



<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p>Pupils should demonstrate understanding of what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction</li> <li>• 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</li> </ul>				Poetry for a Change	Poetry for a Change	Poetry for a Change
<p>Science</p> <p>Brilliant Builders</p> <p>EYFS/KS1-distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>We are going on a material hunt</p>	<p>Material pairs and properties</p>	<p>Sticking together</p>	<p>Odd One Out</p>	<p>Linked to DT-Windmills</p>	<p>Linked to DT-Windmills</p> <p><a href="#">End Product Working Windmill</a></p>



<p>to answer questions, including recognising and controlling variables where necessary  recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs  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  identifying scientific evidence that has been used to support or refute ideas or argument</p>						
<p>French  Enjoy listening to and speaking in the language</p> <ul style="list-style-type: none"> <li>• Listen and respond to familiar spoken words, phrases and sentences</li> <li>• Communicate with others using simple words and phrases and short sentences</li> <li>• Understand conventions such as taking turns to speak, valuing the contribution of others</li> <li>• Use correct pronunciation in spoken work.</li> <li>• Recognise and understand some familiar words and phrases in written form</li> <li>• Read aloud in chorus, with confidence and enjoyment, from a known text</li> <li>• Write some familiar simple words using a model</li> <li>• Write some familiar words from memory.</li> <li>• Appreciate the diversity of languages spoken within their school</li> <li>• Talk about the similarities and differences of social conventions between different cultures</li> <li>• Identify the country or countries where the language is spoken</li> <li>• Have some contact with the country/countries</li> <li>• Recognise a children’s song, rhyme or poem well known to native speakers</li> </ul>	<p>Pets</p>	<p>animals</p>	<p>Geographical settings – the beach</p>	<p>Geographical features – hills and rivers</p>	<p>Geographical features – towns and cities</p>	<p>Revise half term’s vocabulary</p>
<p>Art/DT  KS1  EYFS/KS1-Inventors  Learn about the lives of significant individuals in the past who have contributed to national and international achievements  Ask and begin to answer questions about events e.g. When? What happened? What</p>	<p>Introduction and research  What is a windmill?</p>	<p>Which windmill is the best?  –Linked to Science materials-  Evaluate premade products.</p>	<p>Skills</p>	<p>Design</p>	<p>Make</p>	<p>Make and Evaluate  <u>End Product</u>  <u>Working Windmill</u></p>



<p><b>IT</b></p> <p>KS1 Children use technology purposefully to create, organise, store, manipulate and retrieve digital content. Children can: a) add text strings and text boxes b) use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape; c) use applications and devices in order to communicate ideas, work, messages and demonstrate control; d) save, retrieve and organise work; e) use key vocabulary to demonstrate knowledge and understanding in this strand: paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present.</p> <p>KS2 Children select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Children can: a) construct data on the most appropriate application; b) know how to interpret data, including spotting inaccurate data and comparing data; c) use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets; d) add data to an existing database; e) use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table, spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descend</p>	<p>1 Exploring the keyboard</p> <p>Yes or No Questions</p>	<p>2 Adding and removing text</p> <p>Making Groups</p>	<p>3 Exploring the toolbar</p> <p>Branching Databases</p>	<p>4 Making changes to text</p> <p>Structuring</p>	<p>5 Explaining my choices</p> <p>Planning</p>	<p>Making</p>
<p><b>Music-Charanga</b></p> <p>Music</p> <p>KS1 Find 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. 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"> <li>• 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</li> <li>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.</li> </ul>	<p>Your Imagination by Joanna Mangona and Pete Readman</p>	<p>Supercalifragilisticexpialidocious from Mary Poppins</p>	<p>Pure Imagination from Willy Wonka &amp; The Chocolate Factory soundtrack</p>	<p>Daydream Believer by The Monkees</p>	<p>Rainbow Connection from The Muppet Movie</p>	<p>A Whole New World from Aladdin</p>
	<p>Blackbird by The Beatles</p>	<p>Yellow Submarine by The Beatles</p>	<p>Hey Jude by The Beatles</p>	<p>Can't Buy Me Love by The Beatles</p>	<p>Yesterday by The Beatles</p>	<p>Let It Be by The Beatles</p>

