Victory Park Academy

KS2 CURRICULUM MAP 2023-2024

Key: Reading opportunities Assessment Numeracy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Text focus: Fiction** **The Gingerbread Man** Write a title for their stories and retell key events in The Gingerbread Man story; Include repetition in their stories, staying close to the model of The Gingerbread Man story; Follow simple instructions and sequence them; Join in when retelling the story of The Gingerbread Man. Plan, write and edit a story with similar structure and characters to those of The Gingerbread Man; Practise and come up with their own noun phrases; Check the work of a friend and suggest improvements for it; Tell the story of The Gingerbread Man off by heart, adding expression and actions where necessary. Independently devise a variation on the story of The Gingerbread Man, either by modernising, changing characters or providing an alternative ending; Explain what command words are and confidently retell the story of The	**Text Focus: fiction** **George's Marvellous Medicine** Pupil's will make predictions about the story and make inferences about characters. Higher ability pupils will be asked to justify their ideas throughout comprehension tasks. Dictionary skills will be used by higher ability pupils to support their understanding of new vocabulary and proof reading. A focus on reading and reading aloud will be applied throughout the scheme. Lower abilities will be supported with the use of phonics to read sounds to support their phonic intervention work. Pupil's will be introduced to the idea of scanning text to support their reading skills. Pupil's will revisit the use of past and present tense. Punctuation skills will be revisited focusing on capital, letters, full stops and inverted commas. New skills will be introduced to lower ability pupils such as using commas in a list and possessive apostrophes. Pupils will learn what clauses are with higher ability pupils expected to use multiple clauses in a sentence.	**Text focus: Information texts** **Transport** Participate in discussion about books, taking turns and listening to what others say. Use adverbials and fronted adverbials. Compose and rehearse sentences orally building an increasing range of sentence structures. Check that the text makes sense to them, discussing their understanding. Identify themes and conventions. Discuss their understanding and explain the meaning of words in context. Retrieve and record information from non-fiction. Identify main ideas drawn from more than one paragraph and summarise these. Use simple organisational devices such as headings and sub-headings. Organise writing into paragraphs. Write a report on a form of transport. Use dictionaries to check the meaning of words that they have read.	**Text Focus: Fiction** **The Hodgehog** Start to explore characters and settings through looking for clues in the text. Write and edit a descriptive dialogue using some of the rules for writing direct speech and including some details about characters and settings. Know some of the features of newspaper reports and to start to use this knowledge to write their own. Recognise the features of a diary entry and to write and edit their own diary entry using the first person and past tense. Apply a checklist to their own and others work. Confidently explore and discuss characters and settings through looking for clues in the text. Write and edit a descriptive dialogue using some of the rules for writing direct speech, describing characters, settings and action as well as using synonyms for 'said' and adverbs to describe the way a speaker is speaking Know the features of a newspaper report and to use	**Text Focus: Fiction** **Jack and the Beanstalk** Recognise the features of diaries, explanation texts, instructions and traditional tales. Use some of these features in their independent writing with support. Retell the story of Jack and the Beanstalk orally. Independently use a range of different features for each genre. Use prompts to write for a variety of purposes. Write a traditional tale modelled on the shared story. Use a checklist to assess and improve their own writing. Devise a variation on the Jack and the Beanstalk story for their own traditional tale. Independently incorporate different genre features into their own writing. Edit and improve their writing using their own and peer assessment.	**Text focus: Fiction** **Up** Write an adventure story and think of a title for it; Include a dilemma and resolution in their stories; Ask and answer questions based on a biography and write their own versions; To read, follow and write simple instructions. Plan, write and edit an adventure story with a similar structure and characters to those in the film 'Up'; Identify punctuation and grammar features such as noun phrases, adverbs, commands and conjunctions; Check their work and that of a friend, suggesting improvements for it. Independently plan and create their own adventure story with their own beginning, build-up, dilemma and ending; Explain what commands, statements, exclamations and question words are confidently using them in all writing.

	Gingerbread Man using expression, key language features and actions.	Fronted adverbials will also be introduced to pupils. Nouns and adjectives will be revisited. SPaG assessments (Twinkl by Band 2-5) during assessment week – (at the level of individual pupils) will also support the overall teacher assessment as well as identifying any areas that need further support.	Identify how language, structure, and presentation contribute to meaning. Assess the effectiveness of their own and others' writing and suggest improvements.	the knowledge to write their own. Understand the features of a diary entry and to write and edit their own well-structured diary entry using the first person and the past tense and including words relating to time. To begin to become familiar with the present perfect tense. Apply a checklist to their own and others work and to make some changes to their work in response to feedback. Take a leading role in speaking and listening activities, showing an excellent understanding of characters and setting based on inferring information from the text. Write and edit a descriptive dialogue using all the rules for writing direct speech, describing characters, settings and action as well as using synonyms for 'said' and using adverbs to describe the way the speaker is speaking. Show a thorough understanding of the features of newspaper reports and apply all the features in a checklist to their own writing. Fully understand the features of a diary entry and write and edit their own well-structured and highly descriptive diary entry using the first person and the past tense and including a wide range of words relating to time. Demonstrate a good understanding of the present perfect tense and to explain fully when to use this tense		

