

English	
Key Learning Skills and Knowledge	Key Activities
<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Retell moral tales through Talk for Writing.</li> <li>• Speak audibly and fluently to an audience.</li> <li>• Use appropriate registers for effective communication.</li> <li>• Give well-structured written instructions and narratives for different purposes.</li> <li>• Use relevant Talk for Writing strategies to build their vocabulary.</li> <li>• Listen and respond appropriately to adults and peers.</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>• Identify points of interest when listening to fiction and non-fiction texts</li> <li>• Begin to comment in more detail on the performance of others</li> <li>• Consistently listen carefully and respond appropriately with relevant question.</li> <li>• Orally perform fiction and non-fiction texts through Talk/Drama for Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a set of actions for ‘If I had wings’ and ‘How To Trap A Dragon?’</li> </ul> <p>Learning pieces of text using Talk for Writing actions and using strategies such as</p> <ul style="list-style-type: none"> <li>• Hot seating</li> <li>• Freeze frame</li> <li>• Interviews and presentations</li> <li>• Modelling</li> <li>• Drama</li> </ul> <ul style="list-style-type: none"> <li>• Orally perform a poem and a set of instructions through Talk/Drama for Writing</li> <li>• Orally perform a set of instructions through Talk/Drama for Writing</li> <li>• Compose their own oral story in a group.</li> <li>• Participate in presentations, performances &amp; role-plays.</li> <li>• Listen to and discuss a wide range of poems and instructions.</li> </ul>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills consistently to decode age appropriate texts fluently and accurately.</li> <li>• Begin to use textual cues to adapt tone, volume and intonation when reading aloud</li> <li>• Recite and know by heart a range of texts using Talk for Writing techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Read a variety of texts as a whole class and individually during Guided Reading.</li> <li>• Read to an adult.</li> <li>• Read a range of books independently from the reading corner and library.</li> <li>• Discuss the features of instruction writing and poetry and persuasive writing.</li> <li>• Retrieve information from non-fiction to</li> </ul>



<ul style="list-style-type: none"><li>• Identify the main ideas and themes in a text.</li><li>• Discuss words and phrases that capture the reader’s interest and imagination.</li><li>• Predict what might happen from details stated and implied.</li><li>• Retrieve and record information from non-fiction.</li><li>• Ask questions to improve their understanding of a text.</li><li>• Identify how language, structure and presentation contribute to meaning.</li><li>• Answer questions related to texts using literal, inferential and applied knowledge comprehension skills.</li></ul>	<p>use when writing an instructional text.</p> <ul style="list-style-type: none"><li>• Complete written and verbal comprehension activities.</li><li>• Guided reading activities will be planned and implemented on rotation with</li><li>• Computer based reading activities</li><li>• Phonics and sentence building games</li><li>• Opportunities for free reading and writing</li><li>• Teacher led groups focusing on reading, retelling, comprehension and inference.</li></ul>
<p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Use the first 2 or 3 letters of a word to check spelling in a dictionary.</li><li>• Spell words that are often misspelt.</li><li>• Spell high frequency words, phonetically accurate words and common exception words to Phase 6</li><li>• Improve the legibility, consistency and quality of handwriting.</li><li>• Compose and rehearse sentences through a variety of activities including Talk/Drama for Writing.</li><li>• Capture ideas using planning formats (e.g. story map, boxing up)</li><li>• Plan writing to suit an audience and purpose.</li><li>• Use simple organisational devices.</li><li>• In poetry, develop and extend the use of figurative language to engage the reader.</li><li>• In instruction writing, use and develop the style for specific genres and begin to use appropriate action and ‘bossy’ verbs</li><li>• In persuasion use a variety of persuasive techniques such as: repetition, exaggeration and the rule of 3 to promote a change.</li><li>• Begin to use nouns, pronouns and tenses accurately and consistently throughout</li><li>• Use most basic punctuation accurately, e.g. full stop, capital letter, question mark,</li></ul>	<p><b>Non-Fiction- Instruction writing/ Persuasion Fiction- Poetry</b></p> <ul style="list-style-type: none"><li>• Sequence events in an instruction report or narrative through story mapping or reconstructing the text.</li><li>• Identify the purpose, audience, structure and language features of instruction writing and poetry.</li><li>• Plan, draft, edit and proof-read a poem.</li><li>• Plan, draft, edit and proof read a set of instructions on How to trap a mythical creature.</li><li>• Write and evaluate a verse for a ‘If I had ....’ poem</li><li>• Evaluate their own and others independent writing.</li><li>• Plan, draft, edit and proofread a variety of fiction and non- fiction texts as part of ‘Wicked Writing’.</li></ul>



