

# KS1 CURRICULUM MAP 2025-2026

Key: Reading opportunities Assessment Numeracy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b>How to train your dragon</b></p> <p><u>Listen and respond appropriately;</u></p> <p>Articulate and justify answers, arguments and opinions;</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p><u>Listen to and discuss a wide range of fiction;</u></p> <p>Identify themes and conventions;</p> <p>Participate in discussion about both books that are read to them</p> <p><u>Read books that are structured in different ways;</u></p> <p>Identify how language, structure, and presentation contribute to meaning;</p> <p><u>Participate in discussion about books, taking turns and listening to what others say</u></p> <p>Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet</p> <p><u>Use dictionaries to check the meaning of words that they have read;</u></p> <p><u>Discuss words and phrases that capture the reader's interest and imagination;</u></p>		<p><b>Fantastic Mr Fox</b></p> <p>I can discuss my ideas. I can join in discussions. <u>I can listen to a story.</u> I can participate in performances and debates. <u>Infer characters' feelings, thoughts and motive from their actions.</u> <u>Participate in discussions.</u> I can compose a range of sentences. <u>Predict what might happen from details stated and implied.</u> I can compose and rehearse sentences orally. <u>I can use the present perfect form of verbs in contrast to the past tense.</u> I can listen and respond to peers. <u>I can consistently use the past tense.</u> I can justify my answers using arguments and opinions. <u>I can discuss interesting words and phrases.</u> Discuss writing similar to that which I will write. <u>Show understanding through intonation, tone and volume.</u> Use speech punctuation to correctly punctuate dialogue. I can use and punctuate direct speech. <u>Identify how language, structure and presentation contribute to meaning.</u> I can create settings, characters and plot. <u>I can infer characters' feelings, thoughts and motives from their actions.</u> <u>I can predict what might happen form details stated and implied.</u> Organise paragraphs around a theme. Use speech marks accurately and appropriately when discussing writing and reading. <u>I can discuss writing similar to that being written.</u> <u>I can proof-read for spelling and punctuation errors.</u></p>		<p><b>The day no one was angry</b></p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <u>Listen and respond appropriately.</u> <u>Participate in discussion about books that are read to them, taking turns and listening to what others say.</u> <u>Make inferences on the basis of what is being said and done.</u> Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Write down ideas, including new vocabulary. <u>Discuss the sequence of events and how items of information are related.</u> Encapsulate what they want to say, sentence by sentence. <u>Use prepositions to express time, place and cause.</u> Explain and discuss their understanding of books that they listen to. <u>Compose and rehearse sentences orally, progressively building a varied and rich vocabulary.</u> Discuss writing to learn from its structure, vocabulary and grammar. <u>Re-read books to build up fluency and confidence.</u> Use inverted commas to punctuate direct speech. <u>Propose changes to grammar and vocabulary to improve consistency.</u> <u>Write for different purposes.</u> <u>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</u> Discuss and record ideas.</p>	

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	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</p> <p>Predict what might happen from details stated and implied</p> <p><i>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</i></p> <p><i>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</i></p> <p><i>Use inverted commas and other punctuation to indicate direct speech</i></p> <p><i>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</i></p> <p><i>Give well-structured descriptions and explanations;</i></p> <p><i>Use fronted adverbials;</i> <i>Use commas after fronted adverbials</i></p>					

Key: Reading opportunities Assessment Numeracy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Place Value Addition and Subtraction Multiplication & Division		Multiplication & Division Length, Perimeter & Area Fractions Mass & Capacity		Decimals (inc. money) Time Statistics Property of Shape	