				rather than the simple past tense. Explain the changes they have made to their work to make improvements following the use of a checklist and receiving feedback.		
Maths Band 3/4	**Place Value:** Place 2- and 3-digit numbers on number lines. Compare 3- and 4-digit numbers. Order 4-digit numbers. Know what each digit represents in 3- and 4-digit numbers. Subtract from 3-digit numbers using place value. Write amounts in pounds and pence. Add and subtract amounts of money. Write place value subtractions. Use place value to add/subtract four digit numbers. Add/subtract 1, 10, 100 and 1000 to/from 3- and 4-digit numbers. **Addition and Subtraction:** Know number facts to 20. Add/subtract 1-digit numbers to/from 2- and 3-digit digit numbers using number facts. Add pairs of 2-digit numbers. Add 3, 4 and 5 numbers less than 20. Know pairs of multiples of 5 that add to 100. Know pairs of digits which add to 100. Find change from £1.	**Multiplication and division:** Divide by five with remainders. Divide using multiplication facts with remainders. Divide numbers above the 10th multiple using chunking or a written method. **Addition and Subtraction:** Add and subtract multiples of 1, 10 and 100 to 3-digit numbers. Subtract near multiples of 1, 10 and 100 from 2- and 3-digit numbers. Add 3- and 4-digit numbers using place value and number facts Add near multiples of 10 or 100 to 3-digit numbers. Use place value to subtract multiples of 1, 10 and 100 from numbers with up to 3 digits. Add 2-digit numbers by partitioning and recombining. Add 3-digit numbers using compact written addition. Add three 2-digit numbers using compact addition. Add 3-digit numbers using expanded addition. Estimate the answer to additions. Subtract a 2-digit number from a 3-digit number using counting up (Frog). Use expanded decomposition to find the difference between two 3-digit numbers.	**Place value and fractions:** Place negative numbers on a line; Order positive and negative numbers. Use negative numbers in context of temperature. Find $^1/_2$ and $^1/_4$ and $^3/_4$ and 1/3 and 2/3 of quantities. Understand tenths and find tenths of amounts. Identify equivalent fractions. Understand denominator and numerator, and compare fractions. Identify equivalent fractions and mark on a number line. Recognise and find fractions with a total of 1. Write fractions in their simplest form. Identify equivalent fractions and decimals. Add and subtract fractions with the same denominators. **Addition and Subtraction:** Add pairs of 2-digit numbers using different mental strategies. Subtract multiples of 10 and near multiples. Use counting up to subtract pairs of 2-digit numbers (answers greater than 20). Choose strategies to subtract.	**Multiplication and Division:** Multiples of 10 - Related calculations - Multiply a 2-digit number by a 1-digit number – no exchange. - Multiply a 2-digit number by a 1-digit number with exchange - Link multiplication and division - Divide a 2-digit number by a 1-digit number – no exchange - Divide a 2-digit number by a 1-digit number – flexible partitioning - Divide a 2-digit number by a 1-digit number – including remainders. - Scaling - How many ways? - End of block assessment **Length and Perimeter:** Measures in metres and centimetres Measures in millimetres	**Fractions:** - Add fractions - Subtract fractions - Partition the whole - Unit fractions of a set of objects - Non-unit fractions of a set of objects - Reasoning with fractions of an amount - End of block assessment **Money:** - Pounds and pence - Convert pounds and pence - Add money - Subtract money - Find change - End of block assessment **Time**: - Roman numerals to 12 - Tell the time to five minutes - Tell the time to one minute - Read time on a digital clock - Use am and pm - Years, months and days - Days and hours - Hours and minutes – use start and end times - Hours and minutes – use duration - Minutes and seconds - Units of time - Solve problems with time - End of block assessment	

