

Below is the range of experiences and activities that the children will do throughout the year. This is how we will bring our curriculum to life and provide learners with as many cross-curricular, meaningful and memorable experiences as possible.

	<b>Autumn 1 and 2 The Great War</b>		<b>Spring 1 Greece Lightning</b>	<b>Spring 2 Ancient Greek Olympics</b>	<b>Summer 1 North America</b>	<b>Summer 2 Save our Planet! Take Action!</b>
<b>Unit outcomes</b>	<p>The names of countries that formed part of the British Empire.</p> <p>The key events that triggered the start of the First World War.</p> <p>What life was like for men, women and animals that served on the battlefields during the First World War?</p> <p>About key events during the first world war such as 'The Christmas Truce'.</p> <p>How the war ended and the impact of the Treaty of Versailles.</p> <p>The legacy of The Great War.</p>		<p>Develop research questions to guide research.</p> <p>Use different sources of research to find out about Ancient Greece.</p> <p>Identify and describe geographical features.</p> <p>Use 4 and 6 figure grid references.</p> <p>Identify how the past influences the present.</p>	<p>How The Ancient Olympic Games were first created, which events made up The Ancient Greek Games and how The Ancient Games compare to The Modern Games</p> <p>Who the Ancient Greek Gods were and their importance to the Olympic Games</p> <p>The key historical and geographical features of Greece</p> <p>How Ancient Greek ideas have shaped modern day mathematics and science</p> <p>The core values of an Olympian</p>	<p>Which countries make up the continent of North America?</p> <p>What biomes do we find in North America?</p> <p>What is the climate like in the countries in North America?</p> <p>Human Physical features of North America.</p> <p>Effects of an earthquake, faults and plate tectonics</p> <p>Independent research project to present to the class.</p>	<p>The impacts of climate change on our environment and how human activities are contributing towards this</p> <p>How people and communities are affected by climate change</p> <p>What climate change adaptation is and how some communities are adapting to the effects of climate change</p> <p>Different actions which individuals, communities and decision makers can take to respond to climate change</p> <p>What a carbon footprint is and how they can reduce the impact of their own carbon footprints</p> <p>Artists that create artwork that campaign against climate change</p> <p>What they can do to help work against the problem of climate change and to creating a 'Greener' environment for future generations</p>
<b>Enrichment Experiences</b>	Crucial Crew		Castleton		Y6 Leavers Production	
<b>British Values and SMSC</b>	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
<b>English</b>	War Horse Remembrance Poetry/ War Poems		Macbeth KS2 Reading Papers		The Windmill Farmer Holes	

<b>Spelling, Grammar and Punctuation</b>	<p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> <li>• Can I recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms?</li> <li>• Can I use passive verbs to affect the presentation of information in a sentence?</li> <li>• Can I use expanded noun phrases to convey complicated information concisely?</li> <li>• Can I use semi-colons or dashes to mark boundaries between independent clauses?</li> <li>• Can I use a colon to introduce a list?</li> <li>• Can I punctuate bullet points consistently?</li> </ul> <p>Learning the Grammar for Y6:</p> <p>(6) Can I recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter?]</p> <p>(6) Can I recognise how words are related by meaning as synonyms and antonyms [for example, big, large, little?]</p> <p>(6) Can I effectively use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)?]</p> <p>(6) Can I recognise the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech?]</p> <p>(6) Can I link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis?</p> <p>(6) Can I use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text?]</p> <p>(6) Can I use a range of punctuation: semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up?]</p> <p>(6) Can I use a colon to introduce a list and use semi-colons within lists?</p> <p>(6) Can I use bullet points to list information?</p> <p>(6) Can I recognise how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover?]</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>• Can I write legibly, fluently and with increasing speed?</li> <li>• Can I choose which shape of a letter to use when given choices and deciding whether or not to join specific letters?</li> <li>• Can I choose the writing implement that is best suited for a task?</li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>• Can I use endings which sound like –ce, spelt like –cious and tious?</li> <li>• Can I use endings –cial and –tial?</li> <li>• Can I spell words ending in –ant, -ance/-ancy, -ent, -ence/-ency?</li> <li>• Can I spell words ending in –able and ible?</li> <li>• Can I spell words ending in –ably and ibly?</li> <li>• Can I add suffixes beginning with vowel letters to words ending in –fer?</li> <li>• Can I use a hyphen to join a prefix to a root word?</li> <li>• Can I spell words with the l sound spelt ei after c?</li> <li>• Can I spell words containing the letter-string ough?</li> <li>• Can I spell words with silent letters?</li> <li>• Can I spell most of the 98 Year 5 and 6 statutory spelling list?</li> </ul>					
<b>Maths</b>	Number: Place Value ( <i>wks 1 to 2</i> )  Number: Addition, Subtraction, Multiplication and Division ( <i>wks 3 to 7 ½</i> )	Number: Fractions ( <i>wks 7 ½ to 11</i> )  Geometry: Position and Direction ( <i>wk 12</i> )	Number: Decimals and Percentages ( <i>wks 1 to 2</i> )  Number: Percentages ( <i>wks 3 to 4</i> )  Number: Algebra ( <i>wks 5 to 6</i> )	Measurement: Converting Units ( <i>wk 7</i> )  Measurement: Perimeter, Area and Volume ( <i>wks 8 to 9</i> )  <i>Number: Ratio</i> (weeks 10 to 11)  Statistics ( <i>wk 12</i> )	Geometry: Properties of Shape ( <i>wks 1 to 3</i> ) Consolidation or SATs Preparation ( <i>wks 4 to 5</i> )	Consolidation, Investigations and Preparations for KS3 ( <i>wks 6 to 12</i> )

