Victory Park Academy

KS2 CURRICULUM MAP 2023-2024

Key: Reading opportunities Assessment	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 Gingerbread Man using expression, key language features and actions.	**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. Fronted adverbials will also be introduced to pupils.	**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. Identify how language, structure, and presentation contribute to meaning. Assess the effectiveness of their own and others' writing and suggest improvements.	**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 the knowledge to write their own. Understand the features of a diary entry and to write and edit their own well-structured diary	**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.

| | | Nouns and adjectives will be revisited. <mark>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.</mark> | | 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. <mark>Explain the changes they have made to their work to make improvements following the use of a checklist and receiving feedback.</mark> | | |

Maths Band 3/4	Place Value:	Multiplication and division:	Place value and fractions:	Multiplication:	Number and place value:	Measures and data:
	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. 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.	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. 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.	Place negative numbers on a line; Order positive and negative numbers. Use negative numbers in context of temperature. Find ½ and ¼ and ¾ 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. 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.	Use the 4 times table to help learn the 8 times table. Double the 3 times table to create the 6 times table. Recall the 2, 3, 4, 5 and 8 times tables. Use a range of strategies to make links between times tables. Find factors of numbers up to 40. Know multiplication and division facts for the 9 times table. Begin to know multiplication and division facts for the 7 times table. Know the 12 times tables. Know the 11 times tables. Use tables facts and place value to multiply multiples of 10 by 1-digit numbers. Write inverse division sentences. Revise doubling numbers to 50 using partitioning and recombining. Investigating products from 3-digit by 1-digit multiplications. Use partitioning to multiply 3-digit numbers by 1-digit numbers. **Division:** Use times tables to divide, including with remainders. Find non-unit fractions of quantities using division and multiplication. Reason about patterns. Divide 2- and 3- digit numbers by 1-digit numbers (with remainders). **Addition and Subtraction:** Use expanded column addition to add two 3-digit numbers. Begin to use compact column addition to add two 3-digit numbers.	Read, write and locate any 3-digit number on a landmarked line from 0-1000 and use this to order and compare numbers. Round to the nearest ten and hundred say what each digit represents in a 3-digit number. use equipment to represent 3-digit numbers. Solve number and practical problems involving place value. Count from 0 in 2s, 4s, 8s, 10s, 100s, and 50s. count in steps of 50 or 100 from any number up to 1000. find and test rules for sequences (counting up or down in a consistent step). Count in multiples of 6, 7, 9, 25 and 1000. Read Roman numerals to 100 (I to C) count in steps of 25 from numbers other than 0 write numbers to 100 using Roman numerals **Addition and Subtraction:** use expanded and/or compact addition to add any pair of 3-digit numbers. round to the nearest 10 or 100 to estimate totals. explain patterns in a series of answers. identify subtractions that are efficient to solve mentally. use different strategies to subtract look for patterns and make generalisations. identify subtractions where it might be more straightforward to use 'Frog' than column subtraction.	find the area of book covers by counting squares. Begin to calculate a rectangle's area by measuring, then multiplying length and width. draw rectangles with a given area measure perimeters of 2-D shapes to the nearest centimetre calculate perimeters using a combination of measuring and multiplication. explore patterns and relationships between the perimeter and area of squares and rectangles. divide rectilinear shapes into rectangles and use this to find their area. read and write a digital time and show it as an analogue time identify a time between 2 given times. identify analogue and digital times and use them to calculate durations. use a timetable to calculate the total durations of different groups of activities. Write and answer questions about a variety of units of time With support, convert 12-hour times to 24-hour formats find time intervals using 24-hour clock find time intervals using 24-hour clock crossing the hour. read a timetable draw a bar chart from given information. interpret a bar chart. draw, read, interpret and describe a bar chart. read, interpret and describe a line graph. draw, read, interpret and describe a line graph

