

The Curriculum Tolleshunt D'Arcy Academy

PART B:

Sequencing



Part B : Sequencing

Key Stage 1	<u>Cycle A</u> <u>Autumn</u> <u>Spring</u> <u>Summer</u>	<u>Cycle B</u> <u>Autumn</u> <u>Spring</u> <u>Summer</u>
Lower Key Stage 2	<u>Cycle A</u> <u>Autumn</u> <u>Spring</u> <u>Summer</u>	<u>Cycle B</u> <u>Autumn</u> <u>Spring</u> <u>Summer</u>
Upper Key Stage 2	<u>Cycle A</u> <u>Autumn</u> <u>Spring</u> <u>Summer</u>	<u>Cycle B</u> <u>Autumn</u> <u>Spring</u> <u>Summer</u>



Y1/2:Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Stories, biography, poetry	Traditional tales, instructions	Stories, explanations, poetry	Non-chronological, instructions, poetry	Information texts and recounts	Story, recounts, letters
Maths	Number, place value, addition and subtraction and shape	Number, addition, subtraction, multiplication, division, time, measures	Number, place value, addition, subtraction, multiplication, division, money	Place value, addition, subtraction, Multiplication, division, fractions, shape, measures	Number, +-X, length, height, mass, temp, volume, geometry, fractions	Number, geometry, time, money, problems
Science	How do living things stay alive? Why body parts?	Where do shadows come from?	What is special about water?	What do we notice when the seasons change?	How do we use electricity and make a simple circuit?	Which materials are magnetic?
DT	-	Designing and preparing a healthy snack	-	Product using a slider mechanism	Product with a simple switch using a pivot	-
Art	Drawing		Drawing	Painting	Printing	3d and sculpture
Music	Singing, pulse, rhythm	Copy cat rhythms	Singing and rhythm	Tempo	Singing, musical notation,	Percussion to tell a story
RE	What was God's plan for Adam and Eve?	How is the story of Noah and a rainbow connects with the story of Adam and Eve?	Is the Hindu story of creation the same as the one in the Bible?	Why is the Kingdom of God like a mustard seed?	What would we find inside our local church?	A Hindu temple comparison
	How does the story of Adam and Eve spoil God's plan?	Why did the wise men give Jesus gifts of Gold, Frankincense and Myrrh?	Who are the Hindu gods?	Why is the cross so important to Christians?	What will I see inside a Hindu temple?	When do followers of Hinduism come together?
RSHE	Me and my friends	Respectful relationships	Families, trusted adults and culture	Bullying, choices and consequences	Rules, healthy diets, exercise and germs	Internet safety and people who inspire
PE	Ball skills and gymnastics	Jumping, throwing, catching and gym	Balls, throwing and catching and gym	Partner games, passing, target games	Batting, moving and jumping	Bat /ball games and outdoor adventurous
Computing	Internet, e-safety, publishing and digital awareness	Coding and publishing	Coding and digital awareness	Simulation games and recording audio	Coding and searching the internet	Simulation games and word processing
History	An event within living memory	Tolleshunt D'Arcy long ago	-	People who made a difference(Florence N)	People who made a difference (N Armstrong)	-
Geography	Buildings in Tolleshunt D'Arcy	An environmental issue	A local area in another country	-	-	-
Spanish	Greeting each other : How are you and what is your name? Naming items in the classroom.	Colours, counting 0-20 Christmas words	Days of the week, Numbers 0-31 How old are you? Where do you live?	Family members Months Do you have any brothers or sisters?	Months Pets/animals What is the date today? When is your birthday?	Pets/animals Weather Traditional Stories