	Use counting up to subtract pairs of 2-digit numbers. **Multiplication and division:** Know x and division facts for the 2,3,4,5 and 10 times tables. Learn the 6- and 8-times tables. Use multiplication and division facts to solve a problem. **Fractions:** Double and halve 2- and 3-digit numbers. Halve odd numbers. Compare fractions. Recognise and show equivalent fractions. Find 1/2 , 1/3,2/3,1/4 and ¾ of amounts. Find unit and non-unit fractions of amounts. White Rose Autumn Maths assessment. **Place Value**	Choose to subtract using expanded decomposition or Frog as appropriate. **Shape:** Recognise lines of symmetry. Complete symmetrical drawings. Describe, name and sort 2-D shapes and 3-d shapes. Identify the properties of polygons. Sort polygons based on their properties. Draw different polygons. Identify their properties. Study different triangles and identify their properties. Visualise, create and draw different 3-D shapes. Read and plot co-ordinates in the first quadrant. Apply knowledge of co-ordinates in the first quadrant. Translate shapes in the first quadrant. White Rose Autumn Maths assessment. **Time**	Add 2-digit and 3-digit numbers using different mental strategies. Count up to find change from £5 and £10. Add/ subtract 1-digit numbers to/ from 3- and 4-digit numbers. **Measures:** Measure, compare, add and subtract lengths; Know that there are 100cm in a metre; Use a ruler to measure lines. Know that there are 10mm in a centimetre. Interpret and represent data on scaled bar charts and tables. Measure in metres and centimetres. Convert between units. Measure in centimetres and millimetres; Convert from millimetres to centimetres. Measure, compare, add and subtract weights. Weigh in kg/g. Convert from kg to g and vice versa. Estimate mass/weight and order items by mass/weight. Display information on a bar chart. **Decimals and Money:** Multiply and divide by 10 and 100. Multiply and divide by 10 and 100 using money Multiply and divide by 10 and 100 using 1-place decimals. Place 3-digit numbers on a landmarked line and rounding to nearest 10.	Measures in centimetres and millimetres Metres, centimetres and millimetres Equivalent lengths (metres and centimetres) Equivalent lengths (centimetres and millimetres) Compare lengths Add lengths Subtract lengths What is perimeter? Measure perimeter Calculate perimeter End of block assessment **<u>Fractions:</u>** Understand the denominators of unit fractions. Compare and order unit fractions Understand the numerator of non-unit fractions. Understand the whole Compare and order non-unit fractions Fractions and scales Fractions and number lines Count in fractions on a number line Equivalent fractions on a number line Equivalent fractions as bar models End of block assessment **<u>Mass and Capacity:</u>** Use scales Measure mass in grams	**<u>Shape:</u>** - Turns and angles - Right angles - Compare angles - Measure and draw accurately - Horizontal and vertical - Parallel and perpendicular - Recognise and describe 2-d shapes - Draw polygons - Recognise and describe 3-d shapes - Make 3-d shapes - End of block assessment **<u>Statistics:</u>** - Interpret pictograms - Draw pictograms - Interpret bar charts - Draw bar charts - Collect and represent data - Two-way tables - End of block assessment **Number** **Multiplication and division** **Number** **Fractions** **Geometry** **Position and Direction** **Number** **Place value (within 100)** **Measurement** **Money** **Measurement** **Time**

			Round numbers with 1 decimal place to the nearest whole. Mark numbers with 1 decimal place on number lines. White Rose Spring Maths assessment. **Wellbeing- Maths through expressive arts**	Measure mass in kilograms and grams Equivalent masses (kilograms and grams) Compare mass Add and subtract mass Measure capacity and volume in millilitres Equivalent capacities and volumes (litres and millilitres) Compare capacity and volume Add and subtract capacity and volume End of block assessment. **Number** **Place value (within 50)** **Measurement** **Length and height** **Measurement** **Mass and Volume**	
Maths Band 5:	**Place Value:** I know what each digit represents in 5-digit numbers. I can write place value additions and subtractions. I can write an ordered list of possibilities. I can work systematically. I can add and subtract 1s, 10s, 1000s and 10,000s to and from 5-digit numbers. I can place numbers on a landmarked line. I can round 4-digit and 5-digit numbers to the nearest 1000 without the aid of a number line. Round to the nearest 10, 100 or 1000. I can compare pairs of 6-digit numbers. I know what each digit represents in a 6-digit	**Multiplication and Division:** I can find lowest common multiples and highest common factors. I can use mental strategies to multiply by 5, 20, 6, 4 and 8. I can explain how to multiply by 5, 20, 6, 4 and 8. I can use mental strategies to divide by 5, 20, 6, 4 and 8. I can explain how to divide by 5, 20, 6, 4 and 8. I can use short multiplication to multiply 4-digit by 1-digit numbers. I can use rounding to approximate. I can estimate answers using rounding. I can use short division to divide 3-digit numbers by 1-digit numbers.	**Decimals and Fractions:** I can convert improper fractions to mixed numbers. I can find unit and non-unit fractions of amounts. I can recognise equivalent fractions. I can simplify fractions. I can compare fractions with related denominators. I can compare fractions with unrelated denominators. I can add and subtract unit fractions with related denominators. I can add and subtract fractions with related and unrelated denominators. **Addition and Subtraction:** I can add and subtract near multiples of 10, 100 and 1000 by adding/subtracting multiples and adjusting. I can use pairs to 100 to mentally add and subtract,	**Multiplication and Division:** - Multiply up to a 4-digit number by a 1-digit number - Multiply a 2-digit number by a 2-digit number (Area model) - Multiply a 2-digit number by a 2-digit number - Multiply a 3-digit number by a 2-digit number - Solve problems with multiplication. - Short division - Divide a 4-digit number by a 1-digit number - Divide with remainders - Efficient division	**Shape:** - Understand and use degree - Classify angles - Estimate angles - Measure angles up to 180 - Draw lines and angles accurately - Calculate angles around a point - Calculate angles on a straight line - Lengths and angles in shapes - Regular and irregular polygons - 3-d shapes - End of block assessment **Position and direction:** - Read and plot coordinates - Problem solving with coordinates - Translation - Translation with coordinates - Lines of symmetry - Reflection in horizontal and vertical lines - End of block assessment **Decimals:** - Use known facts to add and subtract decimals within 1