	<p><b>Place Value</b>  Can I read, write, order and compare numbers up to 10 000 000 and determine the value of each digit?  Can I round any whole number to a required degree of accuracy?  Can I use negative numbers in context, and calculate intervals across zero?  Can I solve number and practical problems that involve all of the above?</p> <p><b>Addition, Subtraction, Multiplication &amp; Division</b>  Can I multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication?  Can I 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?  Can I divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context?  Can I perform mental calculations, including with mixed operations and large numbers?  Can I identify common factors, common multiples and prime numbers?  Can I use my knowledge of the order of operations to carry out calculations involving the four operations?  Can I solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why?  Can I solve problems involving addition, subtraction, multiplication and division?  Can I use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy?</p>	<p><b>Fractions</b>  Can I use common factors to simplify fractions? Can I use common multiples to express fractions in the same denomination?  Can I compare and order fractions, including fractions greater than 1?  Can I add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions?  Can I multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math> ]?  Can I divide proper fractions by whole numbers [for example, <math>\frac{1}{3} \div 2 = \frac{1}{6}</math> ]?  Can I associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, <math>\frac{3}{8}</math> ]?</p> <p><b>Geometry: Position and Direction</b>  Can I describe positions on the full coordinate grid (all four quadrants)?  Can I draw and translate simple shapes on the coordinate plane, and reflect them in the axes?</p>	<p><b>Decimals and Percentages</b>  Can I 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?  Can I multiply one-digit numbers with up to two decimal places by whole numbers?  Can I use written division methods in cases where the answer has up to two decimal places?  Can I solve problems which require answers to be rounded to specified degrees of accuracy?  Can I recall and use equivalences between simple fractions, decimals and percentages, including in different contexts?</p> <p><b>Algebra</b>  Can I use simple formulae?  Can I generate and describe linear number sequences?  Can I express missing number problems algebraically?  Can I find pairs of numbers that satisfy an equation with two unknowns?  Can I enumerate possibilities of combinations of two variables?</p>	<p><b>Measurement: Converting Units</b>  Can I solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate?  Can I 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?  Can I convert between miles and kilometres?</p> <p><b>Measurement: Perimeter, Area and Volume</b>  Can I recognise that shapes with the same areas can have different perimeters and vice versa?  Can I recognise when it is possible to use formulae for area and volume of shapes?  Can I calculate the area of parallelograms and triangles?  Can I calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>]?</p> <p><b>Ratio</b>  Can I solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts?  Can I solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison?  Can I solve problems involving similar shapes where the scale factor is known or can be found?  Can I solve problems involving unequal sharing and grouping using knowledge of fractions and multiples?</p> <p><b>Statistics</b>  Can I interpret and construct pie charts and line graphs and use</p>	<p><b>Geometry: Properties of Shape</b>  Can I draw 2-D shapes using given dimensions and angles?  Can I recognise, describe and build simple 3-D shapes, including making nets?  Can I compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons?  Can I illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius?  Can I recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles?</p>	
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				<i>these to solve problems? Can I calculate and interpret the mean as an average?</i>		
<b>Geography</b>						<p>The impacts of climate change on our environment and how human activities are contributing towards this</p> <p>How people and communities are affected by climate change</p> <p>What climate change adaptation is and how some communities are adapting to the effects of climate change</p> <p>Different actions which individuals, communities and decision makers can take to respond to climate change</p> <p>What a carbon footprint is and how they can reduce the impact of their own carbon footprints</p> <p>Artists that create artwork that campaign against climate change</p> <p>What they can do to help work against the problem of climate change and to creating a 'Greener' environment for future generations</p>
			<p><b>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>Use the 8 points of a compass, 4- and 6-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.</p>		<p><b>Human and Physical Geography:</b> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, water cycle.</p>	
<b>History</b>	<p>The names of countries that formed part of the British Empire.</p> <p>The key events that triggered the start of the First World War.</p> <p>What life was like for men, women and animals that served on the battlefields during the First World War?</p> <p>About key events during the first world war such as 'The Christmas Truce'.</p> <p>How the war ended and the impact of the Treaty of Versailles.</p> <p>The legacy of The Great War.</p>	<p>Develop research questions to guide research.</p> <p>Use different sources of research to find out about Ancient Greece.</p> <p>Identify and describe geographical features.</p> <p>Use 4 and 6 figure grid references.</p> <p>Identify how the past influences the present.</p>	<p>How The Ancient Olympic Games were first created, which events made up The Ancient Greek Games and how The Ancient Games compare to The Modern Games</p> <p>Who the Ancient Greek Gods were and their importance to the Olympic Games</p> <p>The key historical and geographical features of Greece</p> <p>How Ancient Greek ideas have shaped modern day mathematics and science</p> <p>The core values of an Olympian</p>			

