> </ul> <p><b>Composition</b></p>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Character description Persuasive brochure</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Use headings and sub-headings to aid presentation</li> <li>• Create settings, characters and plot in narratives</li> <li>• Proof-read for spelling errors and</li> </ul>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Instructions Persuasive letter</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Use headings and sub-headings to aid presentation</li> <li>• Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an,</li> </ul>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Poem Non-chronological report on the Ancient Egyptians</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Use headings and sub-headings to aid presentation</li> <li>• Create settings, characters and plot in narratives</li> </ul>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Own fairy tales Villain origin story (prequel)</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Create settings, characters and plot in narratives</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• Begin to use inverted commas to</li> </ul>
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<p>word to check its spelling in a dictionary</p> <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes needed to join letters and know when to join and when not to</li> <li><b>GD</b> Spell most of the words on the Y3/4 spelling list (see NC appendix) correctly</li> <li><b>GD</b> Spell most of the Y3/4 common exception words (see NC appendix) correctly</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel letter; and inverted commas (or 'speech marks')</li> </ul>	<p>he/she is planning to write in order to understand and learn from its structure and vocabulary</p> <ul style="list-style-type: none"> <li>Begin to organise writing into paragraphs as a way of grouping related material</li> <li><b>GD</b> Organise writing into paragraphs as a way of grouping related material</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Begin to use inverted commas to punctuate direct speech</li> <li><b>GD</b> Use inverted commas to punctuate direct speech</li> <li>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly</li> <li><b>GD</b> Begin to make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</li> </ul>	<p>for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</li> </ul>	<p>conjunctions, adverbs and preposition</p> <ul style="list-style-type: none"> <li><b>GD</b> Evaluate and edit by assessing the effectiveness of his/her own writing</li> <li><b>GD</b> Write effectively and coherently for different purposes, with a growing awareness of the reader</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and preposition</li> <li><b>GD</b> Evaluate and edit by assessing the effectiveness of his/her own writing</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Begin to use inverted commas to punctuate direct speech</li> <li><b>GD</b> Use inverted commas to punctuate direct speech</li> <li>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</li> </ul>	<p>punctuate direct speech</p> <ul style="list-style-type: none"> <li><b>GD</b> Use inverted commas to punctuate direct speech</li> <li>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</li> <li>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</li> </ul>
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<p><b>English – whole class reading</b></p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Read most Y3 common exception words (see NC appendix)</li> <li>GD Read all Y3 common exception words (see NC appendix)</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction</li> <li>Participate in 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</li> <li>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</li> <li>Listen to and discuss a wide range of fiction, poetry, plays and non-fiction</li> <li>Read books that are structured in different ways</li> <li>Increase their familiarity with a</li> </ul>	<p><b>Main text:</b></p>  <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Identify themes in books</li> <li>Discuss words that capture the reader's interest and imagination</li> <li>Check that the text makes sense to them, discussing their understanding of words</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with evidence</li> <li>Ask questions to improve their understanding of a text</li> <li>Predict what might happen from details stated</li> <li><b>GD</b> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> </ul>	<p><b>Main text:</b></p>  <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Develop positive attitudes to reading and understanding of what they read</li> <li>Identify themes in books</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with evidence</li> <li>Predict what might happen from details stated</li> <li><b>GD</b> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> </ul>	<p><b>Main text:</b></p>  <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Discuss words that capture the reader's interest and imagination</li> <li>Ask questions to improve their understanding of a text</li> <li>Identify how language, structure and presentation contribute to meaning, including paragraphs, headings, sub-headings, inverted commas to punctuate speech</li> <li>Identify main ideas drawn from within one paragraph and begin to summarise these</li> <li><b>GD</b> Identify main ideas drawn from within one paragraph and summarise these</li> </ul>	<p><b>Main text:</b></p>  <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Discuss words that capture the reader's interest and imagination</li> <li>Ask questions to improve their understanding of a text</li> <li>Identify how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech</li> <li>Identify main ideas drawn from within one paragraph and begin to summarise these</li> <li><b>GD</b> Identify main ideas drawn from within one paragraph and summarise these</li> </ul>	<p><b>Main text:</b></p>  <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Identify themes in books</li> <li>Discuss words that capture the reader's interest and imagination</li> <li>Check that the text makes sense to them, discussing their understanding of words</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with evidence</li> <li>Predict what might happen from details stated</li> <li><b>GD</b> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> <li>GD Begin to use dictionaries to check the meaning of words that they have read</li> </ul>	<p><b>Main text:</b></p>  <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Identify themes in books</li> <li>Discuss words that capture the reader's interest and imagination</li> <li>Ask questions to improve their understanding of a text</li> <li>Identify how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech</li> <li>Identify main ideas drawn from within one paragraph and begin to summarise these</li> <li><b>GD</b> Identify main ideas drawn from within one paragraph and summarise these</li> <li>Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet,</li> </ul>
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<p>wide range of books, including fairy stories, myths and legends, and retell at least 1 of these orally</p> <ul style="list-style-type: none"> <li>• <b>GD</b> Begin to use dictionaries to check the meaning of words that they have read</li> </ul>						<p>including: dis-, mis-, in-, il-, im-, ir-, -ly</p>
<p><b>Maths</b></p>	<p><b>Number and Place Value</b></p> <ul style="list-style-type: none"> <li>• Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>• Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>• Compare and order numbers up to 1000</li> <li>• Read and write numbers up to 1000 in numerals</li> <li>• Read and write numbers up to 1000 in words</li> <li>• Solve number problems and practical problems involving these ideas</li> <li>• <b>GD</b> Identify, represent and estimate numbers using different representations</li> </ul>	<p><b>Number - Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Add and subtract numbers mentally, including a three-digit number and ones</li> <li>• Add and subtract numbers mentally, including a three-digit number and tens</li> <li>• Add and subtract numbers mentally, including a three-digit number and hundreds</li> <li>• Add numbers with up to three digits using the formal method of column addition</li> <li>• Subtract numbers with up to three digits using the formal method of column subtraction</li> <li>• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> <li>• <b>GD</b> Estimate the answer to a calculation and use inverse operations to check answers</li> </ul> <p><b>Measurement</b></p>	<p><b>Number – Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>• 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</li> <li>• <b>GD</b> Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n</li> </ul>	<p><b>Number – Fractions</b></p> <ul style="list-style-type: none"> <li>• Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>• Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>• Recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>• Add fractions with the same denominator within one whole e.g. <math>5/7 + 1/7 = 6/7</math></li> <li>• Subtract fractions with the same denominator within one whole e.g. <math>6/7 - 1/7 = 5/7</math></li> <li>• Compare and order unit fractions, and fractions with the same denominators</li> </ul>	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>• Measure the perimeter of simple 2-D shapes</li> <li>• Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>• Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>• <b>GD</b> 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.,</li> </ul>	<p><b>Geometry – Properties of Shape</b></p> <ul style="list-style-type: none"> <li>• Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> <li>• Recognise angles as a property of shape or a description of a turn</li> <li>• Identify right angles and identify whether other angles are greater or less than a right angle</li> <li>• Recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn</li> <li>• <b>GD</b> Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Interpret and present data using bar charts,</li> </ul>
<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>• Read poems aloud and perform play scripts</li> </ul>		<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>• Read poems aloud and perform play scripts</li> </ul>		<p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>• Read poems aloud and perform play scripts</li> </ul>		

		<ul style="list-style-type: none"> <li>Add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul>	connected to m objects	<ul style="list-style-type: none"> <li><b>GD</b> Record 1/10 as 0.1, 3/10 as 0.3 etc</li> <li><b>GD</b> Solve fraction problems</li> </ul>	<p>morning, afternoon, noon and midnight</p> <ul style="list-style-type: none"> <li><b>GD</b> Know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li><b>GD</b> Compare durations of events e.g. to calculate the time taken by particular events or tasks</li> </ul>	<p>pictograms and tables</p> <ul style="list-style-type: none"> <li><b>GD</b> 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</li> </ul>
<b>Science</b>	<p><b><u>We are botanists!</u></b> Context: The NFU would like you to investigate the best conditions for a variety of plants to grow as botanists.</p> <p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>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</li> <li>Investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination,</li> </ul>	<p><b><u>We are geologists!</u></b> Context: The Natural History Museum would like you to become geologists and investigate rocks, fossils and soils.</p> <p><b><u>Rocks</u></b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter</li> </ul>	<p><b><u>We are lighting technicians!</u></b> Context: As a lighting technician, investigate how behaves and shadows are formed.</p> <p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light</li> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>Find patterns in the way that the size of shadows change</li> </ul>	<p><b><u>We are personal trainers!</u></b> Context: As a personal trainer, investigate the importance of nutrition and its contribution to healthy muscles and bones.</p> <p><b><u>Animals Including Humans</u></b></p> <ul style="list-style-type: none"> <li>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</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<p><b><u>We are toy designers!</u></b> Context: A toy company wants you to investigate forces and produce a magnetic game.</p> <p><b><u>Forces and Magnets</u></b></p> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>Describe magnets as having two poles</li> <li>Predict whether two magnets will attract</li> </ul>	<b><u>Consolidation</u></b>

	seed formation and seed dispersal				or repel each other, depending on which poles are facing	
<p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions and use different types of scientific enquiries to answer them</li> <li>• Set up simple practical comparative enquiries</li> <li>• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• Report on findings from enquiries, including oral and written explanations of results and conclusions</li> <li>• Use results to draw simple conclusions</li> <li>• Identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>• Use straightforward scientific evidence to answer questions or to support his/her findings</li> <li>• <b>GD</b> Set up simple practical enquiries, comparative and fair tests</li> <li>• <b>GD</b> Gather, record, classify and present data in a variety of ways to help in answering questions including from secondary sources of information</li> <li>• <b>GD</b> Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• <b>GD</b> Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>						
<b>RE</b>	<p><b><u>How did the world begin?</u></b></p> <ul style="list-style-type: none"> <li>• Know that the world contains unique, beautiful and natural things</li> <li>• Know what people of different faiths believe about how the world began</li> <li>• Know what people of different faiths believe about their responsibility for the world</li> <li>• Know how people in different faiths give thanks for the world</li> <li>• <b>GD</b> Make links between my values and what is important to me and the way I think and behave</li> <li>• <b>GD</b> Ask questions about things that puzzle me</li> </ul>	<p><b><u>Christianity 5: The Bible</u></b></p> <ul style="list-style-type: none"> <li>• Know why the Bible is special</li> <li>• Know how Christians use the Bible in their lives</li> <li>• Find out what the 10 commandments are and how they relate to modern life</li> <li>• Identify the deeper meaning of the story 'The Lost Sheep'</li> <li>• <b>GD</b> Make links between people's beliefs and how they live and behave</li> <li>• <b>GD</b> Make links between my values and what is important to me and the way I think and behave</li> </ul>	<p><b><u>Judaism 1: Shabbat- A day of rest</u></b></p> <ul style="list-style-type: none"> <li>• Know why Shabbat is important to Jews</li> <li>• Know why Jews observe a day of rest</li> <li>• Know why Jews attend the Synagogue</li> <li>• <b>GD</b> Describe what a believer might learn from a religious story or festival</li> </ul>	<p><b><u>Judaism 2: Festivals of the Jewish Year</u></b></p> <ul style="list-style-type: none"> <li>• Know some of the ways festivals teach about the past</li> <li>• Know why it is important to keep traditions and customs alive</li> <li>• Know what these festivals teach about the Jews' relationship with God</li> <li>• <b>GD</b> Describe what a believer might learn from a religious story or festival</li> </ul>	<p><b><u>Buddhism 1: The Buddha</u></b></p> <ul style="list-style-type: none"> <li>• Know what a Buddha is</li> <li>• Know the Buddha taught how people should live</li> <li>• <b>GD</b> Compare my ideas and beliefs with those of other people</li> </ul>	<p><b><u>Buddhism 2: Living as a Buddha</u></b></p> <ul style="list-style-type: none"> <li>• Know the importance of a temple or Buddhist centre</li> <li>• Know why Buddhists have images of the Buddha</li> <li>• <b>GD</b> Make links between my values and what is important to me and the way I think and behave</li> <li>• <b>GD</b> Ask questions about things that puzzle me</li> </ul>