	number.I can add and subtract 1, 10, 100, 1000, 10,000 and 100,000 to/from six-digit numbers. **Addition and Subtraction:** I can use column addition to add any pair of 4-digit numbers. I am beginning to use column addition to add pairs of 5-digit numbers. I can approximate answers. I can use column addition to add amounts of money. I can use rounding to estimate totals of pairs of amounts of money. I can find the change from £20 and £50 using counting up (Frog). I can find the total of several items, then the change from £100. I can find the difference between 4-digit prices using counting up (Frog). I can use column subtraction (decomposition) to subtract 3-digit numbers from 4-digit numbers. I can choose Frog or column subtraction to subtract pairs of 4-digit numbers. I can use place value to add and subtract. **Multiplication and Division:** I can find numbers common in two sets of multiples. I can find factors of numbers to 50. I recognise that square numbers have an odd number of factors. I can decide whether to round up or down after	I can use short division to divide 4-digit numbers by 1-digit numbers. **Addition and Subtraction:** I can use place value to add and subtract. I can add and subtract near multiples of 100 and 1000 I can use column addition to add combinations of 4-digit and 5-digit numbers. I can use decomposition to subtract pairs of numbers. I understand the relationship between addition and subtraction. I can create and solve subtraction word problems. I can describe patterns, make and test predictions and begin to generate rules. I can use mental strategies for adding and subtracting 2-digit numbers to subtract multiples of 10 and 100 I can find all possibilities by working systemically. I can solve missing number problems. I can solve addition and subtraction word problems. **Shape:** I know the properties of 3-D shapes – cuboids, cones, cylinders, pyramids and prisms. I can visualise 3-D shapes from 2-D drawings. I can describe 3-D shapes. I can identify different polygons and their properties. I can describe the properties of 2-D shapes including polygons. I can plot points in two quadrants for a variety of 2-D shapes. I can work out new co-ordinates after a translation.	including decimal numbers and money. I can use equivalence to work out missing numbers in equations and write my own equations. I can use column addition to add pairs of 3-digit and 4-digit numbers. I can spot where a mental method would be more efficient than column addition. I can use column addition to add pairs of 4-digit and 5-digit numbers. I can use column subtraction to subtract pairs of 5-digit numbers. I can choose counting up (Frog), counting back or column subtraction to subtract pairs of 5-digit numbers. **Measure and Data:** I can convert between grams and kilograms. I can convert between metres and kilometres. I know approximate conversion between miles and km. I know regularly used imperial units and approximate metric equivalents. I can draw line graphs and read intermediate points. I can read timetables using the 24-hour clock. I can calculate time intervals. I can find the perimeters of rectangles and composite shapes. I can calculate the missing lengths of sides in order to find perimeters. I can find the area of rectangles including squares	- Solve problems with multiplication and division - End of block assessment **Fractions:** - Multiply a unit fraction by an integer - Multiply a non-unit fraction by an integer - Multiply a mixed number by an integer - Calculate a fraction of a quantity. - Fraction of an amount - Find the whole - Use fractions as operators - End of block assessment **Decimals and percentages:** - Decimals up to 2-decimal places - Equivalent fractions and decimals (tenths) - Equivalent fractions and decimals (hundredths) - Equivalent fractions and decimals - Thousandths as fractions - Thousandths as decimals - Thousandths on a place value chart - Order and compare decimals (same number of decimals places)	- Complements to 1 - Add and subtract decimals across 1 - Add decimals with the same number of decimal places - Subtract decimals with the same number of decimal places - Add decimals with different numbers of decimal places - Subtract decimals with different numbers of decimal places - Efficient strategies for adding and subtracting decimals - Decimal sequences - Multiply by 10, 100 and 1000 - Divide by 10, 100 and 1000 - Multiply and divide decimals – missing values - End of block assessment **Number – negative numbers:** - Understand negative numbers - Count through zero in 1s - Count through zero in multiples - Compare and order negative numbers - Find the difference - End of block assessment. **Converting units:** - Kilograms and kilometres - Millimetres and millilitres - Convert units of length - Convert between metric and imperial units - Convert units of time - Calculate timetables - End of block assessment **Measurement – volume:** - Cubic centimetres - Compare volume - Estimate volume - Estimate capacity - End of block assessment

	division depending on the context. I can create and check a rule for divisibility by 6. I can use rules for divisibility by 2 and 3. I can use rules of divisibility for 3 and 4. I can use rules of divisibility for 3 and 5. I can find prime numbers to at least 50. I can use the grid method to multiply 3-digit numbers by single-digit numbers. I can use the vertical layout of chunking to divide numbers, answers up to 60. I can use the relationship between multiplication and division to solve problems. I can solve more complicated division problems. **Decimals and Fractions:** I understand place value in decimal numbers with up to 2 places. I understand the effect of multiplying and dividing by 10 and 100.I can place numbers with 2 decimal places on a number line empty between neighbouring wholes. I can compare and order numbers with 1 or 2 decimal places.I can add and subtract multiples of 0.1 or 0.01 including crossing multiples of 0.1 or 1. I can find a difference between pairs of decimal numbers by counting up.I can find a difference between pairs of	I can work out the vertices of polygons reflected in x- and y-axes. White Rose Autumn Maths assessment.	by multiplying the lengths of 2 adjacent sides together. I can estimate then count to find the area of irregular shapes. I can calculate the area of compound shapes. I can estimate and find the volume of a cuboid and check by making it with centimetre cubes. I can use negative numbers in context of temperature. I can calculate rises and falls in temperature. I can find a difference between a negative temperature and positive temperature. I am beginning to add and subtract to/from negative numbers. **Decimals and Fractions:** I can use place value to add and subtract. I can multiply and divide by 10 and 100 to give answers with two decimal places. I can round numbers with two decimal places to the nearest whole and/ or tenth. I can use rounding to make an estimate. I can add three numbers, each with two decimal places. I can subtract pairs of 2-digit numbers with one decimal place, choosing to count back or count up (Frog). I can use Frog to find change from £50 or £100. I can use column addition to add amounts of money. White Rose Spring Maths assessment.	- Order and compare any decimals with up to 3 decimal places - Round to the nearest whole number - Round to 1 decimal place - Understand percentages - Percentages as fractions - Percentages as decimals - Equivalent fractions, decimals and percentages. - End of block assessment **Perimeter and Area:** - Perimeter of rectangles - Perimeter of rectilinear shapes - Perimeter of polygons - Area of rectangles - Area of compound shapes - Estimate area - End of block assessment **Statistics:** - Draw a line graph - Read and interpret line graphs - Read and interpret tables - Two-way tables - Read and interpret timetables - End of block assessment	