	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.	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.	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. Round numbers with 1 decimal place to the nearest whole. Mark numbers with 1 decimal place on number lines.White Rose Spring Maths assessment.	Add 10p or 1p coins to amounts of money. Use place value to add pounds, 10ps and 1ps. Add amounts of money using expanded and compact addition. Use compact column addition to add amounts of money. Solve addition and subtraction word problems. Investigate patterns when subtracting 3-digit numbers. Time: Tell time past the hour (to 5 mins) on analogue and digital clocks, including those with Roman numerals. Know equivalent analogue and digital times Use am and pm. Read and write analogue and digital times to nearest minute. Read, write and match analogue and digital times. Read and tell the time to nearest minute on 24-hour digital and analogue clocks. Convert 24-hour clock to am and pm times. Read 24-hour times, converting to am or pm times and vice versa. Time events in seconds. Collect and display data in a bar chart. Collect/represent data in pictograms. Begin to calculate time intervals in hours and minutes. Collect and organise data and record in a bar chart. Read a timetable.White Rose Spring Maths assessment.	choose to use column subtraction or a mental strategy. **Multiplication and division:** Understand that multiplication is commutative, and write mathematical statements for multiplication and division. Understand that division is the inverse of multiplication. Know the 2x, 3x, 4x, 5x, 8x and 10x times tables, including division facts. Know and recite times tables, including division facts, up to 12 × 12; multiply by 0 and multiply and divide by 1. Use known facts, place value, factors and commutativity to multiply and divide mentally, including multiplying three numbers together. **Decimals:** Solve number problems and practical problems involving place value. Add and subtract amounts of money; give change by counting up. Use both £ and p in practical contexts. Know that one-place decimal numbers represent ones and tenths Round decimals with one decimal place to the nearest whole number. Find the effect of dividing a 1 or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Measure, compare, add and subtract lengths, weights and capacities.	**Shape:** recognise and find one or more lines of symmetry. create and recognise symmetrical shapes identify whether shapes are symmetrical and draw the lines of symmetry on 2-D shapes understand angles as degrees of turn. use the language clockwise and anticlockwise. identify whether angles are greater than or smaller than a right angle With support, sort shapes according to whether they have parallel lines, perpendicular lines or both compare and classify triangles, based on properties including types of angles investigate the angle properties of quadrilaterals draw quadrilaterals, based on properties including types of angles compare and classify quadrilaterals, based on properties including types of angles plot (x, y) co-ordinates and use them to construct 2-D shapes on a co-ordinate grid. count faces, vertices and edges of 3-D shapes. look for patterns and generalise. translate shapes in the first quadrant. **Addition and Subtraction:** use counting up (Frog) to help calculate change from £5, £10 and £20. use counting up (Frog) to find change from £100.

					Know that there are 100cm in a metre and that there are 10mm in a centimetre. measure in multiples of 100 millilitres measure accurately in cm and mm. convert between cm and mm. measure accurately in m and cm. convert between m and cm. Count on and back in hundredths. Compare numbers with the same number of decimal places up to 2 decimal places. White Rose Summer Maths assessment.	subtract 3-digit numbers using place value, or a subtract and adjust strategy solve word problems needing addition or subtraction. Begin to solve multi-step problems use counting up (Frog) to find change from £5, £10 and £20. use counting up (Frog) to find change from £100. Use rounding to estimate answers. Use column addition to add pairs of 3-digit numbers **Multiplication and Division:** Halve numbers to 100 (or 200) using partitioning; double numbers to 50 (and to 100) using partitioning. Begin to use the grid method to multiply 2-digit numbers (teens) by 1-digit numbers. Find and test rules. begin to see the links between the grid and ladder method. White Rose Summer Maths assessment.
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.	**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.	**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.	**Multiplication and Division: Place Value:** I can multiply and divide numbers mentally, using known facts to help. I can express remainders as fractions. I can solve word problems using mental multiplication or division. Through discussion, I can solve single- and multi-step problems, working out the calculation(s) necessary. I can find common multiples of single-digit numbers and common factors of 2-digit numbers.	**Decimals and Fractions:** I can use Frog (counting up) to subtract pairs of numbers with different numbers of decimal places. I can solve single- and two-step word problems involving subtraction. I can choose an appropriate strategy to solve subtraction. I can compare pairs of fractions with related denominators. I can use mental division strategies – with informal jottings – to find unit fractions of amounts.	**Shape:** I can use a protractor to measure and draw angles. I can recognise acute, obtuse and reflex angles. I know what types of angles triangles and quadrilaterals can have. I can show that angles on a straight line add up to 180°. I know that angles at a point add up to 360°. I can find a missing angle by calculation and measuring. I can construct polygons according to instructions**.**