<p><b>PSHE</b></p> <p><b>Being My Best</b></p> <ul style="list-style-type: none"> <li>• <b>GD</b> Show respect and empathy in discussions</li> <li>• <b>GD</b> Work cooperatively and share responsibilities</li> </ul>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Talk about emotions using a wide range of vocabulary.</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Understand what makes a family stable and safe (e.g. spending time, support).</li> <li>• Understand that it's normal to feel lonely sometimes and that help is available.</li> <li>• Learn how to stay safe in everyday situations, including responding to strangers.</li> </ul>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Understand the risks of not being active, including how it affects the body.</li> </ul>		<p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• Learn how to stay safe around water and the importance of the water safety code.</li> </ul>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Name external genitalia using accurate terms.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Discuss setting personal boundaries and respecting others' boundaries.</li> </ul>
<p><b>Computing</b></p>	<p><b>DIGITAL LITERACY</b></p> <ul style="list-style-type: none"> <li>• Identify and explain inputs and outputs</li> <li>• Recognise how sharing information can change the way we work</li> <li>• Explore how devices are connected digitally and physically</li> <li>• <b>GD</b> Identify a range of ways to report concerns about content and contact</li> </ul>	<p><b>PROGRAMMING</b></p> <ul style="list-style-type: none"> <li>• Write and debug simple programs that accomplish a goal</li> <li>• Use sequence, selection and repetition in programs</li> <li>• Work with variables and a form of input and output</li> <li>• Begin to use logical reasoning to explain how some simple algorithms work</li> <li>• Detect and correct errors in algorithms and programs</li> <li>• Begin to use text-based programming</li> </ul>	<p><b>PROGRAMMING</b></p> <ul style="list-style-type: none"> <li>• Write and debug simple programs that accomplish a goal</li> <li>• Use sequence, selection and repetition in programs</li> <li>• Work with variables and a form of input and output</li> <li>• Begin to use logical reasoning to explain how some simple algorithms work</li> <li>• Detect and correct errors in algorithms and programs</li> <li>• Begin to use text-based programming</li> <li>• <b>GD</b> Begin to transfer skills from block coding to text-based coding</li> </ul>	<p><b>PROGRAMMING</b></p> <ul style="list-style-type: none"> <li>• Write and debug simple programs that accomplish a goal</li> <li>• Use sequence, selection and repetition in programs</li> <li>• Work with variables and a form of input and output</li> <li>• Begin to use logical reasoning to explain how some simple algorithms work</li> <li>• Detect and correct errors in algorithms and programs</li> <li>• Begin to use text-based programming</li> <li>• <b>GD</b> Detect and correct errors in algorithms and programs</li> </ul>	<p><b>LIFE SKILLS</b></p> <ul style="list-style-type: none"> <li>• Edit the layout of text and images on a page</li> <li>• Choose the most appropriate page settings</li> <li>• Add content to a desktop publishing projects</li> <li>• Consider the benefits of desktop publishing and using different layouts</li> </ul>	<p><b>DIGITAL LITERACY</b></p> <ul style="list-style-type: none"> <li>• Edit the layout of text and images on a page</li> <li>• Choose the most appropriate settings</li> <li>• Consider the benefits of desktop publishing and using different layouts</li> </ul>
<p><b>PE</b></p> <p>Intensive swimming courses</p>	<p><b>INDOOR: Gymnastics</b></p> <p><b>OUTDOOR: Cricket</b></p>	<p><b>INDOOR: Health-related exercise</b></p> <p><b>OUTDOOR: Football</b></p>	<p><b>INDOOR: Invictus</b></p> <p><b>OUTDOOR: Forest School</b></p>	<p><b>INDOOR: Dance</b></p> <p><b>OUTDOOR: Basketball</b></p>	<p><b>INDOOR: Multi-skills</b></p> <p><b>OUTDOOR: Tennis</b></p>	<p><b>OUTDOOR: Athletics</b></p> <p><b>OUTDOOR: Orienteering</b></p>
<p><b>Music</b></p>	<p><b>Ballads</b></p>	<p><b>Traditional instruments and improvisation</b></p>	<p><b>Pentatonic melodies and composition</b></p>	<p><b>Developing singing technique</b></p>	<p><b>Creating compositions in response to an animation</b></p>	<p><b>Jazz</b></p>

<b>French</b>	<b>French greetings</b> <b>French adjectives of colour, size and shape</b>	<b>French playground games, numbers and age</b>	<b>French classroom</b> <b>A circle of life</b>		
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# Year 4 LTP 2025-26

	Autumn		Spring		Summer	
	8 weeks Cultural diversity week	7 weeks	6 weeks Aspiration week	5 weeks	6 weeks	7 weeks Operation outdoors week
<b>Trips and community links</b>	<ul style="list-style-type: none"> <li>British museum</li> <li>Visit from an artist</li> </ul>	<ul style="list-style-type: none"> <li>Theatre - Hercules</li> </ul>	<ul style="list-style-type: none"> <li>Kew gardens</li> </ul>	<ul style="list-style-type: none"> <li>Las Iguanas visit (week 2)</li> </ul>	<ul style="list-style-type: none"> <li>Police Officer/ Electrician</li> <li>Water sports trip</li> </ul>	<ul style="list-style-type: none"> <li>Lesnes Abbey workshop</li> <li>Camping residential</li> </ul>
<b>Foundation Enquiry:</b>	<p><b>INK AND IRON: THE ART OF MULAN</b></p> 	<p><b>A LASTING LEGACY: THE ANCIENT GREEKS</b></p> 	<p><b>FLAVOURS OF SOUTH AMERICA</b></p> 		<p><b>SPARKY'S SECURITY SAFE</b></p> 	<p><b>INVASION &amp; INFLUENCE: ROMAN BRITAIN</b></p> 
	<p>Scenario: The Emperor of China wants to tell the story of Mulan to the people of his empire.</p> <p>Outcome: The Emperor would like you to create a piece of art inspired by traditional Chinese ink paintings.</p> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>Create sketchbooks to record their observations and use them to review and revisit ideas</li> </ul> <p><b>Art: Drawing</b></p>	<p>Question: What were the greatest achievements of the Ancient Greeks?</p> <p>Outcome: Create a vase based on the key achievements of the Ancient Greeks with a focus on power, invasion &amp; settlement and society &amp; legacy.</p> <p><b>History: Historical Skills</b></p> <ul style="list-style-type: none"> <li>Place some historical periods in a chronological framework</li> <li>Use historical terms related to the period of study</li> </ul>	<p>Question: Where do you stand on the topic of deforestation?</p> <p>Outcome: Compose an email to the Brazilian government expressing your opinions and ideas on the topic of deforestation.</p> <p><b>Geography: Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics,</li> </ul>	<p>Scenario: Carnival is in town! You have been employed as a chef to create a South American inspired dish to serve at the event.</p> <p>Outcome: Create a healthy, balanced seasonal meal including a drink, inspired by South American cuisine.</p> <p><b>DT: Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>Understand what makes a healthy and balanced diet, and that</li> </ul>	<p>Scenario: Ruskin Splinter is fed up of all of his possessions being stolen by the bully Elvis. You must create an alarmed treasure box to protect his belongings.</p> <p>Outcome: Create a wooden box that, when opened, triggers lighting and an alarm.</p> <p><b>DT: Design</b></p> <ul style="list-style-type: none"> <li>Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience</li> </ul>	<p>Question: What did the Romans do for us?</p> <p>Outcome: Work in groups to create a presentation detailing the influence the Roman Empire had on Britain and the rest of the world.</p> <p><b>History: Historical Skills</b></p> <ul style="list-style-type: none"> <li>Place some historical periods in a chronological framework</li> <li>Use historical terms related to the period of study</li> </ul>

	<ul style="list-style-type: none"> <li>• Improve their mastery of art and design techniques, including drawing, with a range of materials</li> <li>• Use shading to show light and shadow effects</li> <li>• Use different materials (e.g. pastel, chalk, felt-tips)</li> <li>• <b>GD</b> Use different materials (e.g. pastel, chalk, felt-tips) and explain their choices</li> </ul> <p><b>Art: Painting</b></p> <ul style="list-style-type: none"> <li>• Improve their mastery of art and design techniques, including painting with a range of materials</li> <li>• Use varied brush techniques to create shapes, patterns and lines</li> <li>• <b>GD</b> Use varied brush techniques to create shapes, textures, patterns and lines</li> </ul> <p><b>Art: Work of Other Artists</b></p> <ul style="list-style-type: none"> <li>• Express an opinion on the work of famous, notable artists and refer to techniques and effect</li> <li>• Reflect upon their work inspired by a famous, notable artist</li> <li>• <b>GD</b> Reflect upon their work inspired by a famous, notable artist and the development of their art skills</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of information in ways that go beyond simple observations to answer questions about the past</li> <li>• Use a variety of resources to find out about aspects of life in the past</li> <li>• Communicate their learning in an organised and structured way, using appropriate terminology</li> <li>• <b>GD</b> Use and evaluate the reliability of a variety of resources to find out about aspects of life in the past</li> <li>• <b>GD</b> Understand that sources can contradict each other</li> </ul> <p><b>History: Golden Threads: Power, Invasion &amp; Settlement and Society &amp; Legacy</b></p> <ul style="list-style-type: none"> <li>• Describe Ancient Greek life and achievements and their influence on the western world</li> </ul> <p><b>Art: Sculpture</b></p> <ul style="list-style-type: none"> <li>• Improve their mastery of art and design techniques, including sculpting with a range of materials</li> <li>• Use clay and other malleable materials and practice joining techniques</li> <li>• <b>GD</b> Add materials to the sculpture to create detail</li> </ul>	<p>countries, and major cities.</p> <ul style="list-style-type: none"> <li>• Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</li> </ul> <p><b>Geography: Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Geography: Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts and the water cycle.</li> <li>• <b>GD</b> Describe how regions have changed over time and understand that people hold different views about that change.</li> <li>• <b>GD</b> Explain why there is a relationship between climate and biome using appropriate vocabulary.</li> </ul> <p><b>Geography: Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<p>different foods and drinks provide different substances the body needs to be healthy and active</p> <ul style="list-style-type: none"> <li>• Understand seasonality and the advantages of eating seasonal and locally produced food</li> <li>• Read and follow recipes</li> <li>• <b>GD</b> Read and follow recipes which involve several processes, skills and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Create designs using exploded diagrams</li> </ul> <p><b>DT: Make</b></p> <ul style="list-style-type: none"> <li>• Use techniques which require more accuracy to cut, shape, join and finish their work</li> <li>• Use their knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them</li> <li>• <b>GD</b> Use techniques to accurately cut, shape, join and finish their work</li> <li>• <b>GD</b> 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</li> </ul> <p><b>DT: Evaluate</b></p> <ul style="list-style-type: none"> <li>• Consider how existing products and their own finished products might be improved</li> <li>• <b>GD</b> Consider how existing products and their own finished products might be improved and how well they meet the needs of the intended user</li> </ul> <p><b>DT: Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Apply techniques they have learnt to strengthen</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of information in ways that go beyond simple observations to answer questions about the past</li> <li>• Use a variety of resources to find out about aspects of life in the past</li> <li>• Communicate their learning in an organised and structured way, using appropriate terminology</li> <li>• <b>GD</b> Use and evaluate the reliability of a variety of resources to find out about aspects of life in the past</li> <li>• <b>GD</b> Understand that sources can contradict each other</li> </ul> <p><b>History: Golden Threads: Power, Invasion &amp; Settlement and Society &amp; Legacy</b></p> <ul style="list-style-type: none"> <li>• Describe the Roman Empire and its impact on Britain</li> </ul>
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- 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.
- **GD** Make predictions and draw conclusions relating to their fieldwork based on their own observations and geographical understanding.