	measurements in metres (2 decimal places).White Rose Autumn Maths assessment.								
	Relationships			**Living in the Wider World**			**Health and Wellbeing**		
PHSE	**Families & Friendships** **What makes a family; features of family life** to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents that being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time together and caring for each other about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty to identify if/when something in a family might make	**Safe relationships** **Personal boundaries; safely responding to others; the impact of hurtful behaviour** What is appropriate to share with friends, classmates, family and wider social groups including online about what privacy and personal boundaries are, including online basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision that bullying and hurtful behaviour is unacceptable in any situation about the effects and consequences of bullying for the people involved	**Respecting ourselves and others** **Recognising respectful behaviour; the importance of self-respect; courtesy and being polite** to recognise respectful behaviours e.g. helping or including others, being responsible how to model respectful behaviour in different situations e.g. at home, at school, online the importance of self-respect and their right to be treated respectfully by others what it means to treat others, and be treated, politely the ways in which people show respect and courtesy in different cultures and in wider society **Students will complete tables to evidence the knowledge that they have learnt.** Question and answer session verbally at	**Belonging to a community** **The value of rules and laws; rights, freedoms and responsibilities** the reasons for rules and laws in wider society the importance of abiding by the law and what might happen if rules and laws are broken what human rights are and how they protect people to identify basic examples of human rights including the rights of children about how they have rights and also responsibilities that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn **Students will research the timeline of laws and human rights** Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	**Media literacy and digital resilience** **How the internet is used; assessing information online** how the internet can be used positively for leisure, for school and for work to recognise that images and information online can be altered or adapted and the reasons for why this happens strategies to recognise whether something they see online is true or accurate to evaluate whether a game is suitable to play or a website is appropriate for their age-group to make safe, reliable choices from search results how to report something seen or experienced	**Money and work** **Different jobs and skills; job stereotypes; setting personal goals** about jobs that people may have from different sectors e.g. teachers, business people, charity work that people can have more than one job at once or over their lifetime about common misconceptions and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM about some of the skills needed to do a job, such as teamwork and decision-making to recognise their interests, skills and achievements and how these might link to future jobs	**Physical health and Mental wellbeing** **Health choices and habits; what affects feelings; expressing feelings** the choices that people make in daily life that could affect their health to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) what can help people to make healthy choices and what might negatively influence them about habits and that sometimes they can be maintained, changed or stopped PSHE Association - Health Education: food choices, physical activity & balanced lifestyles PSHE Association – Mental health and wellbeing Summer — Health and wellbeing the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle	**Growing and changing** **Personal strengths and achievements; managing and reframing setbacks** that everyone is an individual and has unique and valuable contributions to make to recognise how strengths and interests form part of a person's identity how to identify their own personal strengths and interests and what they're proud of (in school, out of school) to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues basic strategies to	**Keeping safe** **Risks and hazards; safety in the local environment and unfamiliar places** how to identify typical hazards at home and in school how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen about fire safety at home including the need for smoke alarms the importance of following safety rules from parents and other adults how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety **Students will complete tables to evidence the knowledge that they have learnt.** Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.

	someone upset or worried what to do and whom to tell if family relationships are making them feel unhappy or unsafe **Students will complete tables to evidence the knowledge that they have learnt.** Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	about bullying online, and the similarities and differences to face-to-face bullying what to do and whom to tell if they see or experience bullying or hurtful behaviour **Students will complete tables to evidence the knowledge that they have learnt.** Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	the end of the term. Progress statements ticked in the back of books as achieved.		online that concerns them e.g. images or content that worry them, unkind or inappropriate communication **Students will complete tables to evidence the knowledge that they have learnt.** Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	how to set goals that they would like to achieve this year e.g. learn a new hobby **Students will complete tables to evidence the knowledge that they have learnt.** Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally that regular exercise such as walking or cycling has positive benefits for their mental and physical health about the things that affect feelings both positively and negatively strategies to identify and talk about their feelings about some of the different ways people express feelings e.g. words, actions, body language to recognise how feelings can change overtime and become more or less powerful **Students will complete tables to evidence the knowledge that they have learnt.** Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying **Students will complete tables to evidence the knowledge that they have learnt.** Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	
RE	**Judaism:** Know that Abraham founded Judaism.	**Hinduism:** Name the main Hindu deities and symbols.	**Buddhism:** Identify where India is on a map.	**Christianity:** represent Jesus in an image;			**Islam:** Create a map to show where Islam was founded.		**Sikhism:** name the founder of Sikhism and identify where Sikh's worship;

