

<p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read Pupils should be taught to understand what they read by:</p> <ul style="list-style-type: none"> • developing positive attitudes to reading and understanding of what they read • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Pupils should demonstrate understanding of what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<p>Poetry for a Change</p>	<p>Poetry for a Change</p>	<p>+*My Dad and the End of the Rainbow</p>	<p>My Dad and the End of the Rainbow</p>	<p>My Dad and the End of the Rainbow</p>	<p>My Dad and the End of the Rainbow</p>	
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<p>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</p> <p>iii) investigate the way in which water is transported within plants</p> <p>Working scientifically</p> <p>i) asking relevant questions and using different types of scientific enquiries to answer them</p> <p>ii) setting up simple practical enquiries, comparative and fair tests</p> <p>iii) making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>iv) gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>v) recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>vi) reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>vii) using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>viii) identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>ix) using straightforward scientific evidence to answer questions or to support their findings</p> <p>Yr 5/6 –revision and Consolidation linked to Olympics</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>iii. recognise the impact of diet, exercise, drugs and lifestyle on the</p>	<p>A Change of Heart-How does the body change with exercise?</p>	<p>How fast do I recover? How does heart rate vary for different exercises?</p>	<p>How far can you..... Investigation</p>	<p>Data, Data, Data!</p>			
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<p>way their bodies function iv. describe the ways in which nutrients and water are transported within animals, including humans Working scientifically i. planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ii. taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate iii. recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs iv. using test results to make predictions to set up further comparative and fair tests v. reporting and presenting 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 vi. identifying scientific evidence that has been used to support or refute ideas or arguments</p>							
<p>D.T./Art KS1- Food https://www.stem.org.uk/resources/collection/462629/10-food-based-sessions Understand how we need to prepare to cook for safety and hygiene Practical skills and techniques a) learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures; b) use a range of food ingredients;; i) cut, peel and grate ingredients, including measuring and weighing ingredients using</p>	<p>Preparing to Cook</p>	<p>Tasty Toast</p>	<p>Delicious Dippers</p>	<p>Scrumptious Scones</p>	<p>Brilliant Bread</p>		<p>Picnic-Summer Fair</p>

<p>measuring cups; j) begin to use simple finishing techniques to improve the appearance of their product, such as</p> <p>KS2-DT linked to History with growing confidence, select from a wide range of tools and equipment, explaining their choices;; b) independently take exact measurements and mark out;; c) use a full range of materials and components, including construction materials and kits, textiles, and mechanical components; d) cut a range of materials with precision and accuracy; e) shape and score materials with precision and accuracy; f) assemble, join and combine materials and components with accuracy; g) refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape.</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products; consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product; d) evaluate their product against their original design criteria;</p>	<p>Roman Architecture</p>	<p>Roman Arches</p>	<p>Roamn Roads</p>	<p>Roamn Aqueducts</p>	<p>The Aqueduct Challenge</p>		
<p>I.C.T.</p> <p>KS1- • Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>• Create and debug simple programs</p>	<p>Comparing Tools</p>	<p>Joining Blocks</p>	<p>Make a Change</p>	<p>Adding Sprites</p>	<p>Project Design</p>	<p>Follow My Design</p>	

<ul style="list-style-type: none"> Use logical reasoning to predict the behaviour of simple programs <p>KS2- design write and debug programs that accomplish specific goals, .solve problems by decomposing them in smaller parts use sequence, selection and repetition in programs use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	Moving a Sprite	Maze Movement	Drawing Lines	Adding Features	Debugging Movements	Making a Project	
<p>History EYFS/KS1- Be taught about the lives of significant individuals in the past who have contributed to national and international achievements. · Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>KS2-JV Understand that the past is represented and interpreted in different ways and give reasons for this Describe and begin to make links between main events, situations and changes within and across different periods and societies Identify and give reasons/results for historical events, situations and changes Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</p>	<p>Famous sportspeople – Meet the athletes</p> <p>N/a</p>	<p>A day in the life</p> <p>Effects of an Empire- Technology</p>	<p>Swifter, higher, stronger</p> <p>Social</p>	<p>Organising a vegetable Olympics</p> <p>Political</p>	<p>Organising a vegetable Olympics</p> <p>Religious</p>	<p>Cultural</p>	