<b>Maths</b> <b>Band 3/4</b>	<u>Place Value</u> <ul style="list-style-type: none"> <li>- Roman numerals</li> <li>- Hundreds</li> <li>- Count in 50s</li> <li>- Count in 1,000s</li> <li>- Count in 25s</li> <li>- Numbers to 1,000</li> <li>- 100s, 10s and 1s</li> <li>- Partitioning</li> <li>- Number line to 10,000</li> <li>- 1, 10, 100 more or less</li> <li>- 1,000 more or less</li> <li>- Round to the nearest 10</li> <li>- Round to the nearest 100</li> <li>- Round to the nearest 1,000</li> <li>- Compare objects</li> <li>- Compare numbers</li> <li>- Order numbers</li> <li>- Compare 4-digit numbers</li> <li>- Order numbers</li> <li>- Negative numbers</li> <li>- End of block assessment</li> </ul>		<u>Multiplication &amp; Division</u> <ul style="list-style-type: none"> <li>- Multiply 2-digits by 1-digit (1)</li> <li>- Multiply 2-digits by 1-digit (2)</li> <li>- Written methods</li> <li>- Multiply 2-digits by 1-digit</li> <li>- Multiply 3-digits by 1-digit</li> <li>- Divide 2-digits by 1-digit (1)</li> <li>- Divide 2-digits by 1-digit (1)</li> <li>- Divide 3-digits by 1-digit</li> <li>- Scaling</li> <li>- How many ways?</li> <li>- Correspondence problems</li> <li>- End of block assessment</li> </ul> <u>Length, Perimeter &amp; Area</u> <ul style="list-style-type: none"> <li>- Measure length</li> <li>- Equivalent m &amp; cm</li> <li>- Equivalent lengths mm &amp; cm</li> <li>- Compare lengths</li> <li>- Kilometres</li> <li>- Add lengths</li> </ul>		<u>Decimals (inc. money)</u> <ul style="list-style-type: none"> <li>- Make a whole</li> <li>- Write decimals</li> <li>- Compare decimals</li> <li>- Order decimals</li> <li>- Round decimals</li> <li>- Halves and quarters</li> <li>- Pounds and pence</li> <li>- Convert pounds and pence</li> <li>- Ordering money</li> <li>- Estimating money</li> <li>- Add money</li> <li>- Subtract money</li> <li>- Give change</li> <li>- Four operations</li> <li>- End of block assessment</li> </ul> <u>Time</u> <ul style="list-style-type: none"> <li>- Months and years</li> <li>- Hours in a day</li> <li>- Hours, minutes &amp; seconds</li> </ul>	

Key: Reading opportunities Assessment Numeracy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Addition and Subtraction</u> <ul style="list-style-type: none"> <li>- Add &amp; subtract multiples of 100</li> <li>- Add and subtract 3-digit and 1-digit numbers (not crossing 10)</li> <li>- Add and subtract 3-digit and 2-digit numbers (not crossing 100)</li> <li>- Add &amp; subtract 100s</li> <li>- Spot the pattern – making it explicit</li> <li>- Add and subtract 1s, 10s, 100s, 1000s</li> <li>- Add 3-digit and 1-digit numbers (crossing 10)</li> <li>- Add 3-digit and 2-digit numbers (crossing 100)</li> <li>- Add and subtract 2-digit and 3-digit numbers (not crossing 10 or 100)</li> <li>- Add 2-digit and 3-digit numbers (crossing 10 or 100)</li> <li>- Add two 3-digit numbers (not crossing 10 or 100)</li> <li>- Add two 3-digit numbers (crossing 100 or 100)</li> <li>- Add two 4-digit numbers (no exchange)</li> <li>- Add two 4-digit numbers (one exchange)</li> <li>- Add two 4-digit numbers (more than one exchange)</li> </ul>		<ul style="list-style-type: none"> <li>- Subtract lengths</li> <li>- Measure perimeter</li> <li>- Calculate perimeter</li> <li>- Perimeter on a grid</li> <li>- Perimeter of a rectangle</li> <li>- Perimeter of rectilinear shapes</li> <li>- What is area?</li> <li>- Counting squares</li> <li>- Making shapes</li> <li>- Comparing area</li> <li>- End of block assessment</li> </ul> <u>Fractions</u> <ul style="list-style-type: none"> <li>- Unit and non-unit fractions</li> <li>- Making the whole</li> <li>- Fractions on a number line</li> <li>- What is a fraction?</li> <li>- Fractions greater than 1</li> <li>- Count in fractions</li> <li>- Equivalent fractions (1)</li> <li>- Compare fractions</li> </ul>		<ul style="list-style-type: none"> <li>- Years, months, weeks &amp; days</li> <li>- Telling the time (2)</li> <li>- Using a.m. and p.m.</li> <li>- 24-hour clock</li> <li>- Analogue to digital – 12 hour</li> <li>- Analogue to digital – 24 hour</li> <li>- Finding the duration</li> <li>- Comparing the duration</li> <li>- Start and end times</li> <li>- Measuring time in seconds</li> <li>- End of block assessment</li> </ul> <u>Statistics</u> <ul style="list-style-type: none"> <li>- Pictograms</li> <li>- Bar charts</li> <li>- Interpret charts</li> <li>- Comparison, sum &amp; difference</li> <li>- Tables</li> <li>- Introducing line graphs</li> <li>- Line graphs</li> <li>- End of block assessment</li> </ul>	