	Understand that Jews believe there is only one God. Understand that Jews live by ten key rules. Match the key objects of a synagogue to their picture. Name the key Jewish festivals. Understand the holy book for Jews and recreate their own holy book. Name and explain the meanings of Jewish symbols. Explain how Abraham founded Judaism. Explain one of the Ten Commandments through illustrations. Explain the relevance of each item on a Seder plate at Passover. Know the Torah is written in Hebrew. Match definitions to Jewish symbols. Confidently explain the events of the covenant between God and Abraham. Relate the Ten Commandments to the modern world. Label and explain the key objects in a synagogue. Relate key items on a Seder plate to special personal items in a child's own life. Write in Hebrew on their own Torah scroll. Draw Jewish symbols and explain their meaning. Question and answer session verbally at the end of the term. Students will complete tables to evidence the	Identify where Hindu's worship. Retell one of the stories celebrated during a special Hindu festival. Locate where Hinduism was founded. Explain the main beliefs that Hindus share. Know that Hindus have more than one holy book. Explain what the main Hindu symbols mean or represent. Explain how Hinduism was founded. Distinguish the similarities and differences between worshipping at a Mandir and at home. Name the main Hindu Festivals. Start to demonstrate understanding of the different holy books. Question and answer session verbally at the end of the term. Students will complete tables to evidence the knowledge that they have learnt.	Know that Siddhartha Gautama was the Buddha. Know that Buddhists believe life is a journey to Nirvana and is affected by our actions and behaviours. Identify and paint how a Buddhist temple looks from the outside. Make a Wesak lantern. Use images and descriptions to explain the Tipitaka. Recognise key Buddhist symbols from a fact sheet. Explain that Siddhartha Gautama founded Buddhism. Design a board game which symbolises the Buddhist view of the journey to Nirvana. Identify and show how Buddhist's worship. Explain how Wesak lanterns are used and draw other Wesak celebrations. Use images and key words to explain the Tipitaka. Match key Buddhist symbols to their definitions. Explain how Siddhartha Gautama came to found Buddhism and the teachings that followed. Explain how key actions and events would affect the Buddhist journey to Nirvana through a board game. Write an explanation about how Buddhist's worship within the temple. Compare and contrast Wesak celebrations around the world. Explain how the Tipitaka is used through explanations and images.	create a freeze frame of one of the ten commandments; match a picture of a Christian special place to its name; explain what happened when Jesus was in the desert and how this is marked by Christians today by filling in 5 missing words in a cloze procedure; locate Bible verses after being given the book name and chapter to find them in; design a Christian symbol, paint this symbol on a stone and then complete basic information about the symbol and its meaning. Question and answer session verbally at the end of the term. Students will complete tables to evidence the knowledge that they have learnt.	Explain who the key prophet was. Use calligraphy to list the main Muslim beliefs. Use a script to create a documentary about Muslim festivals. Use information to create a presentation about the Muslim holy book. Create a mobile using the Islam symbol Question and answer session verbally at the end of the term. Students will complete tables to evidence the knowledge that they have learnt.	retell one of the stories celebrated during a Sikh Festival and explain why the Guru Granth Sahib is considered to be the last Guru. locate where Sikhism was founded and explain the main beliefs that Sikhs share; demonstrate an understanding of how different Gurus contributed to the Sikh faith; identify and name the main Sikh symbols. explain how Sikhism was founded; name features of a Gurdwara independently; describe the main Sikh festivals and why they are celebrated; explain what the main Sikh symbols mean or represent. Question and answer session verbally at the end of the term. Students will complete tables to evidence the knowledge that they have learnt.