<p>exclamation mark</p> <ul style="list-style-type: none"><li>• Evaluate their own writing according to purpose, the effectiveness of word choice, grammar and punctuation.</li><li>• Make simple additions, corrections and revisions to their own writing.</li></ul>	
<p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li><li>• Improve the legibility, consistency and quality of their handwriting.</li></ul>	<ul style="list-style-type: none"><li>• Handwriting lesson at least once a week to help children move from print to joined up writing</li><li>• Handwriting practice at least 3 times a week</li><li>• Focus on joining - starting with simple joins.</li><li>• Practise spacing letters consistently and keeping ascenders and descenders in proportion.</li></ul>
<p><b>Mathematics</b></p>	
<p><b>Measurement</b></p> <ul style="list-style-type: none"><li>• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li><li>• measure the perimeter of simple 2-D shapes</li><li>• add and subtract amounts of money to give change, using both £ and p in practical contexts</li><li>• tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li><li>• estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</li><li>• know the number of seconds in a minute and the number of days in each month, year and leap year</li><li>• compare durations of events [for example to calculate the time taken by particular events or tasks].</li></ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"><li>• count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise, find and write fractions of a discrete set of objects: unit</li></ul>	<ul style="list-style-type: none"><li>• Students working at their own level using differentiated activities.</li><li>• Estimate and measure the length of different objects and record the measurement using mm, cm and m.</li><li>• Estimate the mass/capacity of various objects.</li><li>• Use a range of scales to measure mass/capacity and record the measurement using g and kg/ml and l.</li><li>• Add and subtract the lengths/mass/capacity of objects.</li><li>• Tell the time from both analogue and digital clocks.</li><li>• Compare lengths of time in terms of seconds, minutes and hours.</li><li>• Calculate the time taken up by events.</li><li>• Add and subtract amounts of money to using written methods.</li></ul>



fractions and non-unit fractions with small denominators

- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole  
[for example,  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$  ]
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.

#### Addition and subtraction

- add and subtract numbers mentally, including:
  - a three-digit number and 1s
  - a three-digit number and 10s
  - a three-digit number and 100s
- add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

#### Multiplication and Division

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using formal written methods
- solve problems, including missing number problems, involving multiplication and division.

- Solve word problems involving measures.
- Calculate the time taken up by events.
- Measure the perimeter of 2D shapes.
- Find fractions of a set of objects and amounts.
- Add and subtract fractions with the same denominator.
- Compare and order fractions.
- Work through investigations which require the application of their mathematic skills.
- Explain their choice of strategy and choose a different strategy to check the answer.
- Solve addition and subtraction of 3 digit numbers using written methods.
- Use written methods to multiply or divide two-digit numbers by 1 digit number.

Students will use apparatus, such as...

- Counters
- Bead strings
- Number-lines
- Bingo games
- 100 squares
- Times table grids
- 100s, 10s and 1s place value card sets
- 0–9 dice
- Counting stick
- 0–20 cards
- Calculators
- IWB resources
- Analogue and digital clocks
- Measuring equipment



	<ul style="list-style-type: none"> <li>Plastic money coins and notes</li> </ul>
<b>Science</b>	
<ul style="list-style-type: none"> <li>Test different hypotheses.</li> <li>Conduct fair test and recording results</li> <li>Correctly use equipment.</li> <li>Record observations in tables and charts.</li> <li>Describe observations using scientific vocabulary.</li> <li>Use a variety of sources to research information.</li> <li>Follow suggestions to find things out.</li> <li>Ask “What will happen if...”</li> <li>Correctly use equipment provided for them.</li> <li>Use tables and bar graphs to record results.</li> <li>Describe their observations using some scientific vocabulary.</li> <li>Record observations in tables.</li> <li>Agree or disagree with ideas starting to give reasons.</li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>Asking questions to find out the different types of forces there are</li> <li>Describing difference between push, pull, squeeze and twist.</li> <li>Putting these descriptions into practical experiments.</li> <li>Experimenting with friction and materials.</li> <li>Measuring energy with newton meters</li> <li>Investigate magnetic materials</li> <li>Discuss and describe what is magnetic and why</li> <li>Describing, understanding and explaining the term magnetic field.</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Classifying living things</li> <li>Plants - parts, lifecycle and requirements for life.</li> </ul>	<ul style="list-style-type: none"> <li>Note down observations and use scientific knowledge on forces to explain their findings.</li> <li>Identifying the forces needed to move certain playground items and objects in the classroom.</li> <li>Discuss which forces would be best for manipulating the objects.</li> <li>Experimenting with different toys and household/classroom items such as cars, balls, jam jars, ropes to try and move/open them.</li> <li>Running toy cars over different surfaces to establish which provide the highest and least amount of friction.</li> <li>Identifying and labeling the parts of a plant.</li> <li>Using a flow chart to illustrate the life cycles of flowering and non-flowering plants.</li> <li>Design and run an investigation to find out which conditions are more beneficial for growth.</li> </ul>
<b>Computing</b>	
<b>We Are Vloggers</b>	This unit will enable the children to:



<p>This unit will cover the following Computing points of study:</p> <ul style="list-style-type: none"><li>• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web.</li><li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li><li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting information.</li><li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li></ul>	<ul style="list-style-type: none"><li>• use a search engine to learn about a new topic</li><li>• plan, design and deliver an interesting and engaging presentation</li><li>• search for, and evaluate, online images create their own original images</li><li>• create a screencast video of a narrated presentation</li><li>• develop their understanding of how the internet, the web and search engines work.</li></ul>
<b>History</b>	
<ul style="list-style-type: none"><li>• Identify different ways in which the past is represented.</li><li>• Use dates and vocabulary relating to the passing of time and sequence events.</li><li>• Sequence several events or artefacts.</li><li>• Recognise similarities and differences between periods of time.</li><li>• Use sources of information including ICT to find out about events, people and changes.</li><li>• Communicate knowledge and understanding of different time periods.</li></ul>	<ul style="list-style-type: none"><li>• Investigate the Ancient Egyptian culture and it's history and where they are placed in History.</li><li>• Label key points from the Pharonic era on a detailed timeline.</li><li>• Identify and compare the achievements and inventions that were created during these periods of Ancient Egyptian History</li><li>• Evaluate how the inventions have benefited civilization, engineering, and the sciences.</li><li>• Understand and create art work in hieroglyphic style.</li></ul>
<b>Geography</b>	
<ul style="list-style-type: none"><li>• Ask and respond to questions about places and the environment</li><li>• Collect and record evidence and begin to offer explanations</li><li>• Use appropriate geographical vocabulary to communicate their findings</li></ul>	<ul style="list-style-type: none"><li>• Locate the various areas we are focusing on in Egyptian History</li><li>• Use mapping skills to identify the physical geographical features on a map of Egypt, especially key landmarks such as the Nile,</li></ul>



<ul style="list-style-type: none"> <li>• Use atlases, globes, maps and plans at a range of scales and draw simple maps.</li> <li>• Use ICT to help in geographical investigations</li> <li>• Use secondary sources of information</li> </ul>	<p>Great Pyramids of Giza and and ancient cities such as Alexandria and Memphis.</p> <ul style="list-style-type: none"> <li>• Create their own map, including a key, of the Nile Delta, including the risks and possible solutions.</li> <li>• Use globes, maps and plans confidently.</li> <li>• Identify and describe what places are like, commenting on the physical and human.</li> </ul>
<p><b>Art/Design Technology</b></p>	
<ul style="list-style-type: none"> <li>• Use sketchbooks to collect, record and evaluate ideas.</li> <li>• Improve techniques such as drawing, painting and sculpture with varied materials.</li> <li>• Use art skills to apply texture or design to a product.</li> <li>• Shape their product carefully, using techniques and tools that lead to a high quality finish.</li> <li>• Use art skills to apply texture or design to their product.</li> <li>• Evaluate their ideas against their own design criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Discover famous sculptures around the world including the work of Frank Gehry and M Pei.</li> <li>• The techniques that were used during the Ancient Egypt to create artworks and sculptures.</li> <li>• Use a range of tools &amp; materials to complete practical tasks.</li> <li>• Create painting, sculpture, printing and calligraphy complementing the Ancient Egypt topic.</li> <li>• Research, design, make and evaluate a pyramid for a modern purpose.</li> </ul>
<p><b>PSHE</b></p>	
<p><b>Keeping myself safe</b></p> <ul style="list-style-type: none"> <li>• Name some people that belong in each personal space zone.</li> <li>• Explain what personal space is and how your personal space changes according to the situation.</li> <li>• Name some people that are safe strangers.</li> <li>• Recognise boundaries in possible unsafe situations.</li> <li>• Know how to report concerns to a safe adult. (no, go tell)</li> <li>• recognise they need to be persistent if they are feeling hurt or unsafe</li> </ul>	<ul style="list-style-type: none"> <li>• Circle activities to share facts about each other.</li> <li>• Hot-seat activities/role play activities</li> <li>• Label safe and unsafe strangers.</li> <li>• Listen to stories on personal decisions.</li> <li>• Storyboard for talking to strangers</li> <li>• Poster promoting ‘reporting concerns’</li> <li>• Role play for situations where we need help in public places.</li> </ul>
<p><b>Music</b></p>	
<p><b>Programme Music – Weather and Seasons</b></p> <p>This unit develops pupil’s ability to recognise how sound sources can be used expressively and be combined to create music in response to the weather and the seasons. Pupils explore how sounds can be changed, combined and organised to create class and group compositions. They respond to stimuli by the</p>	<ul style="list-style-type: none"> <li>• Listen to different pieces of classical music which represent either the seasons or weather.</li> <li>• Using classroom percussion to create a weather soundscape.</li> <li>• Working in groups to compose.</li> </ul> <p>Learn about programme music.</p>