Key: Reading opportunities Assessment Numeracy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"><li>- Subtract a 1-digit number from a 3-digit number (crossing 10)</li><li>- Subtract a 2-digit number from a 3-digit number (crossing 100)</li><li>- Add and subtract 3-digit and 2-digit numbers (not crossing 100)</li><li>- Subtract a 2-digit number from a 3-digit number (crossing 10 or 100)</li><li>- Subtract a 3-digit number from a 3-digit number (no exchange)</li><li>- Subtract a 3-digit number from a 3-digit number (exchange)</li><li>- Subtract two 4-digit numbes (no exchange)</li><li>- Subtract two 4-digit numbers (one exchange)</li><li>- Subtract two 4-digit numbers (more than one exchange)</li><li>- Efficient subtraction</li><li>- Estimate answers to calculations</li><li>- Check answers</li><li>- Estimate answers</li><li>- Checking strategies</li></ul>	<ul style="list-style-type: none"><li>- Order fractions</li><li>- Fraction of an amount (1)</li><li>- Fractions of a quantity</li><li>- Calculate quantities</li><li>- Add fractions</li><li>- Subtract fractions</li><li>- Add 2 or more fractions</li><li>- Subtract 2 fractions</li><li>- Subtract from whole amounts</li><li>- End of block assessment</li></ul> <p>Mass and Capacity</p> <ul style="list-style-type: none"><li>- Tenths</li><li>- Count in tenths</li><li>- Tenths as decimals</li><li>- Tenths &amp; hundredths</li><li>- Tenths as decimals</li><li>- Tenths on a place value grid</li><li>- Tenths on a number line</li><li>- Measure mass (1)</li><li>- Compare mass</li><li>- Add &amp; subtract mass</li><li>- Measure capacity (2)</li><li>- Compare capacity</li><li>- Add &amp; subtract capacity</li><li>- Divide 1-digit by 10</li><li>- Divide 2-digits by 10</li><li>- Hundredths</li></ul>	<p>Properties of Shape</p> <ul style="list-style-type: none"><li>- Turns and angles</li><li>- Right angles in shapes</li><li>- Compare angles</li><li>- Identify angles</li><li>- Compare &amp; order angles</li><li>- Draw accurately</li><li>- Parallel and perpendicular</li><li>- 2-d shapes</li><li>- Triangles</li><li>- Quadrilaterals</li><li>- 3-d shapes</li><li>- Construct 3-d shapes</li><li>- Lines of symmetry</li><li>- Symmetric figures</li><li>- Describe position</li><li>- Draw on a grid</li><li>- Move on a grid</li><li>- Describe movement</li><li>- End of block assessment</li></ul>			

Key: Reading opportunities Assessment Numeracy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>- End of block assessment</p> <p><b>Multiplication and Division</b></p> <p>- Multiplication – equal groups</p> <p>- Multiply by 3</p> <p>- Divide by 3</p> <p>- The 3 times table</p> <p>- Multiply by 4</p> <p>- Divide by 4</p> <p>- The 4 times table</p> <p>- Multiply by 8</p> <p>- Divide by 8</p> <p>- The 8 times table</p> <p>- Multiply and divide by 6</p> <p>- 6 times table &amp; division facts</p> <p>- Multiply and divide by 9</p> <p>- 9 times table &amp; division facts</p> <p>- Multiply and divide by 7</p> <p>- 7 times table &amp; division facts</p> <p>- 11 and 12 times-table</p> <p>- Multiply by 10</p> <p>- Multiply by 100</p> <p>- Divide by 10</p> <p>- Divide by 100</p> <p>- Multiply by 1 and 0</p> <p>- Divide by 1</p> <p>- Comparing statements</p>		<p>- Hundredths as decimals</p> <p>- Hundredths on a place value grid</p> <p>- Divide 1 or 2-digits by 100</p> <p>- End of block assessment</p>			

Key: Reading opportunities Assessment Numeracy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
	<ul style="list-style-type: none"><li>- Related calculations</li><li>- Multiply 3 numbers</li><li>- Efficient multiplication</li><li>- Factor pairs</li><li>- End of block assessment</li></ul>								
	Relationships		Living in the Wider World		Health and Wellbeing				
PHSE	<p><b>Families &amp; Friendships</b></p> <p><b>What makes a family; features of family life</b></p> <p>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</p> <p>that being part of a family provides support, stability and love</p> <p>about the positive aspects of being part of a family, such as spending time together and caring for each other</p> <p>about the different ways that people can</p>	<p><b>Safe relationships</b></p> <p><b>Personal boundaries; safely responding to others; the impact of hurtful behaviour</b></p> <p>What is appropriate to share with friends, classmates, family and wider social groups including online</p> <p>about what privacy and personal boundaries are, including online</p> <p>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</p>	