Y1/2:Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Non-chronological, narrative, poetry	Instructions, diary, acrostic poetry	Recount, narrative, shape poetry	Non-chronological, instructions, poetry	Explanatory, narrative and nonsense poetry	Diary, playscripts and poetry
Maths	Number, place value, addition and subtraction	Number, addition, subtraction and shape	Number, place value, money, add/subtraction	Number, fractions. Multiplication, division	Number, addition, subtraction, multiplication, division, length, height, mass, temp, volume	Number, addition, subtraction, multiplication, division, geometry, time, money, problems
Science	What do plants need to germinate and grow?	What are everyday materials made from and used for?	How are humans similar & different to animals and plants?	How can we put animals into different groups?	Why do animals live in different types of habitats?	What are everyday materials made from and used for?
DT	-	Product that uses hinges and flaps to join card	-	Product using an axle and a wheel	-	Product requiring attaching a button
Art	Drawing	Painting	Printing	3d and sculpture	Drawing and painting	Painting
Music	Singing & improvising	Singing, body percussion and dot notation	Performing using a glockenspiel and beat groupings	Singing, stave and Stick notation	Singing, improvising, ostinato	Combining sounds, grouping beats
RE	What would I see in a shrine in a Hindu home?	What special days do Hindus celebrate?	How do followers of Jesus worship and pray?	Why do we have eggs at Easter?	What Good News did Jesus bring to the world?	What happens when Christians go to church?
	Do Hindus worship and pray like followers of Jesus?	Why 5 candles on an advent wreath?	Why are Christians baptised?	How do followers of Jesus (Christians) show they love God?	How doe Christinas make friends with God?	
RSHE	Me and my family	Making friends	Nutrition and positive influences	Keeping myself safe and healthy	Why do I feel this way	Words, actions and choices
PE	Dance, running and moving, throw, catch	Jumping, throwing, catching and gym	Batting, moving and jumping	Bat /ball games and outdoor adventurous	Dance, running and moving, throw, catch	Striking games and invasion games
Computing	Internet, e-safety, publishing and digital awareness	Coding and publishing	Coding and digital awareness	Simulation games and recording audio	Internet, e-safety, publishing and digital awareness	Coding and publishing
History	-	Great Fire of London	National event beyond living memory		Another event before or after the Fire of London	-
Geography	What is the weather like in another country?		Maps, globes and atlases		What is the UK like?	-
Spanish	Greeting each other : How are you and what is your name? Naming classroom items	Colours, counting 0-20 Christmas words	Days of the week, Numbers 0-31 How old are you? Where do you live?	Family members Months Do you have any brothers or sisters?	Months Pets/animals What is the date today? When is your birthday?	Pets/animals Weather Traditional Stories





Key Stage 1 : Autumn A

Reading	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phonemes	'ay' saying /ai/	'oy' saying /oi/	'ie' saying 'igh'	'ea' saying /ee/	'a_e' saying /ai/	'i_e' saying /igh/, 'o_e' saying /oa/
	'y' saying /igh/	dge' and 'ge' saying /j/	Adding 'es' to words ending in 'y'	'gn' saying /n/	'kn' saying /n/	Adding 'ed' or 'ing' to words ending in 'y'
Decodable spellings	day, may, say, play, clay, tray, spray, crayon	toy, boy, joy, enjoy, destroy, annoy, employ, royal	pie, lie, tie, die, cried, tried, spied, fried	sea, bead, read, seat, meat, heap, treat, least	snake, game, cake, ate, same, make, name, came	bike, time, pine, prize, bone, home, note, alone
	By, try, dry, sky, fly, sly, spy, reply, pylon, python	Edge, hedge, badge, bridge, change, large, orange, challenge	Flies, cries, spies, replies, babies, teddies, carries, hurries	Gnome, sign, gnaw, gnat, design, gnarl, gnash, campaign	Knight, knee, knot, knife, knock, know, knapsack, knowledge	Copied, copying, worried, worrying, annoying, annoyed, studying, studied
Exception words(reading)	could, should,	could, want,	oh, their	Mr, Mrs	Love, your	People, looked
Exception words(spelling)	said, so	have, like	some, come	were, there	little, one	do, when
	door, floor	Bought, favourite	Autumn, gone	Know, colour	Other, does	talk, two
Grammar focus	Capital letters and full stops	Proper nouns (names)	Plural nouns	Alphabetic order 1	Alphabetic order 2	Verbs