<p>weather and explore ways in which sound can be used expressively. Pupils are introduced to the music of the Baroque period and to the genre of the solo concerto focusing on “The Four Seasons” by Vivaldi and exploring programme music further.</p>	
<p><b>Rhythm and Pulse</b> Students combine musical elements of pitch, duration, dynamics, tempo, timbre, texture. Silence is be organised within musical structures and used to communicate different moods and effects. Students play tuned and untuned instruments with control and rhythmic accuracy. Sounds are be compared and analysed. When performing, students improvise and develop rhythmic and melodic material. Musical ideas are explored, choosen, combined and organised within musical structures</p>	<ul style="list-style-type: none"> <li>• Listen to ‘Hard to starboard’ from Titanic.</li> <li>• Discuss the meaning of rhythm and layers.</li> <li>• Play ‘Pass the Rhythm’, ‘Pulse Point’, ‘Pass the tambourine’ and ‘Body Count’ games.</li> <li>• Sort instruments into timbre groups.</li> <li>• Watch ‘Trashing the camp - Tarzan’ video.</li> </ul> <p>Try building up an arrangement as a class</p>
<p><b>Unit 7: T-Ball</b> The aim of this Unit is designed to ensure that students acquire the basic skills of Tee-ball and learn the fundamental rules. Children will learn the basics in Fielding (Catching); Ground balls, bouncing balls, close and medium range catching. Throwing; underarm, over arm. Hitting - Stance, grip, position in relation to the tee, how to adjust tee height and positioning around the diamond field. Children will play competitive games and simplified versions of how to play the game correctly.</p>	<p>Activities:</p> <ul style="list-style-type: none"> <li>• Lesson 1: Familiarisation with the ball (Fielding basics) Under arm and fielding ground balls</li> <li>• Lesson 2: Ball control and throwing with accuracy</li> <li>• Lesson 3: Batting / hitting technique (small group practices)</li> <li>• Lesson 4: Batting / hitting technique with accuracy</li> <li>• Lesson 5: Attack and defensive positioning</li> <li>• Lesson 6: Small group practices – tactical game play</li> <li>• Lesson 7: small-sided games</li> </ul> <p>Lesson 8: small-sided games</p>
<p><b>Unit 8: Athletics</b> In this unit children concentrate on developing good basic running, jumping &amp; throwing techniques. They are set challenges for distance and time that involve using different styles &amp; combinations of running, jumping &amp; throwing. As in all athletic activities, children think about how to achieve the greatest speed, height, distance or accuracy.</p>	<p>Activities:</p> <ul style="list-style-type: none"> <li>• Lesson 1: Running for Speed / competitions</li> <li>• Lesson 2: Running Over Obstacles &amp; distance / relays</li> <li>• Lesson 3: Throwing (Push &amp; Pull Throws)</li> <li>• Lesson 4: Jumping for Distance</li> <li>• Lesson 5: Jumping for Height</li> <li>• Lesson 6: Combination</li> <li>• Lesson 7: Relays</li> </ul> <p>Lesson 8: Multi-Event Team Challenge</p>