<p><b>Respecting ourselves and others</b></p> <p><b>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</b></p> <p>to recognise respectful behaviours e.g. helping or including others, being responsible</p> <p>how to model respectful behaviour in different situations e.g. at home, at school, online</p> <p>the importance of self-respect and their right to be treated respectfully by others</p> <p>what it means to treat others, and be treated, politely</p> <p>the ways in which people show respect and courtesy in different</p>	<p><b>Belonging to a community</b></p> <p><b>The value of rules and laws; rights, freedoms and responsibilities</b></p> <p>the reasons for rules and laws in wider society</p> <p>the importance of abiding by the law and what might happen if rules and laws are broken</p> <p>what human rights are and how they protect people</p> <p>to identify basic examples of human rights including the rights of children</p> <p>about how they have rights and also responsibilities</p> <p>that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</p> <p><b>Students will research the</b></p>	<p><b>Media literacy and digital resilience</b></p> <p><b>How the internet is used; assessing information online</b></p> <p>how the internet can be used positively for leisure, for school and for work</p> <p>to recognise that images and information online can be altered or adapted and the reasons for why this happens</p> <p>strategies to recognise whether something they see online is true or accurate</p> <p>to evaluate whether a game is suitable to play or a website is appropriate</p>	<p><b>Money and work</b></p> <p><b>Different jobs and skills; job stereotypes; setting personal goals</b></p> <p>about jobs that people may have from different sectors e.g. teachers, business people, charity work</p> <p>that people can have more than one job at once or over their lifetime</p> <p>about common misconceptions and gender stereotypes related to work</p> <p>to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</p> <p>about some of the skills needed to do a job, such</p>	<p><b>Physical health and Mental wellbeing</b></p> <p><b>Health choices and habits; what affects feelings; expressing feelings</b></p> <p>the choices that people make in daily life that could affect their health</p> <p>to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</p> <p>what can help people to make healthy choices and what might negatively influence them</p> <p>about habits and that sometimes they can be maintained, changed or stopped</p> <p>PSHE Association - Health Education: food choices, physical activity &amp; balanced lifestyles</p> <p>PSHE Association – Mental health and</p>	<p><b>Growing and changing</b></p> <p><b>Personal strengths and achievements; managing and reframing setbacks</b></p> <p>that everyone is an individual and has unique and valuable contributions to make</p> <p>to recognise how strengths and interests form part of a person's identity</p> <p>how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</p> <p>to recognise common challenges to self -worth</p>	<p><b>Keeping safe</b></p> <p><b>Risks and hazards; safety in the local environment and unfamiliar places</b></p> <p>how to identify typical hazards at home and in school</p> <p>how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</p> <p>about fire safety at home including the need for smoke alarms</p> <p>the importance of following safety rules from parents and other adults</p> <p>how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</p> <p><b>Students will complete tables to evidence the knowledge that they have learnt.</b></p> <p>Question and answer session verbally at the end of the term.</p> <p>Progress statements ticked in the back of books as achieved.</p>

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	<p>care for each other e.g. giving encouragement or support in times of difficulty</p> <p>to identify if/when something in a family might make someone upset or worried</p> <p>what to do and whom to tell if family relationships are making them feel unhappy or unsafe</p> <p><b>Students will complete tables to evidence the knowledge that they have learnt.</b></p> <p>Question and answer session verbally at the end of the term.</p> <p>Progress statements ticked in the back of books as achieved.