	A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066		Ancient Greece – a study of Greek Life and achievements and their influence on the western world			
<b>Science</b>	<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 of cells used in the circuit</li> <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>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 straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <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><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 and differences, including microorganisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics.</li> </ul>		<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>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> <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><b><u>Working scientifically</u></b></p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>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</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>					
<b>Art &amp; Design</b>	Remembrance Art	Paul Nash	Greek Pots	Castleton	Ed Mell	Yellow spotted lizards (Holes)
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</li> <li>create sketch books to record their observations and use them to review and revisit ideas.</li> <li>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>about great artists, architects and designers in history.</li> </ul>					
<b>Music</b>	Happy	Classroom Jazz 2	A New Year Carol	You've got a friend	Music and Me	Reflect, Rewind and Replay
	Singing (WW1+2 songs)	Christmas Carols (2 shows)		Macbeth – Witches Brew Composition		
<p>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>sing and play musically with increasing confidence and control.</li> <li>develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>listen with attention to detail and recall sounds with increasing aural memory.</li> <li>use and understand staff and other musical notations.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>develop an understanding of the history of music.</li> </ul>						
<b>D&amp;T</b>	<b>Electrical systems</b>	<b>Structures</b>	<b>Food</b>	<b>Mechanical systems</b>	<b>Digital World</b>	<b>Textiles</b>
	Steady hand game	Trenches	Come dine with me	Automata toys	Navigating the world	Waistcoats