- structures and explore their own ideas
- Understand and use electrical systems in products

**English – writing**

**Transcription**

- Spell most of the words on the Y3/4 spelling list (see NC appendix) correctly
- 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

**Core text:**

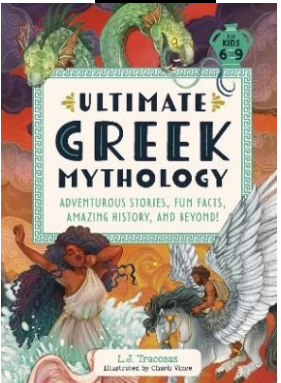


**Writing outcomes:**  
 Persuasive letter  
 First person narrative

**Composition**

- Organise paragraphs around a theme

**Core text:**



**Writing outcomes:**  
 Non-chronological report  
 Character description

**Transcription**

- Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-

**Core text:**

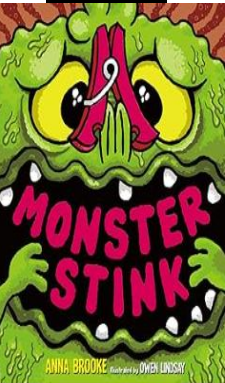


**Writing outcomes:**  
 Third person narrative  
 Informative guide

**Composition**

- Organise paragraphs around a theme

**Core text:**



**Writing outcomes:**  
 Newspaper report  
 Emotive account

**Composition**

- Begin to make the appropriate

**Core text:**

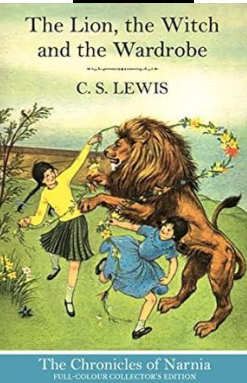


**Writing outcomes:**  
 Commentary  
 Alternative ending

**Composition**

- Organise paragraphs around a theme

**Core text:**

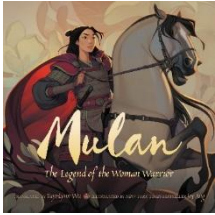
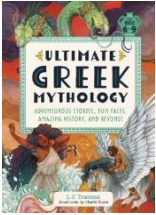
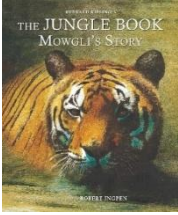
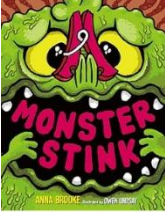
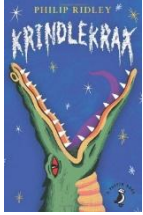
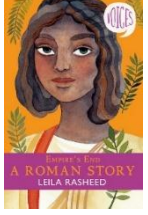




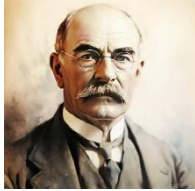
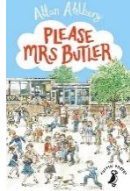
**Writing outcomes:**  
 Motivational speech  
 Poetry

**Transcription**

- Understand and add suffixes -ation, -ous

<ul style="list-style-type: none"> <li>• <b>GD</b> Spell all of the words on the Y3/4 spelling list (see NC appendix) correctly</li> <li>• <b>GD</b> Spell all of the Y3/4 common exception words (see NC appendix) correctly</li> <li>• Use the first three or four letters of a word to check its spelling in a dictionary</li> </ul> <p><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors</li> <li>• GD Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Understand the following terminology: determiner; pronoun; possessive pronoun; and adverbial</li> </ul>	<ul style="list-style-type: none"> <li>• Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Use fronted adverbials e.g. Later that day, I heard the bad news.</li> <li>• Use commas after fronted adverbials</li> <li>• Use inverted commas to punctuate direct speech</li> <li>• Use expanded noun phrases to add specific detail to writing</li> <li>• <b>GD</b> Use inverted commas to punctuate direct speech, always correctly</li> </ul>	<p><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>• Organise paragraphs around a theme</li> <li>• Use simple organisational devices in non-narrative writing</li> <li>• Begin to make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>• <b>GD</b> Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Understand the grammatical difference between plural and possessive –s</li> <li>• Use apostrophes to mark plural possession e.g. the girl's name, the girls' names</li> <li>• Use expanded noun phrases to add specific detail to writing</li> <li>• Use fronted adverbials e.g. Later that day, I heard the bad news.</li> <li>• Use commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose</li> <li>• Begin to make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Use inverted commas to punctuate direct speech</li> <li>• Use simple organisational devices in non-narrative writing</li> <li>• Use expanded noun phrases to add specific detail to writing</li> <li>• Use fronted adverbials e.g. Later that day, I heard the bad news.</li> <li>• Use commas after fronted adverbials</li> <li>• Use apostrophes to mark plural possession e.g. the girl's name, the girls' names</li> </ul>	<p>choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <ul style="list-style-type: none"> <li>• <b>GD</b> Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Use fronted adverbials e.g. Later that day, I heard the bad news.</li> <li>• Use commas after fronted adverbials</li> <li>• Use inverted commas to punctuate direct speech</li> <li>• Understand the grammatical difference between plural and possessive –s</li> <li>• Use apostrophes to mark plural possession e.g. the girl's name, the girls' names</li> <li>• Use expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple organisational devices in non-narrative writing</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Use inverted commas to punctuate direct speech</li> <li>• Use fronted adverbials e.g. Later that day, I heard the bad news.</li> <li>• Use commas after fronted adverbials</li> <li>• Use expanded noun phrases to add specific detail to writing</li> <li>• Understand the grammatical difference between plural and possessive –s</li> <li>• Use apostrophes to mark plural possession e.g. the girl's name, the girls' names</li> </ul>	<ul style="list-style-type: none"> <li>• Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-</li> </ul> <p><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>• <b>GD</b> Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to add specific detail to writing</li> </ul>
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<p><b>English – whole class reading</b></p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>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;</li> <li>Read most Y4 common exception words (see NC appendix)</li> <li><b>GD</b> Read all Y4 common exception words (see NC appendix)</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Read a wide range of books, including fairy stories, myths and legends, and retell 2-3 of these orally</li> <li>Develop positive attitudes to reading and understanding of what they read</li> <li>Participate in reasoned discussion about books, poems</li> </ul>	<p><b>Main text:</b></p> 	<p><b>Main text:</b></p> 	<p><b>Main text:</b></p> 	<p>to add specific detail to writing</p> <p><b>Main text:</b></p> 	<p><b>Main text:</b></p> 	<p><b>Main text:</b></p> 
	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Use dictionaries to check the meaning of words that they have read</li> <li>Identify themes and conventions in a wide range of books</li> <li>Ask questions to improve their understanding of text with increasing complexity</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence clearly taken from the text</li> <li>Identify main ideas drawn from more than one paragraph and summarise these</li> <li>Retrieve and record information from non-fiction over a wide range of subjects</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Discuss words and phrases that capture the reader's interest and imagination</li> <li>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Predict what might happen from details stated and implied</li> <li>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</li> <li><b>GD</b> Discuss words and phrases that capture the reader's interest and imagination and explain the impact on the reader</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Use dictionaries to check the meaning of words that they have read</li> <li>Identify themes and conventions in a wide range of books</li> <li>Ask questions to improve their understanding of text with increasing complexity</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence clearly taken from the text</li> <li>Identify main ideas drawn from more than one paragraph and summarise these</li> <li>Retrieve and record information from non-fiction over a wide range of subjects</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Discuss words and phrases that capture the reader's interest and imagination</li> <li>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Predict what might happen from details stated and implied</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Use dictionaries to check the meaning of words that they have read</li> <li>Identify themes and conventions in a wide range of books</li> <li>Ask questions to improve their understanding of text with increasing complexity</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence clearly taken from the text</li> <li>Identify main ideas drawn from more than one paragraph and summarise these</li> <li>Retrieve and record information from non-fiction over a wide range of subjects</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Discuss words and phrases that capture the reader's interest and imagination</li> <li>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Predict what might happen from details stated and implied</li> <li>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</li> <li><b>GD</b> Discuss words and phrases that capture the reader's interest and imagination and explain the impact on the reader</li> </ul>

<p>and other material that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <ul style="list-style-type: none"> <li>• <b>GD</b> Participate in clear 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</li> </ul>	<p style="text-align: center;"><b>Poetry:</b> Ode to an olive Ode to a marble</p> <div style="display: flex; justify-content: space-around;">   </div> <ul style="list-style-type: none"> <li>• Recognise some different forms of poetry e.g. free verse, narrative poetry</li> <li>• Participate in reasoned discussion about poems, taking turns and listening to what others say</li> </ul>		<p style="text-align: center;"><b>Poetry:</b> Rudyard Kipling poetry</p>  <ul style="list-style-type: none"> <li>• Recognise some different forms of poetry e.g. free verse, narrative poetry</li> <li>• Participate in reasoned discussion about poems, taking turns and listening to what others say</li> </ul>		<p style="text-align: center;"><b>Poetry:</b></p>  <ul style="list-style-type: none"> <li>• Recognise some different forms of poetry e.g. free verse, narrative poetry</li> <li>• Participate in reasoned discussion about poems, taking turns and listening to what others say</li> </ul>	
<p><b>Maths</b></p>	<p><b><u>Number and Place Value</u></b></p> <ul style="list-style-type: none"> <li>• Count in multiples of 6, 7, 9, 25 and 1000</li> <li>• Find 1000 more or less than a given number</li> <li>• Count backwards through zero to include negative numbers</li> <li>• Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>• Order and compare numbers beyond 1000</li> <li>• Round any number to the nearest 10, 100 or 1000</li> <li>• Solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>• <b>GD</b> Identify, represent and estimate numbers using different representations including measures</li> <li>• <b>GD</b> Read Roman numerals to 100 (I to</li> </ul>	<p><b><u>Number - Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>• Add numbers with up to four digits using the formal method of column addition</li> <li>• Subtract numbers with up to four digits using the formal method of column subtraction</li> <li>• Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> <li>• <b>GD</b> Estimate and use inverse operations to check answers to a calculation</li> </ul> <p><b><u>Number – Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>• Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>• Use place value, known and derived facts to multiply and divide mentally, including:</li> </ul>	<p><b><u>Number – Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>• Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>• Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</li> <li>• <b>GD</b> Recognise and use factor pairs and commutativity in mental calculations</li> </ul> <p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>• Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> </ul>	<p><b><u>Number – Fractions</u></b></p> <ul style="list-style-type: none"> <li>• Recognise and show, using diagrams, families of common equivalent fractions</li> <li>• Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</li> <li>• Add and subtract fractions with the same denominator</li> <li>• Recognise and write decimal equivalents of any number of</li> </ul>	<p><b><u>Number – Fractions</u></b></p> <ul style="list-style-type: none"> <li>• Round decimals with one decimal place to the nearest whole number</li> <li>• Compare numbers with the same number of decimal places up to two decimal places</li> <li>• Solve simple measure and money problems involving fractions and decimals to two decimal places</li> </ul> <p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>• Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> <li>• Convert between different units of measure e.g. kilometre to metre; hour to minute</li> </ul>	<p><b><u>Geometry – Properties of Shape</u></b></p> <ul style="list-style-type: none"> <li>• Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>• Identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>• Identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>• Complete a simple symmetric figure with respect to a specific line of symmetry</li> <li>• <b>GD</b> Begin to recognise where angles are greater than two right angles.</li> <li>• <b>GD</b> Know the term straight angle</li> </ul>