</p>	<p>that bullying and hurtful behaviour is unacceptable in any situation about the effects and consequences of bullying for the people involved about bullying online, and the similarities and differences to face-to-face bullying</p> <p>what to do and whom to tell if they see or experience bullying or hurtful behaviour</p> <p><b>Students will complete tables to evidence the knowledge that they have learnt.</b></p> <p>Question and answer session verbally at the end of the term.</p> <p>Progress statements ticked in the back of books as achieved.</p>	<p>cultures and in wider society</p> <p><b>Students will complete tables to evidence the knowledge that they have learnt.</b></p> <p>Question and answer session verbally at the end of the term.</p> <p>Progress statements ticked in the back of books as achieved.</p>	<p><b>timeline of laws and human rights</b></p> <p>Question and answer session verbally at the end of the term.</p> <p>Progress statements ticked in the back of books as achieved.</p>	<p>for their age-group</p> <p>to make safe, reliable choices from search results</p> <p>how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p> <p><b>Students will complete tables to evidence the knowledge that they have learnt.</b></p> <p>Question and answer session verbally at the end of the term.</p> <p>Progress statements ticked in the back of books as achieved.</p>	<p>as teamwork and decision-making to recognise their interests, skills and achievements and how these might link to future jobs</p> <p>how to set goals that they would like to achieve this year e.g. learn a new hobby</p> <p><b>Students will complete tables to evidence the knowledge that they have learnt.</b></p> <p>Question and answer session verbally at the end of the term.</p> <p>Progress statements ticked in the back of books as achieved.</p>	<p>wellbeing Summer — Health and wellbeing</p> <p>the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</p> <p>what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</p> <p>that regular exercise such as walking or cycling has positive benefits for their mental and physical health</p> <p>about the things that affect feelings both positively and negatively</p> <p>strategies to identify and talk about their feelings about some of the different ways people express feelings e.g. words, actions, body language</p> <p>to recognise how feelings can change overtime and become more or less powerful</p> <p><b>Students will complete tables to evidence the</b></p>	<p>e.g. finding school work difficult, friendship issues</p> <p>basic strategies to 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</p> <p><b>Students will complete tables to evidence the knowledge that they have learnt.</b></p> <p>Question and answer session verbally at the end of the term.</p> <p>Progress statements ticked in the back of books as achieved.</p>	



Key: Reading opportunities Assessment Numeracy	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
									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	Overall aim of the programme: The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. (Southend Agreed Syllabus)											
	Opportunities for discussion and reading in every lesson Question and answer session verbally at the end of the term. Students will complete tables to evidence the knowledge that they have learnt. What can we learn from religions about deciding what is right and wrong?		Opportunities for discussion and reading in every lesson Question and answer session verbally at the end of the term. Students will complete tables to evidence the knowledge that they have learnt. What does it mean to be a Christian in Britain today?		Opportunities for discussion and reading in every lesson Question and answer session verbally at the end of the term. Students will complete tables to evidence the knowledge that they have learnt. Why do some people think that life is a journey and what significant experience mark this?		Opportunities for discussion and reading in every lesson Question and answer session verbally at the end of the term. Students will complete tables to evidence the knowledge that they have learnt. What does it mean to be a Hindu in Britain today?		Opportunities for discussion and reading in every lesson Question and answer session verbally at the end of the term. Students will complete tables to evidence the knowledge that they have learnt. Why is Jesus inspiring to some people?		Opportunities for discussion and reading in every lesson Question and answer session verbally at the end of the term. Students will complete tables to evidence the knowledge that they have learnt. What does it mean to be a Muslim in Britain today?	