	<p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products.</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</li> <li>• understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</li> <li>• apply their understanding of computing to program, monitor and control their products.</li> </ul> <p><u>Cooking and Nutrition</u></p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet.</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>					
<b>RE</b>	<b>EXPRESSING</b> Is it better to express beliefs in art or charity?	<b>BELIEVING</b> What do religions say to us when life gets hard?	<b>LIVING</b> What matters most to Christians and Humanists?	<b>LIVING</b> What difference does it make?	<b>LIVING</b> What can be done to reduce racism?	<b>LIVING</b> Green religion: what can be done about climate and environment?
<b>Computing</b>	<p><b><u>Computing systems and networks – Communication</u></b></p> <p>To identify how to use a search engine</p> <p>To describe how search engines select results</p> <p>To explain how search results are ranked</p> <p>To recognise why the order of results is important, and to whom</p> <p>To recognise how we communicate using technology</p> <p>To evaluate different methods of online communication</p>	<p><b><u>Creating media – Web page creation</u></b></p> <p>To review an existing website and consider its structure</p> <p>To plan the features of a web page</p> <p>To consider the ownership and use of images (copyright)</p> <p>To recognise the need to preview pages</p> <p>To outline the need for a navigation path</p> <p>To recognise the implications of linking to content owned by other people</p>	<p><b><u>Programming A – Variables in games</u></b></p> <p>To define a ‘variable’ as something that is changeable</p> <p>To explain why a variable is used in a program</p> <p>To choose how to improve a game by using variables</p> <p>To design a project that builds on a given example</p> <p>To use my design to create a project</p> <p>To evaluate my project</p>	<p><b><u>Data and information – Spreadsheets</u></b></p> <p>To identify questions which can be answered using data</p> <p>To explain that objects can be described using data</p> <p>To explain that formulas can be used to produce calculated data</p> <p>To apply formulas to data, including duplicating</p> <p>To create a spreadsheet to plan an event</p> <p>To choose suitable ways to present data</p>	<p><b><u>Creating media – 3D Modelling</u></b></p> <p>To use a computer to create and manipulate three-dimensional (3D) digital objects</p> <p>To compare working digitally with 2D and 3D graphics</p> <p>To construct a digital 3D model of a physical object</p> <p>To identify that physical objects can be broken down into a collection of 3D shapes</p> <p>To design a digital model by combining 3D objects</p> <p>To develop and improve a digital 3D model</p>	<p><b><u>Programming B – Sensing</u></b></p> <p>To create a program to run on a controllable device</p> <p>To explain that selection can control the flow of a program</p> <p>To update a variable with a user input</p> <p>To use an conditional statement to compare a variable to a value</p> <p>To design a project that uses inputs and outputs on a controllable device</p> <p>To develop a program to use inputs and outputs on a controllable device</p>

	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>• understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</li> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>• 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.</li> <li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>								
<b>PE</b>	<b>Health and Fitness</b> Athletics	<b>Dance</b>	<b>Gymnastics</b>	<b>Gymnastics</b>	<b>Athletics</b>	<b>Striking &amp; Fielding –</b> Rounders/cricket			
	<b>Games –</b> Football/Tag Rugby	<b>Games</b> Football/Tag Rugby	<b>Dance</b> Theseus and the Minotaur	<b>Games –</b> Lacrosse	<b>Net Games</b> Tennis	<b>OAA</b>			
	<p><i>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</i></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• 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]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team    compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><i>Swimming and water safety - All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations.</li> </ul>								
<b>PSHE &amp; RSHE</b>	<b>Relationships</b>			<b>Living in the wider world</b>			<b>Health and Wellbeing</b>		
	<b>Families and friendships</b>	<b>Safe relationships</b>	<b>Respecting ourselves and others</b>	<b>Belonging to a community</b>	<b>Media literacy and digital resilience</b>	<b>Money and work</b>	<b>Physical health and Mental wellbeing</b>	<b>Growing and changing</b>	<b>Keeping safe</b>
	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
<b>Spanish</b>	(Language Angels) Phonetics lesson 4 (C) Regular Verbs or Healthy Living (P)	(Language Angels) At School (P)	(Language Angels) Irregular Verbs (P)	(Language Angels) World War 2 (P) or Planets (P)	(Language Angels) Vikings (P)	(Language Angels) Me in the World (P)			
	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> </ul>								

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|  | <ul style="list-style-type: none"><li>• <i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</i></li><li>• <i>present ideas and information orally to a range of audiences*</i></li><li>• <i>read carefully and show understanding of words, phrases and simple writing.</i></li><li>• <i>appreciate stories, songs, poems and rhymes in the language.</i></li><li>• <i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</i></li><li>• <i>write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</i></li><li>• <i>describe people, places, things and actions orally* and in writing Languages – key stage 2 3.</i></li><li>• <i>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</i></li></ul> |
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