Key Stage 1 : Autumn A



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science	Living things : How do living things stay alive? Working scientifically, explore and compare the differences between things that are living, dead, and things that have never been alive See also NC non-statutory guidance and recap on prior learning.			Human body/Reproduction (RSHE) : Why does my body have different parts? Working scientifically, identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. See also NC non-statutory guidance.		
Art	Drawing Draw shapes and patterns using various media including pencil, chalk, charcoal, crayons, wax crayon felt tips.					
Music	Singing Sing songs in unison with others keeping the melody, Use voice expressively and creatively by singing songs and speaking chants and rhyme, add actions to convey meaning. (See page 13 and 16 DfE Music Model Curriculum for repertoire).		Rhythmic Composition and performance Copy and clap/tap the pulse and or rhythm of a simple sequence (See page 14, 15, 18 and 18 DfE Music Model Curriculum for repertoire).		Musical ideas Listen to and play copycat rhythms, copying the leader and inventing rhythms for others to copy on untuned percussion. (See page 17 and 17 DfE Music Model Curriculum for repertoire).	
RE	God and Creation What was God's plan for Adam and Eve?			The Fall How does the story of Adam and Eve spoil God's plan?		
RSHE	Knowing myself : What makes me a person? What makes me special Similarities/differences Families			Friendships : How do I make friends? Friends hip qualities Falling out Things that are private		
PE	Games- Best of balls How to control a ball, rolling and throwing a ball, bouncing a ball, kicking a ball, catching a ball and striking a ball.			Throwing and catching How to throw a range of objects (underarm) in a coordinated way that can be a caught. Or aimed at a target		Gymnastics How to travel in different ways performing sequences- Sequence involving running, hopping, skipping, walking, crawling, sliding, making different body shapes and travelling in different ways/ speeds (LCP planning)
Computing	E safety How to use technology safely and responsibly (See RSHE curriculum) Digital awareness and publishing Using ICT to support learning and how to safely use technology purposefully to create, organise, store, manipulate and retrieve digital content.					
History	An event within living memory What has happened in my lifetime?					
Geography	Locational knowledge What is a map and how can I draw a map of my classroom and school?			Local place knowledge What types of buildings and places are in Tolleshunt D'Arcy ? (See geographical vocab in NC)		
Spanish	How can we greet each other in Spanish?	How can we talk about classroom items?	How can we greet each other in Spanish? Ca-va? How can we talk about classroom items?		How can we talk about colours in Spanish?	



Key Stage 1 : Autumn A

Reading	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Phonemes	'u_e' saying /oo/ and /yoo/, 'e_e' saying /ee	'ou' saying /ow/	Long vowel sounds	'ch' saying /c/ and /sh/	'ir' saying /er/	'ue' saying /oo/ and /yoo/
	wr' saying /r/	'le' saying /l/	Adding 'er' and 'est' to words ending in 'y'	'el' saying /l/	'ai' and 'il' saying /l/	Adding 'ed' and 'er' to words ending in 'e'
Decodable spellings	use, cube, fume, tube, these, theme, even, complete	our, about, cloud, scout, sprout, proud, sound, ground	apricot, kind, wild, lion, human, gold hotel, both	school, Christmas, chemist, chord, echo, chef, parachute, chute,	stir, girl, bird, shirt, dirt, third, first, thirteen	due, venue, fuel, argue, clue, true, blue
	Wrong, wren, wrist, wrap, write, wrote, wring, wrech	Bubble, middle, table, apple, little, puddle, giggle, cuddle	Happier, happiest, easier, easiest, funnier, funniest, luckier, luckiest	Camel, travel, chisel, squirrel, tunnel, funnel, towel, tinsel	Festival, total, pupil, April, medal, local, pencil, nostril	Hiked, hiker, timed, timer, braved, braver, baked, baker
Exception words(reading)	called, asked	water, where	who, why	thought, through,	work, house	many, laughed
Exception words(spelling)	what, could	should, would	want their	Mr, Mrs	love, your	people, looked
Exception words(spelling)	Four, eight	Would, work	Poor, great	Break, steak	Busy, clothes	whole, listen
Grammar focus	Adverbs	Common nouns revision	Adjectives and expanded noun phrases	Commas in lists	Proper nouns (place names)	Regular past tense