Science	Grouping and classifying.		States of matter.		Sound		Electrical circuits and conductors.		Data collection C Data collection C		The digestive system	

	<p>Group animals. Vertebrates and invertebrates. Classification keys (animals) Group plants. Classification keys (plants).</p> <p>Data collection - A</p> <p>Data collection A</p> <p>Analyse data</p>	<p>Explore solids, liquids and gases. Think differently – solids, liquids and gases. Change states. Use equipment. Plan – melting experiment. Investigate – melting experiment. The water cycle. Plan – evaporation experiment. Investigate – evaporation experiment. Evaluate – evaporation experiment.</p>	<p>Vibrations. The ear. Investigate sounds. Explore volume. Explore pitch. Plan – volume experiment. Investigate – volume experiment. Evaluate – volume experiment.</p> <p>Data Collection B</p> <p>Data collection B.</p> <p>Analyse Data.</p>	<p>Common appliances that use electricity. Build and draw series circuits. What has gone wrong? Conductors and insulators. Conductivity within a circuit.</p> <p>Energy</p> <p>What is energy? How can we reduce our energy usage?</p>	<p>Analyse data Make conclusions.</p> <p>Habitats and deforestation.</p> <p>Living things and their habitats. Classification keys (animals). Classification keys (plants). Human impact on habitats. What is deforestation? What are the impacts in the UK and the rest of the world?</p>	<p>Teeth – carnivores, herbivores and omnivores. Human teeth. Layers of the teeth. Plan – tooth decay experiment. The digestive system. The digestive system – model. Findings – tooth decay experiment.</p> <p>Food chains</p> <p>What is a food chain? Interpret food chains. Draw food chains. What would happen if?</p>
<b>Humanities</b>	<p><b>Crime &amp; Punishment:</b></p> <p>Talk about some of the key facts about punishments that were used during the Roman, Anglo-Saxon, Tudor, and Victorian times. Recall key facts about the life of Dick Turpin and talk about differences in how he is portrayed in various historical sources. Talk about and compare the punishments that were used during the Roman, Anglo-Saxon, Tudor, and Victorian times and give some reasons for them. Explain some key terms in the history of crime and punishment in Britain, such as wergild, trial by ordeal, tithings, hue and cry, treason, transportation, and hard labour. Use primary sources to decide what are facts, what opinions can be formed from the evidence, and identify the questions they</p>	<p><b>Water:</b></p> <p>Describe water in its solid, liquid and gaseous state. List the main events in the water cycle. Explain that changes in temperature cause evaporation and condensation. Explain that water has to be cleaned for drinking. List different types of flooding. Describe how flooding affects communities. Explain how to change a solid into a liquid. Describe you how to turn a liquid into a gas. Explain where the processes of evaporation and condensation are involved in the water cycle. Explain that the water cycle keeps going. Use the words condensation and precipitation to explain why it rains. Use the words evaporation and condensation to explain why clouds form. Explain some of the steps involved in cleaning water.</p>	<p><b>Vikings &amp; Anglo-Saxons:</b></p> <p>Say where the Vikings came from and when they invaded Britain. Know some key facts about the most influential Anglo-Saxon kings and be able to organise information about the Viking and Anglo-Saxon kings onto a timeline. Describe some aspects of everyday Viking life and know some typical Anglo-Saxon punishments. Explain where and why some Viking raids or attacks took place. Describe in greater detail the influence and actions of some of the main Anglo-Saxon kings and be able to explain concepts such as Danegeld and wergild. Compare and contrast aspects of AngloSaxon, Viking and modern day everyday life e.g. religion, cultural traditions and crime and punishments.</p>	<p><b>Somewhere to Settle</b></p> <p>Explain what a settlement is; Identify important features of a settlement site; List the things settlers need from a settlement site; Explain that settlements have been built at different times in history; List different types of land use; Identify land use using a digital map; Use a key to identify transport links on maps; Use an atlas to find a route between two places; Draw a map of a settlement; Create a key for a map. sort settlers' needs by importance; Identify reasons settlers have chosen a site; Identify features of a good settlement site; Explain that some settlements were built by invaders;</p>	<p><b>World War 2</b></p> <p>Know when the war started and tell you some of the countries and key individuals