	<p>C) and know that over time, the numeral system changed to include the concept of zero and place value</p>	<p>multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p> <ul style="list-style-type: none"> <li>• <b>GD</b> Recognise and use factor pairs and commutativity in mental calculations</li> </ul>	<ul style="list-style-type: none"> <li>• Find the area of rectilinear shapes by counting squares</li> </ul>	<p>tenths or hundredths</p> <ul style="list-style-type: none"> <li>• Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>• Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>• <b>GD</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>• <b>GD</b> Estimate, compare and calculate different measures, including money in pounds and pence</li> <li>• <b>GD</b> Read, write and convert time between analogue and digital 12- and 24-hour clocks</li> </ul>	<p>referring to two right angles together</p> <p><b><u>Geometry – Position and Direction</u></b></p> <ul style="list-style-type: none"> <li>• Describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>• Describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>• Plot specified points and draw sides to complete a given polygon</li> </ul> <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>• Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li> </ul>
<b>Science</b>	<p><b><u>We are chefs!</u></b> 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.</p> <p><b><u>States of Matter</u></b></p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether</li> </ul>	<p><b><u>We are doctors!</u></b> Context: The Royal Society of medicine would like you to create a model of the digestive system to present to their students.</p> <p><b><u>Animals Including Humans</u></b></p> <ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans</li> </ul>	<p><b><u>We are zoologists!</u></b> 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.</p> <p><b><u>Living Things and their Habitats</u></b></p> <ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways</li> </ul>	<p><b><u>We are sound technicians!</u></b> 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!</p> <p><b><u>Sound</u></b></p>	<p><b><u>We are electricians!</u></b> Context: You have been employed as an electrician by Corky the caretaker. You will need to apply all of your learning to help Ruskin.</p> <p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity</li> <li>• Construct a simple series electrical</li> </ul>	<b><u>Consolidation</u></b>

	<p>they are solids, liquids or gases</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different types of teeth in humans and their simple functions</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating</li> <li>• Recognise that vibrations from sounds travel through a medium to the ear</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases</li> </ul>	<p>circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• Recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>	
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**Working Scientifically**


- 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

	<ul style="list-style-type: none"> <li>• <b>GD</b> Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>					
<p><b>RE</b></p>	<p><b>Judaism unit 3: The Synagogue</b></p> <ul style="list-style-type: none"> <li>• Know how Jews show that God is present in the Synagogue</li> <li>• Know how the Torah helps Jewish people understand what being Jewish means</li> <li>• <b>GD</b> Give reasons why people belong to religions</li> </ul>	<p><b>Christianity unit 6: Local Christian Places of Worship</b></p> <ul style="list-style-type: none"> <li>• Know that there are many different types of Christian places of worship</li> <li>• Know why prayer is important</li> <li>• Know about the features of different Christian places of worship</li> <li>• Know what similarities there are in what Christians believe</li> <li>• <b>GD</b> Compare some religious beliefs, teachings and practices</li> <li>• <b>GD</b> Give examples of what commitment means in everyday life</li> </ul>	<p><b>Islam unit 3: Ramadan and Eid-ul-Fitre</b></p> <ul style="list-style-type: none"> <li>• Know why Muslims fast during Ramadan</li> <li>• Know why giving charity (Zakat) is an important part of Ramadan</li> <li>• Know about the Muslim festival Eid –ul-Fitr</li> </ul>	<p><b>Hinduism unit 3: Hindu Life</b></p> <ul style="list-style-type: none"> <li>• Know why the natural world is important to Hindus</li> <li>• Know how the belief about creation leads to vegetarianism and ahimsa</li> <li>• Know which places are important to Hindus</li> <li>• <b>GD</b> Ask questions about puzzling aspects of life and experience</li> <li>• <b>GD</b> Suggest answers based on religious teachings</li> </ul>	<p><b>Sikhism unit 3: The Gurdwara and the Guru Granth Sahib</b></p> <ul style="list-style-type: none"> <li>• Know how the Gurdwara is a centre for worship and demonstrates Sikh values</li> <li>• Know why the Guru Granth Sahib is 'The Everlasting Guru'</li> </ul>	<p><b>Sikhism unit 4: Belonging to the Sikh Community</b></p> <ul style="list-style-type: none"> <li>• Know why the Guru Gobind Singh is important to Sikhs</li> <li>• Know the significance of the Amrit Ceremony</li> </ul>
<p><b>PSHE</b></p> <p><b>Being My Best</b></p> <ul style="list-style-type: none"> <li>• <b>GD</b> Demonstrate leadership in group tasks</li> <li>• <b>GD</b> Support fairness and challenge injustice where seen</li> </ul>	<p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• Understand safety near railways, crossings and in unfamiliar environments.</li> </ul>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Understand that support is available if they feel isolated or sad.</li> <li>• Explore how being active helps with sleep, mood and focus.</li> <li>• Begin learning about growing and changing, including body part names.</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Discuss what makes relationships within families healthy and respectful.</li> <li>• Explore traits of supportive friendships like honesty, trust, and generosity.</li> <li>• Understand how to be assertive without being unkind; manage feelings respectfully.</li> <li>• Recognise safe vs unsafe contact and how to say "no" confidently.</li> </ul>			

<b>Computing</b>	<u><b>LIFE SKILLS</b></u> <ul style="list-style-type: none"> <li>Use search technologies effectively</li> <li>Begin to learn how to touch type</li> <li><b>GD</b> Be able to touch type</li> </ul>	<u><b>DIGITAL LITERACY</b></u> <ul style="list-style-type: none"> <li>Know that companies are gathering information about me based upon my online footprint</li> <li>Understand that not everything online is true</li> <li>Identify a range of ways to report concerns about content and contact</li> <li><b>GD</b> Understand that information collected about me is used to target advertisements</li> </ul>	<u><b>DIGITAL LITERACY</b></u> <ul style="list-style-type: none"> <li>Explain how to change the composition, colour and content of images</li> <li>Understand that not everything online is true</li> <li><b>GD</b> Evaluate how changes can improve an image</li> </ul>	<u><b>PROGRAMMING</b></u> <ul style="list-style-type: none"> <li>Begin to design, write and debug programs that accomplish specific goals</li> <li>Use sequence, selection and repetition in programs</li> <li>Work with variables and more than one form of input and output</li> <li>Detect and correct errors in algorithms and programs</li> <li>Use physical computing components using sensors, buttons and lights</li> </ul>	<u><b>PROGRAMMING</b></u> <ul style="list-style-type: none"> <li>Begin to design, write and debug programs that accomplish specific goals</li> <li>Use sequence, selection and repetition in programs</li> <li>Work with variables and more than one form of input and output</li> <li>Detect and correct errors in algorithms and programs</li> <li><b>GD</b> Be able to decompose a problem and create an algorithm or series of algorithms to solve a problem</li> </ul>	<u><b>LIFE SKILLS</b></u> <ul style="list-style-type: none"> <li>Be able to record and edit audio files</li> <li>Combine audio clips to enhance the effect</li> <li>Evaluate the use of audio</li> <li>Use search technologies effectively</li> <li><b>GD</b> Edit audio files independently</li> </ul>
<b>PE</b>  Serial swimming courses	<b>INDOOR: Multi-skills</b>  <b>OUTDOOR: Hockey</b>	<b>INDOOR: Gymnastics</b>  <b>OUTDOOR: Football</b>	<b>INDOOR: Health related exercise</b>  <b>OUTDOOR: Netball</b>	<b>INDOOR: Types of training</b>  <b>OUTDOOR: Cricket</b>	<b>INDOOR: Dance</b>  <b>OUTDOOR: Forest School</b>	<b>OUTDOOR: Tennis</b>  <b>OUTDOOR: Athletics</b>
<b>Music</b>	<b>Rivers</b>	<b>Rock and roll</b>	<b>Rainforests</b>	<b>South America</b>	<b>Hanami festival</b>	<b>Romans</b>
<b>French</b>	<b>Portraits – describing in French</b>	<b>Clothes – getting dressed in French</b>	<b>French numbers, calendar and birthdays</b>	<b>French food</b>		

# Year 5 LTP 2025-26

	Autumn		Spring		Summer	
	8 weeks Cultural diversity week	7 weeks	6 weeks Aspiration week	5 weeks	6 weeks	7 weeks Operation outdoors week
<b>Trips and community links</b>	<ul style="list-style-type: none"> <li>Lesnes Abbey Ruins</li> </ul>	<ul style="list-style-type: none"> <li>Engineer speaker</li> <li>Design museum (Designer Maker User workshop)</li> </ul>	<ul style="list-style-type: none"> <li>Hindu Temple</li> <li>Natural History Museum</li> </ul>	<ul style="list-style-type: none"> <li>Gallery and landmarks tour of London (sketching)</li> <li>Residential to Lille</li> </ul>	<ul style="list-style-type: none"> <li>Hastings</li> <li>Space Dome</li> </ul>	<ul style="list-style-type: none"> <li>British Museum</li> </ul>
<b>Foundation Enquiry:</b>	<p><b>DANELAW: AN INSANE LAW?</b></p> 	<p><b>CAMP GREEN LAKE MERCH</b></p> 	<p><b>VIOLENT VOLCANOES</b></p> 	<p><b>LONDON ART MYSTERY...</b></p> 	<p><b>SAVE OUR BEACHES!</b></p> 	<p><b>BEAUTIFUL BENIN BRONZES</b></p> 
	<p>Question: Who benefitted the most from Danelaw?</p> <p>Outcome: Create a Horrible Histories episode about the conflict between Vikings and Anglo-Saxons.</p> <p><b>History: Historical Skills</b></p> <ul style="list-style-type: none"> <li>Use dates to order and place events on a timeline</li> <li>Compare sources of information available for the study of different times in the past</li> <li>Present findings and communicate knowledge and</li> </ul>	<p>Scenario: The Warden and Mr Sir want to create a model to show the prisoners how to dig.</p> <p>Outcome: Design and create a mechanical toy using gears.</p> <p><b>DT: Design</b></p> <ul style="list-style-type: none"> <li>Use their research into existing products and their market research to inform the design of their own innovative product</li> <li>Create prototypes to show their ideas</li> </ul> <p><b>DT: Make</b></p> <ul style="list-style-type: none"> <li>Begin to make careful and precise measurements so that joins, holes and</li> </ul>	<p>Scenario: Mr Dickinson wants working volcano models that he can take into other schools to teach year 5 about them.</p> <p>Outcome: Create a model of a volcano that erupts.</p> <p><b>Geography: Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics,</li> </ul>	<p>Scenario: Time Out want some artwork for the front of their London tourist leaflets.</p> <p>Outcome: Create a piece of artwork featuring London landmarks, inspired by Steven Wiltshire and Hundertwasser.</p> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>Create sketchbooks to record their observations and use them to review and revisit ideas</li> </ul> <p><b>Art: Drawing</b></p> <ul style="list-style-type: none"> <li>Improve their mastery of art and</li> </ul>	<p>Question: Should people stop the natural processes of erosion at the coast?</p> <p>Outcome: Prepare a non-chronological report for the Environment Minister that says what coastal defences should be used, if any.</p> <p><b>Geography: Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including</li> </ul>	<p>Question: Should the Benin Bronzes be returned?</p> <p>Outcomes: Prepare a slideshow for year 6 that covers both sides of the argument.</p> <p><b>History: Historical Skills</b></p> <ul style="list-style-type: none"> <li>Use dates to order and place events on a timeline</li> <li>Compare sources of information available for the study of different times in the past</li> <li>Understand that the type of information available depends on</li> </ul>