Key Stage 1 : Autumn A

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text Genre	Stories		Biography (recount)		Poetry	
Text	Stories set in familiar settings				Learn by heart Super Duper Me	
Writing knowledge (JB)	Stories (2) Unit 2: How to use different sentences in my stories (Jonathan Bond)		Biography (1)Unit 4: Four part Recount (1) Unit 9: Longer Recount (1) Unit 6: Four part non-chronological report (2) Unit 16: How to write a diary (Jonathan Bond)		Poetry (2) Unit 3: How to write a poem (Jonathan Bond)	
Key tools (JB)	Using statements, questions and exclamations How to 'tell' a story Proper Nouns (Names)		Past tense. Specific participants Use of conjunctions to support cohesion		Images Deliberate vocabulary choices	
Writing practice	Write a 4 part story text that uses the structure and features of the text studied.		Write a 4 part biography/recount that uses the structure and features of the text studied.		Write a poem that uses the structure and features of the text studied.	
	Say out loud what they are going to write Use the sentence by sentence process of think, say, write, check Re-read what they have written to themselves, in order to check that it makes sense Use full stops and capitals throughout a piece of writing Write a sequence of sentences. Spell words with the GPCs taught so far. Spell simple words with adjacent consonants. Leave spaces between words.					

Mathematics	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number
Concept	Place Value	Place Value	Place Value	Place Value	Place Value	Addition and Subtraction



Key Stage 1 : Autumn A

Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Text Genre	Traditional tales				Instructions	
Text	Peter Pan and Jack and the Beanstalk				How to make a Christmas decoration	
Writing knowledge (JB)	Traditional tales (1) Unit 20: How to write a story based on traditional tales (Jonathan Bond) (2) Unit 14: How to make writing lively and interesting for the reader (Jonathan Bond) Unit 7,8,11,15: Longer solving problem stories (Jonathan Bond) (2) Unit 8 : How to write a losing story (Jonathan Bond) (2) Unit 12: How to write a fear story (Jonathan Bond)				Instructions (1) Unit 17: How to write instructions (Jonathan Bond) (2) Unit 4: How to write an instruction booklet (Jonathan Bond)	
Key tools (JB)	Tense. Developing an idea over several sentences Adding detail . Developing an idea over several sentences. Editing.		ly adverbs. devices that link ideas and make the writing flow		Diagrams/pictures and labels. Present tense Imperative form. Clear, concise and exact language	
Writing practice	Story writing	Story writing	Story writing	Story writing	Write a set of instructions that uses the structure and features of the text studied.	
Say out loud what they are going to write Use the sentence by sentence process of think, say, write, check Re-read what they have written to themselves, in order to check that it makes sense Use full stops and capitals throughout a piece of writing Write a sequence of sentences. Spell words with the GPCs taught so far. Spell simple words with adjacent consonants. Leave spaces between words.						