involved; Recall basic details about key events and know that the Battle of Britain was a turning point in the war; Describe some things people on the home front did to support the war effort; List examples of things people did for entertainment during the war; Tell you some wartime events that are commemorated each year. Offer reasons to explain why the war started and explore the significance of key events; Explore the significance and impact of the Battle of Britain as a turning point in comparison to other wartime events; Describe different aspects of life on the home front in more detail and explore how different people were affected; Suggest reasons why entertainment during the war was important; Say why different commemorative events are celebrated each year.</p>	<p><b>Enough for Everyone</b></p> <p>Identify important features of a settlement site. Rank human needs by importance to me. Tell you the main stages of electricity distribution. Use an atlas to locate a given place. Label a map using a key. Identify what makes an energy source renewable. Find the country or town of origin on a food label. List some foods that are produced in the UK. Tell you what food miles are. Identify ways to reduce food wastage. Tell you that food shortages are a global problem. Tell you about the causes of food shortages in a country in South or Central America. Reflect on my own role in reducing resource shortages around the world. List the resources a settlement needs to thrive. Name some of the methods of power generation used in the UK.</p>

	<p>have about the life of the highwayman Dick Turpin. Compare modern-day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day.</p> <p>Explain their understanding of the different experiences of people who may have committed crimes according to their status in society e.g. a slave compared with a noble during the Roman period. Compare and contrast a variety of historical sources to form their conclusions and questions regarding the life of the highwayman Dick Turpin.</p> <p>Imagine and write about the experiences of people living during the historical periods studied based on factual evidence.</p>	<p>Suggest ways to remove dirt from water.</p> <p>Explain what causes flooding.</p> <p>Use the terms freezing, evaporation and condensation to describe how water changes.</p> <p>Recall the temperatures at which water freezes and boils.</p> <p>Explain why the water cycle is a closed cycle.</p> <p>Name some different types of clouds.</p> <p>Explain that dirty water contains bacteria.</p> <p>Describe ways to limit flood damage.</p>	<p>Demonstrate a full understanding of how the Vikings have shaped British culture and history by composing historically valid questions.</p> <p>Evaluate and assess the impact and significance made by some Anglo-Saxon kings and be able to explain how their actions have shaped British history.</p> <p>Confidently compare and contrast the modern day justice system with the Anglo-Saxon system, explaining and understanding the similarities and differences.</p>	<p>Identify who built a settlement from clues in its name;</p> <p>Identify similarities and differences between land use in different places.</p> <p>Give reasons why a settlement site might be unsuitable;</p> <p>Identify patterns of historical settlement using maps;</p> <p>Describe directions of travel using the eight compass points.</p>	<p>Demonstrate a full understanding of a range of World War II events, and recall key dates and facts;</p> <p>Evaluate and assess the reason, impact and significance of the Battle of Britain;</p> <p>Describe different aspects of life on the home front and explain how people on the home front directly contributed to the war effort;</p> <p>Fully appreciate the significance of entertainment and be able to describe how entertainment changed as a result of the war;</p> <p>Evaluate the importance of commemorative events and tell you the dates and details of a range of events.</p>	<p>Find a place on a blank map by comparing it to an atlas.</p> <p>Name some of the renewable methods of power generation used in the UK.</p> <p>Explain why foods are imported and exported.</p> <p>Identify some benefits of importing food.</p> <p>Use digital maps to calculate the distance between two places.</p> <p>Identify ways to reduce water wastage.</p> <p>Identify ways to reduce energy usage.</p> <p>Explain how small changes can lead to a big impact.</p> <p>Name areas of the world most affected by food shortages.</p> <p>Describe how human needs have changed over time.</p> <p>Explain some renewable methods of power generation.</p> <p>Describe the impact renewable sources have on UK electricity production.</p> <p>Identify some issues related to importing food.</p> <p>Explain the terms efficiency and conservation.</p> <p>Identify ways to reduce my carbon footprint.</p> <p>Explain how CO2 levels impact global access to resources</p> <p>Describe how human needs have changed over time.</p> <p>Explain some renewable methods of power generation.</p> <p>Describe the impact renewable sources have on UK electricity production.</p> <p>Identify some issues related to importing food.</p> <p>Explain the terms efficiency and conservation.</p> <p>Identify ways to reduce my carbon footprint.</p> <p>Explain how CO2 levels impact global access to resources.</p>