	<p>understanding in different ways</p> <ul style="list-style-type: none"> <li>• Give some reasons for some important historical events</li> <li>• <b>GD</b> Evaluate the usefulness of a variety of sources</li> <li>• <b>GD</b> Give reasoned justifications for some important historical events</li> </ul> <p><b><u>History: Golden Threads: Power and Invasion &amp; Settlement</u></b></p> <ul style="list-style-type: none"> <li>• Describe Britain's settlement by Anglo-Saxons and Scots</li> <li>• Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<p>openings are in exactly the right place</p> <ul style="list-style-type: none"> <li>• <b>GD</b> Make careful and precise measurements so that joins, holes and openings are in exactly the right place</li> </ul> <p><b><u>DT: Evaluate</u></b></p> <ul style="list-style-type: none"> <li>• Make detailed evaluations about existing products and their own</li> <li>• <b>GD</b> Make detailed evaluations about existing products and their own, considering the views of others to improve their work</li> </ul> <p><b><u>DT: Technical Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Build more complex 3D structures and apply their knowledge of strengthening techniques to make them stronger or more stable</li> <li>• Understand how mechanical systems such as gears, pulleys, levers, linkages or cams create movement</li> </ul>	<p>countries, and major cities.</p> <p><b><u>Geography: Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America.</li> </ul> <p><b><u>Geography: Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes.</li> <li>• <b>GD</b> Understand why some people would choose to live in volcanically active locations.</li> </ul> <p><b><u>Geography: Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <p><b><u>Art: Sculpture</u></b></p> <ul style="list-style-type: none"> <li>• Improve their mastery of art and design techniques, including sculpting with a range of materials</li> </ul>	<p>design techniques, including drawing, with a range of materials</p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching</li> <li>• <b>GD</b> Use a variety of tools and select the most appropriate</li> </ul> <p><b><u>Art: Painting</u></b></p> <ul style="list-style-type: none"> <li>• Improve their mastery of art and design techniques, including painting with a range of materials</li> <li>• Create a colour palette</li> <li>• <b>GD</b> Create a colour palette, demonstrating mixing techniques</li> </ul> <p><b><u>Art: Work of Other Artists</u></b></p> <ul style="list-style-type: none"> <li>• Give detailed observations about notable artists', designers' and architects' work in history</li> </ul>	<p>coasts) and how these aspects change over time.</p> <p><b><u>Geography: Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography, including: coastal processes.</li> <li>• <b>GD</b> Describe how regions have changed over time and understand that people hold different views about that change.</li> <li>• <b>GD</b> Describe hazards relating to coasts and how these impact on people.</li> </ul> <p><b><u>Geography: Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• 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.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in</li> </ul>	<p>the period of time studied</p> <ul style="list-style-type: none"> <li>• Present findings and communicate knowledge and understanding in different ways</li> <li>• Provide an account of a historical event based on more than one source</li> <li>• Give some reasons for some important historical events</li> <li>• <b>GD</b> Compare sources of information available for the study of different times in the past in terms of their reliability</li> <li>• <b>GD</b> Evaluate the usefulness of a variety of sources</li> <li>• <b>GD</b> Give reasoned justifications for some important historical events</li> </ul> <p><b><u>History: Golden Threads: Invasion &amp; Settlement and Society &amp; Legacy</u></b></p> <ul style="list-style-type: none"> <li>• Describe a non-European society that provides contrasts with British history - Benin (West Africa) c. AD 900-1300</li> </ul> 
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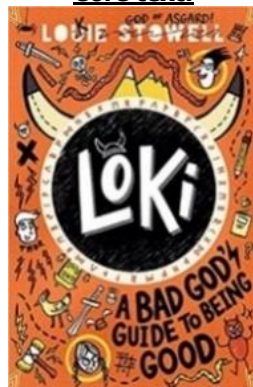
			<ul style="list-style-type: none"> <li>• Plan and design a sculpture</li> <li>• Use tools and materials to carve and add shape</li> <li>• <b>GD</b> Use tools and materials to carve, add shape, add texture and pattern</li> </ul>		<p>the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <ul style="list-style-type: none"> <li>• <b>GD</b> Draw conclusions relating to their fieldwork based on their own observations and geographical understanding and link this back to their predictions.</li> </ul>	<p>Scenario: The British Museum are holding a 'Give back the Benin Bronzes!' evening and plan to serve an authentic West African menu.</p> <p>Outcome: Prepare a range of West African dishes to serve to the dignitaries at the function.</p> <p><b><u>DT: Cooking and Nutrition</u></b></p> <ul style="list-style-type: none"> <li>• Understand the main food groups and the different nutrients that are important for health</li> <li>• Understand how a variety of ingredients are grown, reared, caught and processed</li> <li>• Select appropriate ingredients and use a wide range of techniques to combine them</li> <li>• <b>GD</b> Select appropriate ingredients and use a wide range of techniques to combine them, giving reasons for their choices</li> </ul>
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## English – writing

### Transcription

- 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

### Core text:



### Writing outcomes:

Character description  
Emotive account  
Supporting Sentences

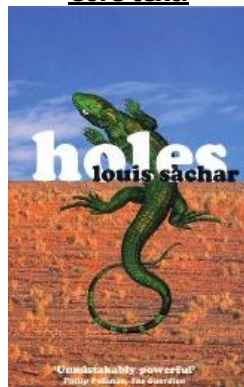
### Composition

- 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)

### Vocabulary, Grammar and Punctuation

- Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify

### Core text:



### Writing outcomes:

Persuasive brochure  
Letter of complaint

### Composition

- 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)

### Vocabulary, Grammar and Punctuation

- Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

### Core text:



### Writing outcomes:

Poetry – song lyrics  
Film review

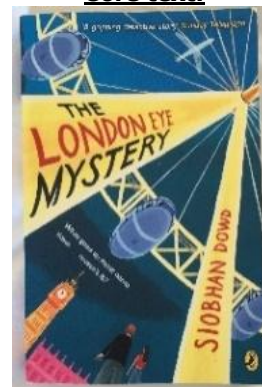
### Composition

- Draft and write narratives, describing settings, characters and atmosphere

### Vocabulary, Grammar and Punctuation

- 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

### Core text:



### Writing outcomes:

Narrative (alternative ending including setting and character descriptions)

### Composition

- 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)

### Vocabulary, Grammar and Punctuation

- Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

### Core text:



S01E08

### Writing outcomes:

Descriptive commentary  
Non-chronological report

### Composition

- 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

### Vocabulary, Grammar and Punctuation

- Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate

### Core text:




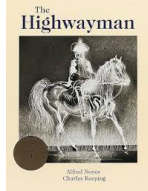
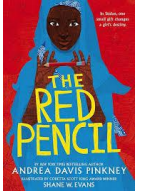
### Writing outcomes:

Narrative  
Interview podcast/  
playscript

### Composition

- 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 suggesting improvements

	<p>meaning or avoid ambiguity</p> <ul style="list-style-type: none"> <li>Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify</li> <li>Understand the following terminology: parenthesis, bracket, dash, cohesion</li> </ul>	<ul style="list-style-type: none"> <li>Understand the following terminology: modal verb, relative pronoun, relative clause</li> </ul>			<p>parenthesis; use of commas to clarify meaning or avoid ambiguity</p> <ul style="list-style-type: none"> <li>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Use commas to clarify meaning or avoid ambiguity</li> <li>Understand the following terminology: modal verb, parenthesis, bracket, dash, cohesion, ambiguity</li> </ul>	<p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity</li> </ul>
<p><b>English – whole class reading</b></p> <p><b><u>Word Reading</u></b></p> <ul style="list-style-type: none"> <li>Read aloud and understand the meaning of some of the year 5 and 6 spelling list words</li> <li><b>GD</b> Read aloud and understand the meaning of most of the year 5 and 6 spelling list words</li> </ul> <p><b><u>Comprehension</u></b></p>	<p><b>Main text:</b></p> 	<p><b>Main text:</b></p> 	<p><b>Main text:</b></p> 	<p><b>Main text:</b></p> 	<p><b>Main text:</b></p> 	<p><b>Main text:</b></p> 
	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>Recommend books to peers</li> <li>Predict what might happen from details stated and implied</li> <li>Make comparisons within a book</li> <li>Distinguish between statements of fact and opinion</li> <li>Draw inferences such as inferring</li> </ul>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>Identify and discuss themes and conventions in writing</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> <li>Predict what might happen from details stated and implied</li> </ul>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>Recommend books to peers</li> <li>Make comparisons within a book</li> <li>Distinguish between statements of fact and opinion</li> <li>Discuss and evaluate how authors use language, including figurative language</li> </ul>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> <li>Distinguish between statements of fact and opinion</li> <li>Participate in discussions about</li> </ul>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>Identify and discuss themes and conventions in writing</li> <li>Discuss and explore the meaning of words in context</li> <li>Predict what might happen from details stated and implied</li> <li>Discuss and evaluate how authors use</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss themes and conventions in writing</li> <li>Discuss and explore the meaning of words in context</li> <li>Ask questions to improve their understanding of complex texts</li> <li>Increase their familiarity with a wide range of books,</li> </ul>

<ul style="list-style-type: none"> <li>Maintain positive attitudes to reading and understanding of what they read</li> <li>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Retrieve, record and present information from non-fiction</li> </ul>	<p>characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <ul style="list-style-type: none"> <li>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</li> <li><b>GD</b> Recommend books to peers, giving reasons for their choices</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to improve their understanding of complex texts</li> <li>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</li> <li><b>GD</b> Make comparisons across books</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li><b>GD</b> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<p>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</p>	<p>language, including figurative language</p> <ul style="list-style-type: none"> <li>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</li> <li><b>GD</b> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<p>including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> <li>Retrieve, record and present information from non-fiction</li> </ul>
	<p style="text-align: center;"><b>Poetry:</b></p>  <p style="text-align: center;">Acorn, Adder and Heron</p> <ul style="list-style-type: none"> <li>Prepare at least 1 poem and 1 play to read aloud and to perform</li> </ul>	<p style="text-align: center;"><b>Poetry:</b></p>  <ul style="list-style-type: none"> <li>Prepare at least 1 poem and 1 play to read aloud and to perform</li> <li><b>GD</b> 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</li> <li><b>GD</b> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<p style="text-align: center;"><b>Poetry:</b></p>  <ul style="list-style-type: none"> <li>Prepare at least 1 poem and 1 play to read aloud and to perform</li> <li><b>GD</b> 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</li> <li><b>GD</b> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>			
<p style="text-align: center;"><b>Maths</b></p>	<p><b><u>Number and Place Value</u></b></p> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers to at least</li> </ul>	<p><b><u>Number – Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>Identify multiples and factors, including finding all factor pairs of a</li> </ul>	<p><b><u>Number – Fractions</u></b></p> <ul style="list-style-type: none"> <li>Compare and order fractions whose denominators are all multiples of the same number</li> </ul>	<p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>Convert between different units of metric measure (for example, kilometre</li> </ul>	<p><b><u>Geometry – Properties of Shape</u></b></p> <ul style="list-style-type: none"> <li>Identify 3-D shapes, including cubes and</li> </ul>	