Mathematics	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number
Concept	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Shape	Shape / consolidation of 12 weeks

Key Stage 1: Autumn A



	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Science	Human body : How are humans similar and different to animals and plants? (Reproduction) Working scientifically, notice animals including humans, have offspring which grow into adults, know and describe the basic needs of animals, including humans for survival (water, food, air) and know the importance of exercise, eating the right amounts of different types of food and hygiene)			Working scientifically An investigation (Fair test), linked to transparency of materials or light/shadows	Light : Where do shadows come from? Working scientifically, describe the simple physical properties of a variety of everyday materials (transparent materials) See also NC non-statutory guidance.	
DT	Food technology How to design and prepare a healthy snack					
Art	Collage How to create artwork by using and attaching different materials and compare with works created by other artists.					
Music	Singing How to sing songs in unison with others keeping the melody, Use voice expressively and creatively by singing songs and speaking chants and rhyme, add actions to convey meaning. (See page 13 and 16 DfE Music Model Curriculum for repertoire).		Rhythmic Composition and performance How to compose and perform musically using a combination of sounds in the same order and pattern using body sounds (See page 14, 15, 18 and 18 DfE Music Model Curriculum for repertoire).		Musical ideas How to listen to and respond to pulse in recorded/live music through movement and dance e.g. stepping, walking and jumping. (See page 14 and 17 DfE Music Model Curriculum for repertoire)	
RE	People of God How is the story of Noah and a rainbow got in common with the story of Adam and Eve?			Incarnation Why did the wise men give Jesus gifts of Gold, Frankincense and Myrrh?		
RSHE	Respectful relationships and citizenship : What qualities make a good person? Respecting difference Good manners Taking turns/playing fairly Actions have consequences Telling the truth/power of words Saying no					
PE	Jumping How to jump different height and distance. Use arms and bend legs to jump and land in a controlled way.		Throwing and catching How to throw a range of objects (underarm one hand and two hand) in a coordinated way that can be a caught. Or aimed at a target		Gymnastics How to perform sequences that include balances/ partner work. Climb, move along and dismount equipment safely. Balance on different parts of the body with control and stillness. Plan a sequence of movements (LCP planning)	
Computing	Coding How to use logical reasoning to predict the behaviour of simple programs (algorithms) e.g. Bee bot or program and create and debug simple programs			Publishing How to use a digital camera to take a photo, view it and delete unwanted files		
History	Local history What was Tolleshunt D'Arcy like long ago?					
Geography				Environmental issues What is spoiling my local area and what can we do?		
Spanish	How can we talk about classroom items? How can we talk about colours in Spanish – vocabulary. Link colours and classroom items.		How can we count to 31 in Spanish?		Can we understand some Christmas vocabulary in Spanish?	



Key Stage 1 : Spring A

Reading	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phonemes	'ew' saying /oo/ and /yoo/	'y' saying /ee/	'aw' and 'au' saying 'or'	'ow' and 'oe' saying /oa/	'wh' saying /w/	'c' saying /s/ and 'g' saying /j/
	eer' saying /ear/	'ture' saying /cher/	Adding 'est' and 'y' to words ending in 'e'	'mb' saying /m/	'a' and 'al' saying /or/	Adding 'ing' and 'ed' to cvc and ccvc words
Decodable spellings	Few, new, dew, stew, blew, chew, grew, drew	Very, family, body, happy, sunny, funny, crunchy, hairy	Saw, paw, draw, yawn, August, launch, laundry, astronaut	low, slow, window, own, toe, hoe, doe, goes	White, whisper, whiskers, whine, whale, which, while, wheel	Gem, magic, giant, ginger, cell, city, face, slice
	Steer, career, volunteer, cheer, sheer, peer, deer, meerkat	Future, picture, sculpture, nature, vulture, adventure, creature, capture	Nicest, bravest, finest, largest, shiny, sparkly, noisy, slimy	Lamb, limb, comb, numb, climb, thumb, crumb, bomb	All, call, hall, small, walk, talk, chalk, almost	Patting, humming, dropping, shopping, jogged, fitted, clapped, stopped
Exception words(reading)	because, different	any, eye	friend, also	once, please	live, coming	Monday, Tuesday
Exception words(spelling)	water, where	have, like	who, why	thought, though	work, house	many, laughed
	Build, earth	Delicious, fruit	Learn, search	Famous, shoe	Pretty, neighbour	England, tongue
Grammar focus	Regular present tense	Question marks and commands	Exclamations and statements	Using a dictionary 1	Coordinating conjunctions	Irregular past tense