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<b>Food Tech</b>	<b>Introduction To Food Technology</b> Explore food hygiene, correct food storage, brands, labels, nutrients. Examine different peoples food needs and how to use equipment correctly Reading recipes Accurate weighing and measuring	<b>How food fits into the world around us</b> Construct a meal from around the world, explore recycling and how to be an all-round healthy person. Reading recipes Accurate weighing and measuring	<b>Examining Food and Equipment</b> Explore food hygiene, correct food storage, brands, labels, nutrients. Examine different peoples food needs and how to use equipment correctly Reading recipes Accurate weighing and measuring	<b>Healthy Eating</b> Construct a meal from around the world, explore recycling and how to be an all-round healthy person. Reading recipes Accurate weighing and measuring	<b>Different Needs</b> Explore food hygiene, correct food storage, brands, labels, nutrients. Examine different peoples food needs and how to use equipment correctly Reading recipes Accurate weighing and measuring	<b>Recycling</b> Construct a meal from around the world, explore recycling and how to be an all-round healthy person Reading recipes Accurate weighing and measuring
<b>P. E</b>	<b>(KS2)Curling &amp; Boccia</b> Introductions to Curling & Boccia / Develop agility, balance, coordination run, jump, hop, balance, control, freeze / aim, target, accuracy, team, score team work KS1: Can move safely in space. KS2: Can roll/throw a ball. Progress throughout lesson singles/doubles	<b>(KS2)Invasion Games</b> Develop attacking & defending basics team, rules, share, fair play / attack, defend, pass, intercept, goal KS1: Can share space and follow rules. KS2: Can throw, catch, kick a ball.teamwork, cooperation, enjoyment	<b>(KS2)Boccia Progression</b> Apply tactics & strategies / body control & simple sequences balance, roll, travel, sequence / strategy, position, defend, score Progress throughout lessons	<b>(KS2)Striking &amp; Fielding</b> Develop batting & teamwork / Coordination & accuracy throw, catch, aim, target / strike, field, base, teamwork KS1: Basic experience throwing/catching. KS2: Can throw & catch a ball.	<b>(KS2) Athletics</b> event skills (sprint, jump, throw) / Running, jumping, throwing for sports day. sprint, jump, relay, throw, distance / sprint, baton, measure, distance. KS1: Can run, jump, throw basics. KS2: Have done simple relays & throws.	<b>(KS2) Sports Day Prep</b> Competitive & cooperative events / Team relays, parachute, obstacles relay, obstacle, team, fair play / compete, relay, support, effort. KS1: Experience in group games. KS2: Developed athletics & teamwork skills.
<b>Art</b>	Reading opportunities include: research; articles; websites; informational booklets; PowerPoints, activities, worksheets. Numeracy- Place Value; Time ; measurement; mass and volume; fractions; position and direction					
	<b>What is line?</b> 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	<b>What is tone?</b> 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	<b>What is texture?</b> Texture is one of the formal Art elements. Investigate textures by describing, naming, rubbing, copying Visual and Actual. W. Descriptive words based on touching, looking and feelings – hard, soft, rough, smooth, cold, war, happy and sad etc Drawing textures. FROTTAGE (rubblings)	<b>What is pattern?</b> Pattern is one of the formal Art elements. A repeated decorative design. Can you make a pattern? Repetition.	<b>What is shape?</b> Shape is one of the formal ART elements. Identify shapes. 2d and 3d shapes	<b>What is colour?</b> 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

		rhythm or pattern within a composition. Tone Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes Examples of TONE.				
<b>COMPUTING</b> (N Howard)	<b>Computing systems and networks</b>	<b>Data information-pictograms</b>	<b>Creating media - desktop publishing</b>	<b>Programming A - robot-algorithms</b>	<b>E-safety</b>	<b>B – programming quizzes</b>