	<p>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</p> <ul style="list-style-type: none"> <li>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</li> <li>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</li> <li>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> <li>Solve number problems and practical problems that involve ordering and comparing numbers to 1 000 000, counting forwards or backwards in steps, interpreting negative numbers and rounding</li> <li><b>GD</b> Read Roman numerals to 1000 (M) and recognise years written in Roman numerals</li> </ul> <p><b>Number – Fractions</b></p>	<p>number, and common factors of two numbers</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> <li>Recognise and use square numbers and the notation for squared (2)</li> <li>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</li> <li>Recognise and use cube numbers and the notation for cubed (3)</li> <li>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> <li>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name equivalent fractions of a given fraction, represented visually, including tenths and hundredths</li> <li>Write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</li> <li>Add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> <li>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> <li>Read and write decimal numbers as fractions e.g. <math>0.71 = \frac{71}{100}</math>, <math>8.09 = 8 + \frac{9}{100}</math></li> <li>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</li> <li>Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25</li> <li><b>GD</b> Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number e.g. <math>\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}</math></li> </ul>	<p>and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</p> <ul style="list-style-type: none"> <li>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</li> <li>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes</li> <li>Solve problems involving converting between units of time</li> <li>Use all four operations to solve problems involving measure e.g. length, mass, volume, money using decimal notation, including scaling</li> <li><b>GD</b> Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</li> <li><b>GD</b> Estimate volume e.g. using 1 cm<sup>3</sup> blocks to build cuboids (including</li> </ul>	<p>other cuboids, from 2-D representations</p> <ul style="list-style-type: none"> <li>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>Draw given angles, and measure them in degrees (°)</li> <li>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles</li> <li><b>GD</b> Identify angles at a point and one whole turn (total 360°)</li> <li><b>GD</b> Identify angles at a point on a straight line and 1/2 a turn (total 180°)</li> <li><b>GD</b> Identify other multiples of 90°</li> <li><b>GD</b> Use the properties of rectangles to deduce related facts and find missing lengths and angles</li> </ul> <p><b>Geometry – Position and Direction</b></p> <ul style="list-style-type: none"> <li>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed</li> </ul>
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	<ul style="list-style-type: none"> <li>Round decimals with two decimal places to the nearest whole number and one decimal place</li> <li>Read, write, order and compare numbers with up to three decimal places</li> <li><b>GD</b> Solve problems involving numbers up to three decimal places</li> </ul> <p><b><u>Number - Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>Add and subtract whole numbers with more than 4 digits, including using formal written methods (column addition and subtraction)</li> <li>Add and subtract numbers mentally with increasingly large numbers</li> <li>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</li> <li><b>GD</b> Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> </ul>	<ul style="list-style-type: none"> <li><b>GD</b> Multiply and divide numbers mentally drawing upon known facts</li> <li><b>GD</b> Establish whether a number up to 100 is prime and recall prime numbers up to 19</li> </ul>		<p>cubes) and capacity e.g. using water</p> <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>Solve comparison, sum and difference problems using information presented in a line graph</li> <li>Complete, read and interpret information in tables, including timetables</li> </ul>		
<b>Science</b>	<p><b><u>We are naturalists!</u></b> Context: In a recent survey by the BBC, children in Britain were losing language and knowledge about British wildlife. (Lost Words)</p>	<p><b><u>We are engineers!</u></b> Context: The engineers at Camp Green Lake want to make a more efficient digging machine. Can you engineer one using gears, pulley or levers?</p>	<p><b><u>We are chemists!</u></b> Context: Our volcano models need an irreversible chemical reaction to make them erupt. Can we be</p>	<p><b><u>We are architects!</u></b> Context: We are architects; we need to know what materials are best for building a new London landmark.</p>	<p><b><u>We are astronomers!</u></b> Context: The European Space Agency is looking to send a mission to the Moon. They will need to know where the planets</p>	<b><u>Consolidation</u></b>

	<p>What British mammals are endangered?</p> <p><b><u>Living Things and their Habitats</u></b></p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life process of reproduction in some plants and animals</li> </ul> <p><b><u>Animals Including Humans</u></b></p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age</li> </ul>	<p><b><u>Forces</u></b></p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul>	<p>chemists and find the best reaction?</p> <p><b><u>Changes of Materials</u></b></p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their solubility</li> <li>Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>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</li> </ul>	<p><b><u>Properties of Materials</u></b></p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> </ul>	<p>are in relation to each other.</p> <p><b><u>Earth and Space</u></b></p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>Describe the movement of the Moon relative to the Earth</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul> <p><b><u>Geography: Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul>	
<p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> </ul>						

	<ul style="list-style-type: none"> <li>• Use test results to make predictions to set up further comparative and fair tests</li> <li>• Report and present findings from enquiries, including conclusions and causal relationships in oral and written forms such as displays and other presentations</li> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments</li> <li>• <b>GD</b> Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• <b>GD</b> 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</li> </ul>					
<p><b>RE</b></p>	<p><b><u>Worship</u></b></p> <ul style="list-style-type: none"> <li>• Know that worship involves feelings of adoration and devotion</li> <li>• Know that worship involves the belief in giving praise to a higher authority</li> <li>• Know worship is a religious activity and an expression of belief</li> <li>• Know why worship is important</li> <li>• Compare different acts of worship</li> <li>• <b>GD</b> Give examples of how religious beliefs and practices make a difference in the lives of people and communities</li> <li>• <b>GD</b> Identify similarities and differences of belief and practice across religions</li> <li>• <b>GD</b> Reflect on something or someone who is important to me</li> </ul>	<p><b><u>Christianity unit 7: Who Was Jesus? Local and Divine</u></b></p> <ul style="list-style-type: none"> <li>• Know who Christians believe Jesus to be</li> <li>• Know what evidence Christians base their beliefs upon</li> <li>• Know what meaning the life and death of Jesus has for Christians</li> <li>• <b>GD</b> Think about why religious figures are important to people of faith</li> <li>• <b>GD</b> Reflect on something or someone who is important to me</li> </ul>	<p><b><u>Hinduism unit 4: Gods and Beliefs</u></b></p> <ul style="list-style-type: none"> <li>• Know how the story of Rama and Krishna helps Hindus understand God</li> <li>• Know how the concepts of good and evil in Hindu stories help Hindus to learn about what is right and wrong</li> <li>• Know what it means to be a Hindu</li> <li>• <b>GD</b> Make informed responses to people's values and commitments</li> </ul>	<p><b><u>Judaism unit 4: Jewish Life</u></b></p> <ul style="list-style-type: none"> <li>• Know how the Shema tells Jews to keep their religion alive</li> <li>• Know how life changes for a Jew after their Bar/Bat Mitzvah</li> <li>• Know why the home and Synagogue are equally important in Jewish life</li> <li>• <b>GD</b> Give examples of what commitment means in everyday life</li> <li>• <b>GD</b> Make informed responses to people's values and commitments</li> </ul>	<p><b><u>Islam unit 4: Hajj – the Journey of a Lifetime</u></b></p> <ul style="list-style-type: none"> <li>• Know what a pilgrimage is</li> <li>• Know why Muslims go on Hajj</li> <li>• Know how the Hajj makes Muslims feel they are all part of one family</li> <li>• Know which stories are associated with the places on Hajj</li> <li>• <b>GD</b> Ask questions about the experiences of important people in major religions</li> <li>• <b>GD</b> Show how religious believers show commitment through their actions and lifestyle</li> </ul>	<p><b><u>Peace</u></b></p> <ul style="list-style-type: none"> <li>• Know the meaning of the word 'peace' in both secular and spiritual contexts</li> <li>• Know how Martin Luther King's faith led him to fight injustice through peaceful, non-violent protest</li> <li>• Know that Ghandi was a famous politician who campaigned through peaceful, non-violent protest</li> <li>• <b>GD</b> Show how similarities and differences within and between religions can make a difference in the lives of people and communities</li> </ul>
<p><b>PSHE</b></p> <p><b><u>Being My Best</u></b></p> <ul style="list-style-type: none"> <li>• <b>GD</b> Listen actively and value different viewpoints</li> </ul>	<p><b><u>Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• Learn about bereavement, grief and how people deal with loss in different ways.</li> <li>• Explore puberty: physical and emotional changes, and body boundaries.</li> </ul>		<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Learn about lifelong commitments like marriage and civil partnerships.</li> <li>• Discuss ups and downs in friendships and how to work through them.</li> <li>• Explore how self-respect and self-esteem impact happiness and relationships.</li> <li>• Understand how to judge who to trust and where to go for help.</li> </ul>		<p><b><u>Living in the Wider World</u></b></p> <ul style="list-style-type: none"> <li>• Learn how to respond to common injuries and the basics of first aid.</li> <li>• Revisit all areas and discuss practical risk management skills.</li> </ul>	

<ul style="list-style-type: none"> <li><b>GD</b> Take responsibility for personal actions and support group decisions</li> </ul>						
<b>Computing</b>	<u><b>LIFE SKILLS</b></u> <ul style="list-style-type: none"> <li>Use digital devices to capture video using a range of techniques</li> <li>Improve video by reshooting and editing</li> <li><b>GD</b> Consider the impacts of creating and sharing a video</li> </ul>	<u><b>LIFE SKILLS</b></u> <ul style="list-style-type: none"> <li>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</li> <li><b>GD</b> Begin to use complex formulae or conditional formatting on a spreadsheet</li> </ul>	<u><b>DIGITAL LITERACY 1</b></u> <ul style="list-style-type: none"> <li>Understand the steps needed to remain safe online, including when you need to stop using a device for well-being and mental health</li> <li>Be able to spot when someone's behaviour online may be harmful</li> <li>Know the difference between a bot, troll, hoax and scam</li> </ul>	<u><b>DIGITAL LITERACY 2</b></u> <ul style="list-style-type: none"> <li>Create vector drawings by combining shapes</li> <li>Make effective use of the available tools</li> <li>Use layers and grouping to increase efficiency</li> <li><b>GD</b> Apply drawing skills independently</li> </ul>	<u><b>PROGRAMMING</b></u> <ul style="list-style-type: none"> <li>Design, write and debug an app that accomplish specific goals</li> <li>Explain how these programs work in terms of algorithms.</li> <li>Solve complex problems by decomposing them into smaller parts</li> <li>Use sequence, selection, and repetition in programs;</li> <li>Work with multiple variables and various forms of input and output</li> <li><b>GD</b> Improve upon the coding project beyond the given instructions</li> <li><b>GD</b> Debug code written by someone other than themselves</li> </ul>	<u><b>PROGRAMMING</b></u> <ul style="list-style-type: none"> <li>Design, write and debug an app that accomplish specific goals, using more complex systems and language</li> <li>Explain how these programs work in terms of algorithms.</li> <li>Solve complex problems by decomposing them into smaller parts</li> <li>Use sequence, selection, and repetition in programs</li> <li>Work with multiple variables and various forms of input and output</li> </ul>
<b>PE</b>	<b>INDOOR: Types of Training</b>  <b>OUTDOOR: Tennis</b>	<b>INDOOR: Dance</b>  <b>OUTDOOR: Tag Rugby</b>	<b>INDOOR: Gymnastics</b>  <b>OUTDOOR: Football</b>	<b>INDOOR: Netball</b>  <b>OUTDOOR: Rounders</b>	<b>INDOOR: Parkour</b>  <b>OUTDOOR: Athletics</b>	<b>INDOOR: Handball</b>  <b>OUTDOOR: Forest School</b>
<b>Music</b>	<b>Blues</b>	<b>Composition notation (Theme: Ancient Egypt)</b>	<b>Composition to represent the festival of colour (Theme: Holi festival)</b>	<b>Looping and remixing</b>	<b>Musical theatre</b>	<b>South and West Africa</b>
<b>French</b>	<b>French monster pets</b>	<b>Shopping in France</b>	<b>Verbs in a week</b>	<b>Meet my French family</b>		


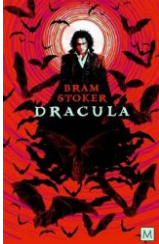
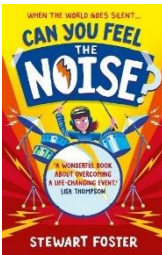
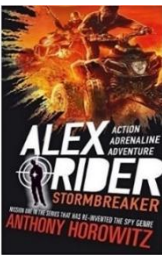