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 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 can use short division to divide 3-digit numbers by 1-digit numbers. 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.	**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, 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 solve problems requiring scaling by simple fractions. I can find square numbers to 102. I can use short multiplication to multiply 4-digit numbers by single-digit numbers. I can use grid multiplication to multiply 3- and 4-digit numbers by single-digit numbers. **Place value** I can order a set of positive and negative numbers. I can order a group of mixed positive and negative numbers. I can count back in steps through zero I can add and subtract 1, 10, 100, 1000, 10,000 and 100,000 to/from 6- digit numbers. I can place 6-digit numbers on landmarked lines. I can round 6-digit numbers to the nearest 1000, 10,000, and 100,000. I can read and write Roman numerals to 1000 (M). I can recognise years written in Roman numerals. **Measure and Data:** I can use 24-hour clock times. I can calculate time intervals. I can read timetables using the 24-hour clock. I can draw line graphs and read intermediate points. I can draw a conversion graph of imperial to metric units and use it to read equivalent measures. I can use conversion facts between imperial and metric units of weight. I can scale measurements up and down. I can solve problems involving rate.	I can find linked unit and non-unit fractions of amounts. I can find non-unit fractions of amounts. I can find fractions, multiply and divide to solve word problems. I know decimal equivalents for halves, quarters, fifths, tenths and hundredths. I can multiply unit fractions by whole numbers, writing any improper fractions as mixed numbers. I can multiply non-unit fractions by whole numbers, writing any improper fractions as mixed numbers. I can say what each digit represents in a number with three decimal places. I can write and solve place value additions. I understand the effect of multiplying and dividing by 10, 100 and 1000. I can convert between metres and kilometres, litres and millilitres. I can convert between kilograms and grams I can compare and order numbers with three decimal places and place them on a number line. I can use counting up (Frog) to subtract numbers with the same number of decimal places (one or two). I can use counting up (Frog) to find change from £100. I can use counting up (Frog) to find the difference between 4-digit prices. I can check subtraction by using addition. White Rose Summer Maths assessment.	I can create a tessellation or semi-regular tessellation. **Multiplication and Division:** I can use short division to divide 4-digit numbers by single-digit numbers, including those which leave a remainder. I can use short division to divide 4-digit numbers, expressing remainders as fractions. I can use long multiplication to multiply pairs of 2-digit numbers together where one is less than 30 or less than 40. I can use the grid method to multiply pairs of 2-digit numbers together. **Fractions and Percentages:** I am beginning to understand percentage as parts out of 100. I know common equivalences between percentages, fractions and decimals. I can use equivalence with fractions to find simple percentages. I can use equivalence to compare and order fractions. I can convert improper fractions to mixed numbers. I can add and subtract fractions with related denominators. I can multiply fractions by whole numbers. I can simplify fraction answers. I can multiply fractions by whole numbers. I can multiply mixed numbers by whole numbers. I can use brackets. White Rose Summer Maths assessment.

	I recognise that square numbers have an odd number of factors. <mark>I can decide whether to round up or down after division depending on the context.</mark> 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. <mark>I can use the relationship between multiplication and division to solve problems.</mark> <mark>I can solve more complicated division problems.</mark> **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. <mark>I can find a difference between pairs of</mark>	I can work out the vertices of polygons reflected in x- and y-axes. <mark style="background:magenta">White Rose Autumn Maths assessment.</mark>	I can find the area of rectangles including squares 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. <mark>I can use negative numbers in context of temperature.</mark> 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). <mark>I can use Frog to find change from £50 or £100.</mark> <mark>I can use column addition to add amounts of money.</mark> <mark style="background:magenta">White Rose Spring Maths assessment.</mark>	I can create a line graph and interpret data gathered over time. I can plot and understand a graph showing a constant rate of change. I can plot graphs representing a rate. <mark style="background:magenta">White Rose Spring Maths assessment.</mark>		