	knowledge that they have learnt.		Create their own matching game based on Buddhist symbols and their meanings. Question and answer session verbally at the end of the term. Students will complete tables to evidence the knowledge that they have learnt.			
Science	**Food and Digestive System:** Use straightforward scientific evidence to answer questions or to support their findings. Set up simple practical enquiries, comparative and fair tests. Identify the different types of teeth in humans and their simple functions. Describe the simple functions of the basic parts of the digestive system in humans. Construct and interpret a variety of food chains, identifying producers, predators and prey. Ask relevant questions and using different types of scientific enquiries to answer them. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Recognise that environments can change and that this can	**Sound:** Find patterns between the volume of a sound and the strength of the vibrations that produced it. Identify differences, similarities or changes related to simple scientific ideas and processes. Identify how sounds are made, associating some of them with something vibrating. Recognise that sounds get fainter as the distance from the sound source increases. Set up simple practical enquiries, comparative and fair tests. Use straightforward scientific evidence to answer questions or to support their findings. Ask relevant questions and using different types of scientific enquiries to answer them. Find patterns between the pitch of a sound and features of the object that produced it. Gather, record, classify and present data in a variety of ways to help in answering questions. Recognise that vibrations from sounds travel through a medium to the ear. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	**Forces and Magnets:** Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Use straightforward scientific evidence to answer questions or to support their findings. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. 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.	**Forces and Magnets** Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Identify differences, similarities or changes related to simple scientific ideas and processes. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. 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. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. Compare and group together a variety of everyday materials on the basis of whether they	**Plant Nutrition and Reproduction:** Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Identify differences, similarities or changes related to simple scientific ideas and processes. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Gather, record, classify and present data in a variety of ways to help in answering questions. Explore 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. Set up simple practical enquiries, comparative and fair tests. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	**Light And Shadow:** Gather, record, classify and present data in a variety of ways to help in answering questions. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Recognise that they need light in order to see things and that dark is the absence of light. Set up simple practical enquiries, comparative and fair tests. Ask relevant questions and using different types of scientific enquiries to answer them. Find patterns in the way that the size of shadows change. Identify differences, similarities or changes related to simple scientific ideas and processes. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Use straightforward scientific evidence to answer questions or to support their findings. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of

	sometimes pose dangers to living things. Identify differences, similarities or changes related to simple scientific ideas and processes. Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. 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. Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Use straightforward scientific evidence to answer questions or to support their findings. Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	are attracted to a magnet, and identify some magnetic materials. Observe how magnets attract or repel each other and attract some materials and not others. Set up simple practical enquiries, comparative and fair tests. Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.		equipment, including thermometers and data loggers. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.
Humanities	**History: The Great Fire of London-** Children can explain how and why London was different in the 17th century. Children can explain and order the key events of the Great Fire of London. Children can explain how and why the fire spread and finally stopped and what changed afterwards. Children can explain that we know about the Great Fire	**Geography: Land Use** Explain the purpose of a sketch map. Identify the features of a sketch map. Identify important landmarks in the local area. Explain the purpose of symbols on a map. Use symbols and a key to annotate a map. Name landmarks we might see in a chosen area.	**History: The Stone Age** Know where the Stone Age gets its name. Know which tools were crucial to the survival of early man. Explain how Skara Brae was discovered. Know the names of some items found at Skara Brae. Explain why children worked in copper mines.	**Geography: Extreme Earth** Name the layers that make up the Earth; Name the key parts of a volcano; Show where most volcanoes are found; Explain how to keep safe during an earthquake; Describe a tsunami; Describe the damage caused by a tsunami; Explain how tornadoes form;	**Geography: Rainforests** Name some countries where rainforests are found. Label a map to show countries where rainforests are found. Find the Equator on a map. Tell you that rainforests are found near the Equator. Describe what the weather is usually like in a tropical climate. Name the four layers of a rainforest. Tell you about the climate in each layer.	**History: Significant Explorers** Select reasons why people are considered to be significant; know some of the ways that we can find about the recent past and also about explorers from long ago; say what the explorers studied are known for; with prompts, make some simple comparisons between explorations in the recent and more distant past; talk about some of the ways that we remember significant explorers;

	because of historical sources, such as Samuel Pepys' diary and begin to understand that some sources are more helpful than others. **Dates and timelines.** Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	List ways we use land in the UK. Describe an area as urban or rural. List different types of rural spaces. Draw simple sketch map using major landmarks. Identify landmarks using a key. Draw a simple sketch map to show buildings in an area. Annotate a map to show major landmarks. List land uses in urban and rural areas. Identify rural and urban areas in the UK. Explain what most rural land is used for in the UK. Compare two maps. Explain why an area is suited to crop or livestock farming. Compare a sketch map and a published map. Draw a sketch map showing relative distances. Choose symbols to use for a key. Annotate a sketch map to show relative distances. Describe ways farming has changed since 1950. Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	Name two reasons why Iron Age people wanted to protect their homes. Know how tools changed during the Stone Age to make hunting more successful. Persuade an audience that the bow and arrow is a good hunting tool. Explain the different challenges of survival for early man. Know the names of some of the jobs that copper miners used to do. Name three reasons why people think Stonehenge might have been built. Explain how Stonehenge changed from the Stone Age onwards. Name two of the roles of Druids in Iron Age tribes. Name an important festival in the Druid calendar. Explain how homes changed from the Stone Age to the Iron Age. Explain how hillforts were designed to protect Iron Age tribes. Explain how Skara Brae shows that Stone Age people were beginning to change how they lived. Explain why Bronze Age people mined copper. Explain why there are many ideas about how Stonehenge was used. Explain what archaeologists now think about Druids. Explain why the evidence we have from the Romans about Iron Age Druids might be unreliable.	Describe how scientists collect data about storms. Describe the properties of the Earth's layers; Explain how a volcano is formed; Describe what happens when a volcano erupts; Describe some risks and benefits of living near a volcano; Explain why earthquakes occur; Explain how tsunamis occur; Explain how to keep safe in a tsunami; Explain where tornadoes happen. Compare the structure of the Earth to a common object; Categorise volcanoes as extinct, dormant or active; Explain the impact of volcanoes on people and the environment; Compare the strength of earthquakes; Explain how scientists compare tornadoes. Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	Tell you more about one animal living in a rainforest. Tell you some similarities between the Amazon rainforest and Sherwood Forest. Tell you some differences between the Amazon rainforest and Sherwood Forest. Tell you what deforestation means. Tell you more about one country where rainforests are found. Use an atlas to find countries of the world where rainforests are found. Can find the tropics of Cancer and Capricorn on a map. Tell you that rainforests are found between the tropics of Cancer and Capricorn. Tell you about the plants found in each layer. Name some animals that live in each layer of Tell you the difference between weather and climate. Tell you some animals that live in each layer. Explain why different animals live in different layers. Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	explain why at least one of the explorers studied is significant order reasons (in order of importance) as to why people might be considered to be significant; compare the ways in which we can find out about the recent past and also about explorers from long ago; use prompts to describe the key events and achievements in the lives of the explorers studied; make some simple comparisons between explorations in the recent and more distant past; talk about some of the ways that we remember significant explorers, discussing how sometimes views about these significant people can change over time. explain why they have ordered reasons (in order of importance) as to why people might be considered to be significant; independently explain why it is more difficult to find out about explorers from long ago than about those in the recent past; independently describe the key events and achievements in the lives of the explorers studied; write independently about the similarities and differences between explorations in the recent and more distant past; discuss a range of ways that we remember significant explorers, explaining how sometimes views about these significant people can change over time. Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.