<p>MFL-KS2 French JV Respond to simple questions with support from a spoken model or visual clue Respond to spoken instructions Recognise numbers 1–20 Discriminate sounds and identify meaning when items are repeated several times Greet others with confidence and reply to the questions Know a well-known children’s song in language studied Sing a song from memory, with clear pronunciation Identify common nouns Begin to know some key vocabulary e.g. body parts, colours memory Experiment with writing simple words Copy accurately in writing some key words Copy or label using single words or short phrases</p>	n/a	Colours/Fruit-Ice Cream Flavours	Seasons	We/They	Revision	Revision	
<p>Music-Reflect,rewind,replay Charanga KS1Find their singing voice and use voices confidently. Sing melody accurately. Sing with a sense of awareness of pulse and rhythm. Recall and remember songs and sequences of sounds. Respond physically when performing composing and enjoying music. Identify well defined musical features. Identify pulses in music Identify pulse and join in getting faster and slower together. Identify long and short sounds. Perform a rhythm to a given pulse. Explore different sound sources. Identify and name instruments. Create and change sounds in response to stimuli.</p>	Peer Gynt	Brandenburg Concerto	Diary of a Fly	Fantasia on Greensleeves	Sugar plum Fairy	The Robots	

<p>Identify how sounds can be changed. Play a variety of tuned and untuned instruments. Handle and play instruments with control. Identify different groups of instruments. Contribute to the creation of a class composition. Choose sounds and instruments carefully and make improvements to their own and other's work.</p> <p>KS2-</p> <ul style="list-style-type: none"> • Sing songs with increasing control of breathing, posture and sound projection. · Sing songs in tune and with awareness of other parts. · Identify phrases through breathing in appropriate places. Sing with expression and rehearse with others. · Sing confidently as a class, in small groups and alone. · Begin to have an awareness of improvisation with the voice <p>Internalise short melodies and play these on pitched percussion. · Create movements that reflect musical features. · Identify different moods and textures. · Identify how a mood is created by music and lyrics. · Listen to longer pieces of music and identify features.</p>	Compline/Johnny Be Good	Dido and Aeneas Overture	Symphony No 5	Minute Waltz in D flat	Central Park in the Dark	Clapping Music	Performance Skills Singing
<p>PE-Athletics</p> <p>Use varying speeds when running. Explore footwork patterns. Explore arm mobility. Explore different methods of throwing. Practise short distance running. Run with agility and confidence. Learn the best jumping techniques for distance. Throw different objects in a variety of ways. Hurdle an obstacle and maintain effective running style. Run for distance.</p>		Balance Bikes Year 1		Action Ants KS1			

<p>Complete an obstacle course with control and agility. Pupils should continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.</p> <p>Swimming To develop basic pool safety skills and confidence in water.</p> <p>To develop travel in vertical or horizontal position and introduce floats. To develop push and glides, any kick action on front and back with or without support aids. To develop entry and exit, travel further, float and submerge. To develop balance, link activities and travel further on whole stroke. To show breath control. Introduction to deeper water. Treading water</p>	Woggle Goggle	Woggle Goggle		Woggle Goggle	Woggle Goggle	KS2 Residential	Sports Day
<p>R.E. 1/2-I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life. I can talk about one of the ways Jews show commitment to God. I can talk about a way that Jews show commitment to God and say why this might be important. 3/4/5/6-Do People Need to go to church to show they are Christians? -I can reflect on a range of special places and identify why they have the impact on me that they do.</p>	How Old? Timeline. Special Places	Commitment Similarities and Differences	Bar and Mitzvah Holy Communion Eucharist	How Doing Good Christian Values	The Best Ways for the Jewish faith? Why is a place of worship important?	What are you committed to? Special Places	

<p>I can describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may need churches more than others.</p> <p>I can say why I think the church may or may not be important to Christians</p>							
<p>P.S.H.E./Citizenship</p> <p>Split Year 3 /4 and 5/6 for Jigsaw Unit</p>	<p>Changing Me Picture News Special person</p>	<p>Changing Me Picture News Special person</p>	<p>Changing Me Picture News Special person</p>	<p>Changing Me Picture News Special person</p>	<p>Changing Me Picture News Special person</p>	<p>Changing Me Picture News Special person</p>	
<p>Wider Opportunities Clubs Craft-prep for summer fair Art Project Gardening Club</p>		<p>Author Visit KS2 Balance Bikes Year 1</p>	<p>City Visit-Museum Workshop and Meal</p>	<p>KS1 Action Ants Olympics Community Breakfast</p>	<p>Grisdale Croft Transition Day UCC KS2 Raby Estate</p>	<p>KS2 Outdoor and adventurous Book Bus Taize Service</p>	<p>Performance Evening Sports Day Summer Fair Sleepover Community Breakfast Leavers Assembly</p>