# Year 6 LTP 2025-26

	Autumn		Spring		Summer	
	8 weeks Cultural diversity week	7 weeks	6 weeks Aspiration week	5 weeks	6 weeks	7 weeks Operation outdoors week
<b>Trips and community links</b>	<ul style="list-style-type: none"> <li>British Transport Museum (Windrush workshop)</li> <li>The Rap School – Rob Bradley</li> </ul>	<ul style="list-style-type: none"> <li>Local area walk</li> </ul>	<ul style="list-style-type: none"> <li>Canary Wharf (photography)</li> </ul>	<ul style="list-style-type: none"> <li>School Journey</li> <li>Chartwells: Healthy Schools workshop</li> <li>Sainsbury's</li> </ul>	<ul style="list-style-type: none"> <li>O<sub>2</sub>/North Greenwich Village area (sketching)</li> <li>Lesnes Abbey Ruins</li> </ul>	<ul style="list-style-type: none"> <li>End of year enrichment trips</li> </ul>
<b>Foundation Enquiry:</b>	<b>WHAT DOES IT MEAN TO BE BRITISH?</b>		<b>LET'S GET SOME PERSPECTIVE...</b>		<b>READY, STEADY COOK!</b>	
	<p>Question: It's 1948. Why come to Britain?</p> <p>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.</p> <p><b>History: Historical Skills</b></p> <ul style="list-style-type: none"> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>Construct informed responses that include</li> </ul>	<p>Question: Who is British? How has migration affected this?</p> <p>Outcome: Children will create a docuseries exploring the contributing factors to what it means to be 'British'.</p> <p><b>History: Historical Skills</b></p> <ul style="list-style-type: none"> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>Understand how our knowledge of the past is constructed from a range of sources</li> <li>Make use of a variety of sources for independent research</li> </ul>	<p>Scenario: Year 6 teachers are planning a post-SATS surprise trip that requires some fund raising. Children will need to create a piece of perspective art that will raise as much money as possible.</p> <p>Outcome: Children will host an art open evening where guests will be invited to observe and purchase the children's refined pieces of perspective art.</p> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>Create sketchbooks to record their observations and use them to review and</li> </ul>	<p>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.</p> <p>Outcome: Children will research, plan and prepare/cook a meal based on the principles of a balanced diet.</p> <p><b>DT: Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>Plan a week of healthy meals based on the principles of a healthy and varied diet</li> <li>Use information on food labels to inform choices</li> </ul>	<p>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 homes to be built in the royal borough.</p> <p>Outcome: Using Computer Aided Design (CAD), children will design plans for new homes, and will sculpt accompanying 3D models to present to Greenwich Council representatives.</p> <p><b>Geography: Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Identify the position and significance of the Arctic and Antarctic Circle.</li> <li>Name and locate counties and cities of the United Kingdom and identify land-use patterns; and understand how they have changed over time.</li> </ul> <p><b>Geography: Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and</li> </ul>	

	<p>relevant historical information</p> <ul style="list-style-type: none"> <li>• Understand how our knowledge of the past is constructed from a range of sources</li> <li>• Make use of a variety of sources for independent research</li> <li>• Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</li> <li>• <b>GD</b> Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• <b>GD</b> Make confident use of a variety of sources for independent research</li> </ul> <p><b><u>History: Golden Thread – Power and Society &amp; Legacy</u></b></p> <ul style="list-style-type: none"> <li>• Describe a study of an aspect or theme in British history that extends their chronological knowledge beyond 1066</li> </ul> <p><b><u>Geography: Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Note connections, contrasts and trends over time and show developing appropriate use of historical terms</li> <li>• Use evidence to support arguments</li> <li>• <b>GD</b> Address and devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>• <b>GD</b> Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• <b>GD</b> Note connections, contrasts and trends over time and show appropriate use of historical terms</li> </ul> <p><b><u>History: Golden Thread – Power and Society &amp; Legacy</u></b></p> <ul style="list-style-type: none"> <li>• Describe a local history study</li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>revisit ideas</p> <p><b><u>Art: Drawing</u></b></p> <ul style="list-style-type: none"> <li>• Improve their mastery of art and design techniques, including drawing, with a range of materials</li> <li>• Depict perspective in drawings</li> <li>• Use a variety of tools and select the most appropriate</li> <li>• <b>GD</b> Depict movement and perspective in drawings</li> <li>• <b>GD</b> Use a variety of tools and select the most appropriate, explaining their choices</li> </ul> <p><b><u>Art: Painting</u></b></p> <ul style="list-style-type: none"> <li>• Improve their mastery of art and design techniques, including painting with a range of materials</li> <li>• Use a range of paint (acrylic, oil paints, watercolours) to create visually interesting pieces</li> <li>• <b>GD</b> Use a range of paint to create visually interesting pieces, explaining their choices</li> </ul> <p><b><u>Art: Work of Other Artists</u></b></p> <ul style="list-style-type: none"> <li>• Give detailed observations about notable artists', designers' and architects' work in history</li> </ul>	<ul style="list-style-type: none"> <li>• Research, plan and prepare and cook a savoury dish, applying their knowledge of ingredients and their technical skills</li> <li>• <b>GD</b> Confidently plan a week of healthy meals based on the principles of a healthy and varied diet, giving reasons for their choices</li> </ul> <p><b><u>Geography: Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>• <b>GD</b> Understand how their own choices impact on economic activity in other parts of the world.</li> </ul>	<p>physical geography of a region of the United Kingdom and a region in a European country.</p> <p><b><u>Geography: Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• <b>GD</b> Understand how their own choices impact on economic activity in other parts of the world.</li> </ul> <p><b><u>Geography: Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• 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.</li> <li>• <b>GD</b> Draw conclusions relating to their fieldwork based on their own observations and geographical understanding and link this back to their predictions.</li> </ul> <p><b><u>Art: Sculpture</u></b></p> <ul style="list-style-type: none"> <li>• Improve their mastery of art and design techniques, including sculpting with a range of materials</li> <li>• Use materials other than clay to create a 3D sculpture</li> <li>• <b>GD</b> Use materials other than clay to create a 3D sculpture, explaining the methods I have used to join materials</li> </ul> <p><b><u>DT: Design</u></b></p> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through discussion, cross-sectional diagrams and computer-aided design</li> </ul> <p><b><u>DT: Make</u></b></p> <ul style="list-style-type: none"> <li>• Apply their knowledge of materials and techniques to create a product with functional properties and aesthetic qualities</li> <li>• Use technical knowledge and accurate skills during the making process</li> <li>• <b>GD</b> Use technical knowledge and accurate skills to problem-solve during the making process</li> </ul> <p><b><u>DT: Evaluate</u></b></p> <ul style="list-style-type: none"> <li>• Understand how key events and individuals in design technology have helped shape the world</li> </ul> <p><b><u>DT: Technical Knowledge</u></b></p>
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	<p><b>Geography: Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>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.</li> <li><b>GD</b> Describe the effect of human migration on the region left behind.</li> </ul>				<ul style="list-style-type: none"> <li>Use a wide range of methods to strengthen, stiffen and reinforce complex structures and use them accurately and appropriately</li> <li>Apply their understanding of computing to program, monitor and control their product</li> </ul>	
<p><b>English – writing</b></p> <p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Maintain legibility in joined handwriting when writing at speed</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Write effectively</li> </ul>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Character description Letter of intent/threat Poetry</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>Use verb tenses consistently and</li> </ul>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Dual narrative Letter of complaint</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>In narratives, describe settings, characters and atmosphere</li> <li>Integrate dialogue in narratives to convey character and advance the action</li> <li>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place,</li> </ul>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Narrative with dialogue Procedural writing (PSHE link – unfamiliar places and situations)</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>In narratives, describe settings, characters and atmosphere</li> <li>Integrate dialogue in narratives to convey character and advance the action</li> </ul>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Narrative (predictive chapter) Product advert</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> </ul>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Internal monologue</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>Use verb tenses consistently and</li> </ul>	<p><b>Core text:</b></p>  <p><b>Writing outcomes:</b> Advice page Motivational speech</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li><b>GD</b> Exercise an assured and</li> </ul>

<p>for a range 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)</p> <ul style="list-style-type: none"> <li>• <b>GD</b> 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)</li> </ul>	<p>correctly throughout their writing</p> <ul style="list-style-type: none"> <li>• In narratives, describe settings, characters and atmosphere</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• 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)</li> </ul>	<p>pronouns, synonyms) within and across paragraphs.</p> <ul style="list-style-type: none"> <li>• <b>GD</b> Distinguish between the language of speech and writing and choose the appropriate register</li> <li>• <b>GD</b> Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> <li>• <b>GD</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>• <b>GD</b> Distinguish between the language of speech and writing and choose the appropriate register</li> <li>• <b>GD</b> Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> </ul>	<ul style="list-style-type: none"> <li>• Use verb tenses consistently and correctly throughout their writing</li> <li>• <b>GD</b> Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> </ul> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• 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)</li> </ul>	<p>correctly throughout their writing</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> <li>• <b>GD</b> 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</li> </ul>	<p>conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• 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)</li> </ul>
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<p><b>English – whole class reading</b></p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Read aloud and understand the meaning of most of the year 5 and 6 spelling list words</li> <li><b>GD</b> Read aloud and understand the meaning of all of the year 5 and 6 spelling list words</li> </ul>	<p><b>Main text:</b></p> 	<p><b>Main text:</b></p>  <p>Various extracts from gothic literature</p>	<p><b>Main text:</b></p> 	<p><b>Main text:</b></p> 	<p><b>Main text:</b></p> 	<p><b>Main text:</b></p> 
	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Make comparisons within and across books</li> <li>Read age-appropriate books, including whole novels, with confidence and fluency</li> <li>Increase familiarity with a wide range of books, including from books from other cultures and traditions</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Understand what they read by identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>Summarise the main ideas drawn from more than one paragraph</li> <li><b>GD</b> Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Maintain positive attitudes to reading and understanding of what they read</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>Identify and discuss themes and conventions in and across a wide range of writing</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Provide reasoned justifications for their views</li> <li>Make comparisons within and across books</li> <li>Summarise the main ideas drawn from more than one paragraph</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations</li> <li><b>GD</b> 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</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Read age-appropriate books, including whole novels, with confidence and fluency</li> <li>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</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations</li> <li><b>GD</b> 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</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Read age-appropriate books, including whole novels, with confidence and fluency</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
<p><b>Poetry:</b> Gran can you rap? by Jack Ousbey</p>		<p><b>Poetry:</b> The Listeners by Walter de la Mere</p>		<p><b>Poetry:</b> 'The Smuggler's Song' by Rudyard Kipling</p>		