			Timelines and dates Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.			
Food Tech	**Knife skills** – Cutting, bridge hold. How to be safe around a hob; measuring, combining, sharing equally. Reading recipes	**Accurate weighing and measuring, kneading**, proving, Shaping and baking; sieving, rubbing-in, combining, rolling out, cutting, baking; Knife skills – cutting, bridge hold; How to be safe around a hob. Reading recipes	**Knife skills – cutting, bridge hold.** Sieving, rubbing-in, grating, combining, cutting, baking. measuring, combining, sharing equally. Slicing foods and threading vegetables safely. How to be safe around a hob. Reading recipes	**Combining, assembling, folding.** Dusting, dipping, coating; Knife skills – cutting, bridge hold. How to be safe around a hob. Reading recipes Measuring	**Sieving, rubbing-in,** Combining, rolling out, cutting, baking; melting, combining, rolling out, cutting, baking, decorating Knife skills – cutting, bridge hold. How to be safe around a hob. Reading recipes	**Practicing slicing and spreading skills;** Using slicing, grating and combining skills; Knife skills – cutting, bridge hold. How to be safe around a hob. Reading recipes
P. E	**Short tennis** Introductions to short tennis Serves overhead smash volleys forehands backhands Match singles/doubles	**Football** Introductions to football Defending Attacking Passing Shooting All techniques Match	**Basketball** Introductions to basketball Dribbles lay-ups jump shots defensive work offensive team work Match	**Gymnastics** Introduction to gymnastics Forward roll Backwards role Traveling Balancing Hand stand Cartwheel Progress throughout lessons	**Cricket** Introductions to cricket Bowling Batting Catching Throwing Fielding positions Games of cricket	**Athletics** Introductions to athletics Javelin (Distance improved) Shot put (Distance improved) Discus (distance improved) 100m (timed 1st and last)
Art	Reading opportunities include: research; articles; websites; informational booklets; PowerPoints, activities, worksheets. Numeracy- Place Value; Time ; measurement; mass and volume; fractions; position and direction					
	What is Line? Line is one of the Formal elements of ART. Take a line for a walk. Mark making, pencil, charcoal, stick and Ink, paintbrush. Lines and Marks Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media Question and answer session verbally at the end of the term.	**What is Tone?** Tone is one of the formal elements of ART. Tone defines the lightness or darkness of a colour. The tonal values of an artwork can be adjusted to alter its expressive character. Tone can be used: to create a contrast of light and dark; to create the illusion of form; to create a dramatic or tranquil atmosphere; to create a sense of depth and distance; to create a rhythm or pattern within a composition. Tone Investigate tone by	**What is Texture?** Texture is one of the formal Art elements. Investigate textures by describing, naming, rubbing, copying Visual and Actual. What's inside the box, describe. Create texture boxes, with feathers, rice krispies, spaghetti, Cotton wool, Jelly Students to feel and describe what they feel without seeing. Descriptive words based on touching, looking and feelings – hard, soft, rough, smooth, cold, war, happy and sad etc Drawing textures. FROTTAGE (rubbings) create a 'monster	**What is Pattern?** Pattern is one of the formal Art elements. A repeated decorative design. Can you make a pattern? Repetition. Question and answer session verbally at the end of the term.	**What is Shape?** Shape is one of the formal ART elements. Identify shapes. 2d and 3d shapes Question and answer session verbally at the end of the term.	**What is Colour?** Colour is one of the formal Art elements. Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques e.g., layering, mixing media, scraping through, Name different types of paint and their properties. Identify primary colours by name Mix primary shades and tones Primary and secondary colours Question and answer session verbally at the end of the term.

		drawing light/dark lines, light/dark patterns, light/dark shapes Examples of TONE. Question and answer session verbally at the end of the term.	with a variety of collected rubbings) Question and answer session verbally at the end of the term.			