<p>Identify and control different ways percussion instruments make sounds. · Play accompaniments with control and accuracy. · Create different effects using combinations of pitched sounds. · Used ICT to change and manipulate sounds</p>						
<p><b>PE-</b> KS1-PE Passport Kicking Unit-LP Pupil Passport-Altheletics-RM</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending</p> <p>KS2 –PE Passport Invasion games 3 touch LP Health Related Fitness-KB use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performance with previous ones and demonstrate improvement to achieve their personal best</p>	<p>To explore different ways of kicking objects.</p> <p>To show a hopping skill with rhythm. To demonstrate rolling a ball with some accuracy.</p> <p>To send and receive a ball in a game To play traditional Roman ball games.</p> <p>To recognise different fitness components that help maintain good health.</p>	<p>To explore different ways of kicking objects with increasing accuracy and control. That being active is good for them and fun.</p> <p>To show running and changing direction quickly. To demonstrate throwing underarm with some accuracy. To send and receive a ball in a game To play traditional Roman ball games <b>Character</b> - To show how to throw and catch a ball. To play a cooperative game. To develop the fitness component of balance. <b>Character</b> To persevere and try to improve balancing and agility through sustained effort.</p>	<p>To kick objects with increased accuracy. To receive a kick with control. To demonstrate jumping as far as possible and landing safely with control.</p> <p>To send and receive a ball in a game To apply simple tactics <b>Character</b> - To work towards a shared goal by sharing my ideas.</p> <p>To develop the fitness components of speed and agility.</p>	<p>To kick objects with increased accuracy. To receive a kick with control. To intercept a ball. To show good posture when running fast. To demonstrate rolling a ball with some accuracy and control. To send and receive a ball in a game To apply simple tactics <b>Character</b> - Co-operation with teammates. To develop the fitness components of co-ordination and power.</p>	<p>To explore kicking with a variety of equipment. To choose skills effectively for a game.</p> <p>To complete a running and jumping course.</p> <p>To send and receive a ball in a game. To revise simple tactics in an invasion game.</p> <p>To develop the fitness components of co-ordination.</p>	<p>To explore kicking with a variety of equipment. To choose skills effectively for a game.</p> <p>To demonstrate the skills of running and changing direction.</p> <p>To send and receive a ball in a game. To revise simple tactics in an invasion game.</p> <p>Recognise different fitness components that help maintain good health.</p>
<p>R.E. KS1- How special is the relationship that Jews have with God? I can explain why agreements are important and why they should be kept. I can tell a story about Abraham or Moses and say why one of these men is important to Jews today. I can start to explain the significance of one thing Jews do and say how it shows their special relationship with</p> <p>KS2 What is the best way for a Jew to show commitment to God? I can discuss a range of things I am committed to and rank them in priority order. I can explain how I show commitment to these things. I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others. I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason.</p>		<p>Agreements</p> <p>Making your mind up</p>	<p>Special Promises</p> <p>Commitment</p>	<p>Special Promises</p> <p>Commitment-Charity</p>	<p>Our Promise Mobile</p> <p>What am I committed to?</p>	<p>What is important?</p> <p>What is the best way for a Jew to show commitment t to god?</p>

P.S.H.E./ Citizenship Jigsaw – Picture News	Jigsaw Picture News Special person	Jigsaw Picture News Special person	Jigsaw Picture News Special person	Jigsaw Picture News Special person	Jigsaw Picture News Special person	Jigsaw Picture News Special person
Wider Opportunities  Clubs Tuesday-Art Thursday-Art Friday-Construction	Art Project	Art Project Musical Monday-The Dovetail Trio  Community Breakfast KS1 Adventure Sports KS2 Claire Balding Book Launch	Art Project	Art Project	Art Project	Community Breakfast KS2 Tri Golf



KS1 KS2 Y3/4 Y5/6  
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