	measurements in metres (2 decimal places).White Rose Autumn Maths assessment.					
PHSE	**Think Positive:** Understand that it is important to look after our mental health. Recognise and describe a range of positive and negative emotions. Discuss changes people may experience in their lives and how they might make me feel. Talk about things that make them happy and help them to stay calm. Identify uncomfortable emotions and what can cause them. Discuss the characteristics of a good learner. Understand the impact certain changes can have on people and how it can affect them emotionally. Identify mindfulness techniques and discuss which they like to use. Identify strategies to cope with uncomfortable emotions. Understand the need for our thinking brain to gain control over or feelings brain. Understand the implications of having a positive attitude towards learning. Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	**One World:** Describe similarities and differences between people's lives. Identify opinions that are different from their own. Express their own opinions. Recognise that their actions impact on people in different countries. Know what climate change is. Know there are organisations working to help people in challenging situations in other communities. Give reasons for similarities and differences between people's lives. Detail if they feel something is fair or not. Give reasons for their own opinions. Discuss climate change in terms of what it is and its effects. Explain how organisations help people in need. Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	**Digital Wellbeing:** Identify some positives and negatives of the Internet; Explain what to do if they experience or see bullying online; Explain ways to communicate safely online and identify ways to get support if they do not feel safe; Explain what personal information includes; Know why we shouldn't share passwords and private information; Explain why we have rules and restrictions around the technology we use. Recognise why it is important to balance time online and offline for wellbeing; Empathise with a cyberbullying victim; Respond appropriately to different online scenarios; Recognise the role they play in sharing information responsibly online; Understand the consequences of sharing certain information, images and videos online; Explain the potential negative impact from sharing things online. Write their own play script to show how to report concerns around cyberbullying; Discuss why some people trust a person they have never met and how they can maintain their safety when they are communicating;	**Safety First:** Identify and discuss some school rules for staying safe and healthy. List some of the dangers we face when we are using roads, water or railways. Describe drugs, cigarettes and alcohol in basic terms. Identify some common injuries and know they can be treated with first aid. Recognise hazards and dangers in an emergency situation. State 999 as the number to call to seek help in an emergency. Appreciate what being responsible means and name some of their responsibilities. Give examples of a range of risky or dangerous situations. Appreciate that doing something risky may lead to danger. Describe where pressure to do things can come from; identify people who can help us in an emergency. Identify safety precautions that can be taken when using roads, water or railways. Explain some of the ways in which drugs, cigarettes and alcohol affect the human body. Explain some of the ways to treat common injuries. Explain how to keep themselves and others safe in an emergency situation. Identify what information will need to be shared with an emergency services operator. Appreciate that their own decisions and behaviour can	**Diverse Britain:** Describe what it is like to live in Britain Talk about what democracy is; Talk about what rules and laws are; Talk about what liberty means; Describe a diverse society; Describe what being British means to them. Describe the benefits of living in a diverse and multicultural society; Understand why democracy is important; Identify how rules and laws help them; Identify the rights of the British people; Describe what being British means to others. Show empathy for situations where people are not living in a democracy; Explain in detail their own thoughts on human rights; Discuss with confidence why showing respect and being tolerant of others is important; Identify how respect of differing opinions and ideas to their own can be shown. Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	**VIPs:** Discuss how our attitudes impact new friendships being made Create a plan for being an anonymous friend over the course of a week Reflect on the different characters in the dares story and discuss the different outcomes for each character Work together to create a role play about positive resolution techniques Create a poster with ideas to help someone who is being bullied Discuss the need to have a variety of friends with differing personalities Discuss being supportive and loyal in a healthy friendship and what to do in an unhealthy friendship Discuss how the dares story could be resolved Discuss times when applying positive resolution techniques could be tricky and discuss how this could be overcome Create a storyline to address why a bully might have started bullying. Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.

			Create their own manipulated and real messages for other children to assess for reliability and manipulation; Discuss secure passwords and learn about ways of creating safe and secure passwords; Create their own examples of when 'The Golden Rule' would be useful to apply, both online and offline. Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.	impact on their safety and the safety of others. Appreciate the difference between good risks and dangerous risks. Consider the impact of accepting a dare. Appreciate that the most courageous thing is to say no. Identify sources of pressure to behave in a certain way, other than peer pressure. Advise others on how to stay safe around roads, water and railways. Appreciate that some drugs are helpful, others are harmful and all drugs can be harmful if not taken correctly. Advise others on how to give first aid. 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. 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.	**Hinduism:** Name the main Hindu deities and symbols. 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.	**Buddhism:** Identify where India is on a map. 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.	**Christianity:** represent Jesus in an image; 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.	**Islam:** Create a map to show where Islam was founded. 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.	**Sikhism:** name the founder of Sikhism and identify where Sikh's worship; 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 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.	Start to demonstrate understanding of the different holy books. Question and answer session verbally at the end of the term.	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 their own matching game based on Buddhist symbols and their meanings. Question and answer session verbally at the end of the term.			explain what the main Sikh symbols mean or represent. Question and answer session verbally at the end of the term.
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.	**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.	**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.	**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.	**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.	**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. **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 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.**	**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.** 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.**	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.** 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.**	**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 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.**	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.**	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 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	**Geography: Land Use** **Explain the purpose of a sketch map.**	**History: The Stone Age** Know where the Stone Age gets its name.	**Geography: Extreme Earth** Name the layers that make up the Earth;	**Geography: Rainforests** Name some countries where rainforests are found.	**History: Significant Explorers** Select reasons why people are considered to be significant;

| 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 because of historical sources, such as Samuel Pepys' diary and begin to understand that some sources are more helpful than others. Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved. | 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. 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. | 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. 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. | 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; 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. | 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. Explain how tornadoes form; Tell you about the climate in each layer. 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. | 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; 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; |

			Explain what archaeologists now think about Druids. Explain why the evidence we have from the Romans about Iron Age Druids might be unreliable. Question and answer session verbally at the end of the term. Progress statements ticked in the back of books as achieved.			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.
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	**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.					
	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	**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,	**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

| | | sense of depth and distance; to create a rhythm or pattern within a composition. Tone Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes Examples of TONE. Question and answer session verbally at the end of the term. | war, happy and sad etc Drawing textures. FROTTAGE (rubbings) create a 'monster with a variety of collected rubbings) Question and answer session verbally at the end of the term. | | | Mix primary shades and tones Primary and secondary colours Question and answer session verbally at the end of the term. |