	<ul style="list-style-type: none"> <li>Maintain positive attitudes to reading and understanding of what they read</li> <li>Learn at least 1 classic poem and 1 modern by heart</li> </ul>	<ul style="list-style-type: none"> <li>Maintain positive attitudes to reading and understanding of what they read</li> <li>Learn at least 1 classic poem and 1 modern by heart</li> </ul>	<ul style="list-style-type: none"> <li>Learn at least 1 classic poem and 1 modern by heart</li> </ul>			
<b>Maths</b>	<p><b><u>Number and Place Value</u></b></p> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>Round any whole number to a required degree of accuracy</li> <li>Use negative numbers in context, and calculate intervals across zero</li> <li>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</li> <li><b>GD</b> Demonstrate an understanding of place value including decimals e.g. <math>28.13 = 28 + ? + 0.03</math></li> </ul> <p><b><u>Number - Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b><u>Number – Fractions</u></b></p> <ul style="list-style-type: none"> <li>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</li> <li>Compare and order fractions, including fractions <math>&gt; 1</math></li> <li>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</li> <li>Multiply simple pairs of proper fractions, writing the answer in its simplest form e.g. <math>1/4 \times 1/2 = 1/8</math></li> <li>Divide proper fractions by whole numbers e.g. <math>1/3 \div 2 = 1/6</math></li> <li>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</li> <li>Multiply one-digit numbers with up to two decimal places by whole numbers</li> <li>Use written division methods in cases where the answer has up to two decimal places</li> <li>Solve problems which require answers to be rounded to specified degrees of accuracy</li> </ul>	<p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate</li> <li>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</li> <li>Recognise that shapes with the same areas can have different perimeters and vice versa</li> <li>Recognise when it is possible to use formulae for area and volume of shapes</li> <li><b>GD</b> Convert between miles and kilometres</li> <li><b>GD</b> Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres</li> </ul>	<p><b><u>Ratio and Proportion</u></b></p> <ul style="list-style-type: none"> <li>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts e.g. find <math>7/9</math> of 108</li> <li>Solve problems involving the calculation of percentages e.g. of measures, and such as 15% of 360 and the use of percentages for comparison</li> <li>Solve problems involving similar shapes where the scale factor is known or can be found</li> <li>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</li> </ul> <p><b><u>Geometry – Properties of Shape</u></b></p> <ul style="list-style-type: none"> <li>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</li> </ul>	<p><b><u>Geometry – Position and Direction</u></b></p> <ul style="list-style-type: none"> <li>Draw and translate simple shapes on the coordinate plane, and reflect them in the axis</li> <li><b>GD</b> Describe positions on the full coordinate grid (all four quadrants)</li> </ul> <p><i>*Workshops on Statistics, Geometry and identified gaps.</i></p>	<p><b><u>Statistics*</u></b></p> <ul style="list-style-type: none"> <li>Interpret and construct pie charts and line graphs and use these to solve problems</li> <li>Calculate and interpret the mean as an average</li> </ul>

	<p>bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?</p> <ul style="list-style-type: none"> <li>• Solve problems involving addition and subtraction</li> <li>• Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</li> <li>• <b>GD</b> Perform mental calculations with mixed operations to carry out calculations involving the four operations</li> </ul> <p><b><u>Number – Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>• Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</li> <li>• 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</li> <li>• Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting</li> </ul>	<ul style="list-style-type: none"> <li>• 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 <math>\frac{1}{5}</math> or 0.2 or 20% of the whole cake</li> <li>• <b>GD</b> Associate a fraction with division and calculate decimal fraction equivalents e.g. know that 7 divided by 21 is the same as <math>\frac{7}{21}</math> and that this is equal to <math>\frac{1}{3}</math> and e.g. 0.375 is equivalent to <math>\frac{3}{8}</math></li> </ul> <p><b><u>Algebra</u></b></p> <ul style="list-style-type: none"> <li>• Use simple formulae e.g. perimeter of a rectangle or area of a triangle</li> <li>• Express missing number problems algebraically</li> <li>• <b>GD</b> Find pairs of numbers that satisfy an equation with two unknowns</li> <li>• <b>GD</b> Enumerate possibilities of combinations of two variables</li> <li>• <b>GD</b> Generate and describe linear number sequences</li> </ul>	<p>(<math>\text{cm}^3</math>) and cubic metres (<math>\text{m}^3</math>), and extending to other units e.g. <math>\text{mm}^3</math> and <math>\text{km}^3</math></p> <ul style="list-style-type: none"> <li>• <b>GD</b> Calculate the area of parallelograms and triangles</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</li> <li>• Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</li> <li>• <b>GD</b> Draw 2-D shapes using given dimensions and angles</li> <li>• <b>GD</b> Recognise, describe and build simple 3-D shapes, including making nets</li> </ul>		
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	<p>remainders according to the context</p> <ul style="list-style-type: none"> <li>• Use his/her knowledge of the order of operations to carry out calculations involving the four operations</li> <li>• Solve problems involving addition, subtraction, multiplication and division</li> <li>• Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</li> <li>• <b>GD</b> Perform mental calculations, including with mixed operations and large numbers</li> <li>• <b>GD</b> Identify common factors, common multiples and prime numbers</li> </ul>					
<b>Science</b>	<p><b><u>We are medical apprentices!</u></b> Context: Dr Daniel Hale Williams was a pioneering heart surgeon. We will become medical apprentices and explore how the human body works.</p> <p><b><u>Animals Including Humans</u></b></p> <ul style="list-style-type: none"> <li>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>	<p><b><u>We are naturalists!</u></b> Context: Charles Darwin was a famous naturalist, biologist and geologist. We will become naturalists and explore adaption and inheritance.</p> <p><b><u>Evolution and Inheritance</u></b></p> <ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> </ul>	<p><b><u>We are filmmakers!</u></b> 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.</p> <p><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines</li> <li>• Use the idea that light travels in</li> </ul>	<p><b><u>We are taxonomists!</u></b> 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.</p> <p><b><u>Living Things and their Habitats</u></b></p> <ul style="list-style-type: none"> <li>• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities</li> </ul>	<p><b><u>We are electrical engineers!</u></b> 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.</p> <p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage</li> </ul>	

		<ul style="list-style-type: none"> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>	<p>straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <ul style="list-style-type: none"> <li>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</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	<p>and differences, including micro-organisms, plants and animals</p> <ul style="list-style-type: none"> <li>Give reasons for classifying plants and animals based on specific characteristics</li> </ul>	<p>of cells used in the circuit</p> <ul style="list-style-type: none"> <li>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</li> <li>Use recognised symbols when representing a simple circuit in a diagram</li> </ul>	
<p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>Use test results to make predictions to set up further comparative and fair tests</li> <li>Report and present findings from enquiries, including conclusions and causal relationships in oral and written forms such as displays and other presentations</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments</li> <li><b>GD</b> Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li><b>GD</b> 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</li> </ul>						
<p><b>RE</b></p>	<p><b><u>Buddhism unit 3: Following Buddha's Teaching</u></b></p> <ul style="list-style-type: none"> <li>Know how Buddhists try to follow the teachings of Buddha</li> <li>Know how the teachings and example of the Buddha help Buddhists to grow towards enlightenment</li> <li>Know how Buddhists try to live a good life</li> </ul>	<p><b><u>Understanding Faith in Greenwich</u></b></p> <ul style="list-style-type: none"> <li>Know the faiths and beliefs in our class and school</li> <li>Know how faith and belief communities have changed over the past 50 years and why</li> <li>Know how faith groups work in partnership with each other and the local community</li> </ul>			<p><b><u>The End of Life's Journey</u></b></p> <ul style="list-style-type: none"> <li>Know how life is like a journey and how we feel when people leave us</li> <li>Know what Christians believe happens when we die</li> <li>Know how the Christian community responds to bereavement</li> </ul>	<p><b><u>Christianity unit 9: Leading a Christian Life</u></b></p> <ul style="list-style-type: none"> <li>Know that Christians try to follow Jesus and his teachings in their daily lives</li> <li>Know that Christians show commitment to their faith and often put Christian beliefs before themselves</li> <li>Know that Christians sometimes face</li> </ul>

	<p><b><u>Buddhism unit 4: The Buddhist Community Worldwide</u></b></p> <ul style="list-style-type: none"> <li>• Know which places have special meaning to Buddhists</li> <li>• Know why it might be important for a Buddhist to visit such places</li> <li>• <b>GD</b> Evaluate what it means to belong to a faith community</li> </ul>	<ul style="list-style-type: none"> <li>• Know how life in Greenwich has been enriched by the diversity of faiths in the borough</li> <li>• <b>GD</b> Evaluate what it means to belong to a faith community</li> </ul> <p><b><u>Christianity unit 8: Christian Festivals</u></b></p> <ul style="list-style-type: none"> <li>• Know how festivals help Christians remember Jesus and his teachings</li> <li>• Know what happens in places of worship to help Christians understand the meaning behind their festivals</li> </ul>			<ul style="list-style-type: none"> <li>• <b>GD</b> Express my own ideas and feelings concerning fundamental questions</li> <li>• <b>GD</b> Ask questions about the meaning and purpose of life</li> </ul>	<p>challenges in their faith</p> <ul style="list-style-type: none"> <li>• <b>GD</b> Identify some of the challenges and benefits of living according to the teachings of a faith in today's society</li> <li>• <b>GD</b> Explain how religious people show commitment in their daily lives</li> </ul>
<p><b>PSHE</b></p> <p><b><u>Being My Best</u></b></p> <ul style="list-style-type: none"> <li>• <b>GD</b> Model positive behaviour and support others to do the same</li> <li>• <b>GD</b> Explain the importance of democratic participation and fairness</li> </ul>	<p><b><u>Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• Know when and how to ask for mental health support and recognise early signs.</li> <li>• Reflect on making personal activity goals and healthy lifestyle choices.</li> <li>• Understand menstruation, hygiene, and managing change confidently.</li> </ul>		<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Identify when a family relationship may be unsafe or unhappy and how to seek help.</li> <li>• Recognise when a friendship feels wrong or unsafe and how to get support.</li> <li>• Identify bullying (including online), how to report it, and challenge stereotypes.</li> <li>• Know how to report concerns or harm and to keep asking for help until heard.</li> </ul>		<p><b><u>Living in the Wider World</u></b></p> <ul style="list-style-type: none"> <li>• Learn facts about harmful substances, including smoking, vaping and drug use.</li> <li>• Know how to call emergency services clearly and when to do so.</li> <li>• Consolidate all personal safety knowledge, including hazard identification and emergency situations.</li> </ul>	
<p><b>Computing</b></p>	<p><b><u>DIGITAL LITERACY</u></b></p> <ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• Recognise acceptable/unacceptable behaviour; identify a range of ways to</li> </ul>	<p><b><u>LIFE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly</li> <li>• Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>• <b>GD</b> Evaluate the user experience of content you have created</li> </ul>	<p><b><u>DIGITAL LITERACY 2</u></b></p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly</li> <li>• Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<p><b><u>PROGRAMMING</u></b></p> <ul style="list-style-type: none"> <li>• Define a subroutine and decomposition and how the two are linked</li> <li>• Solve problems by decomposing them into smaller parts</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in</li> </ul>	<p><b><u>LIFE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>• Recognise you can work in 3 dimensions</li> <li>• Modify, combine, create, plan your own 3D models</li> </ul>	

	report concerns about content and contact <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly</li> <li>• <b>GD</b> Always be aware of and apply online safety practice</li> <li>• <b>GD</b> Help others stay safe online</li> </ul>			algorithms and programs <ul style="list-style-type: none"> <li>• Define program and algorithm</li> <li>• Start to write code using python language</li> <li>• Use logical expressions in conditional coding</li> <li>• <b>GD</b> Use more than one type of coding language in one project</li> </ul>		
<b>PE</b>	<b>INDOOR: Dance</b> <b>OUTDOOR: Basketball</b>	<b>INDOOR: Types of Training</b> <b>OUTDOOR: Forest School</b>	<b>OUTDOOR: Tennis</b>	<b>INDOOR: Gymnastics</b>	<b>OUTDOOR: Athletics</b>	<b>OUTDOOR: Football</b> <b>OUTDOOR: Rounders</b>
<b>Music</b>	<b>Songs of WW2</b>	<b>Film music</b>	<b>Theme and variations (Theme: Pop Art)</b>	<b>Dynamics, pitch and tempo (Theme: Fingal's Cave)</b>	<b>Composing and performing a Leavers' Song</b>	<b>Advanced rhythms</b>
<b>French</b>	<b>French sport and the Olympics</b>	<b>In my French house</b>	<b>Planning a French holiday</b>			