Key Stage 1 : Spring A

Reading	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Phonemes	'ph' saying /f/	'ea' saying /e/	'ie' saying /ee/	Adding 'ed'	Adding 's' and 'es'	Adding 'er' and 'est' to adjectives
	'o' saying /u/	'ey' saying /ee/	Adding 'er' and 'est' to cvc and cvcc words	Contractions	'war' saying /wor/ and 'wor' saying /wur/	Adding 'ment' and 'ness'
Decodable spellings	Phone, dolphin, elephant, alphabet, photo, microphone, graph, orphan	Head, bread, ready, deaf, healthy, weather, instead, breakfast	Chief, brief, field, shield, priest, shriek, thief, relief	Jumped, looked, gasped, yelled, hunted, started, shouted, wished	Shirts, raincoats, hairbrushes, bracelets, glasses, buses, boxes, wishes	Louder, fresher, quicker, colder, loudest, freshest, quickest, coldest
	Brother, son, above, wonder, worry, glove, cover, month	Key, monkey, donkey, honey, money, chimney, valley, turkey	Longer, wetter, warmer, hottest, coldest, funny, windy, sunny	Can't, you'll, I've, didn't, we'd, couldn't, should've, could've	War, ward, warm, towards, world, worst, work, worth	Enjoyment, payment, excitement, movement, fairness, kindness, tidiness, happiness
Exception words(reading)	Wednesday, brother	More, before	January, February	April, July	Scissors, castle	beautiful, treasure
Exception words(spelling)	because, different	any, eye	friend, also	please, once	live, coming	Monday, Tuesday
Exception words(spelling)	Group, country,	Heart, dangerous	Special, enough	Aunt, father	prove, improve	Hour, move
Grammar focus	Exciting words (1)	Exclamation marks	Improving sentences (1) Nouns and Adjectives	Contractions	Subordinating conjunctions	Improving sentences (1) Verbs and adverbs

Key Stage 1 : Spring A



Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text Genre	Stories		Explanation		Poetry	
Text	Stories from other cultures - Hinduism		Information texts: Hinduism		Rhyming couplets	
Reading knowledge	See component knowledge needed to be an effective reader					
Writing knowledge (JB)	Stories (1) Unit 7,8,11,15: Longer solving problem stories (Jonathan Bond) (2) Unit 5: How to write a diary story		Explanation (1) Unit 21: How to write a fact file (Jonathan Bond) 1. Unit 1: Write a non-chronological report		Poetry (2) Unit 9: How to write shape poems	
Key tools (JB)	Embed the process of think, say, write, check when writing sentences. Use of precise verbs Use of apostrophes to show omission - Consistently write in the first person		Present tense General nouns and pronouns Third person. Technical words and phrases Descriptive language for clarity		Deliberate vocabulary choices Use of adjectives	
Writing practice	Write a diary story text that uses the structure and features of the text studied.		Write about a topic (explanatory text) that uses the structure and features of the text studied.		Write a poem that uses the structure and features of the text studied.	
Grammar and punctuation	Say out loud what they are going to write Use the sentence by sentence process of think, say, write, check Re-read what they have written to themselves, in order to check that it makes sense Use full stops and capitals throughout a piece of writing Write a sequence of sentences. Spell words with the GPCs taught so far. Spell simple words with adjacent consonants. Leave spaces between words.					

Mathematics	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number
Concept	Place value / Money	Place value / Money	Place value / Multiplication & Division	Place value / Multiplication & Division	Place value / Multiplication & Division	Place value / Multiplication & Division



Key Stage 1 : Spring A

Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Text Genre	Non-chronological report		Instructional writing		Poetry	
Text	Space		How to make a rocket		Riddles and acrostics	
Reading knowledge	See component knowledge needed to be an effective reader					
Writing knowledge (JB)	Non-chronological report (1) Unit 16: How to write a longer non-chronological report (Jonathan Bond) (2) Unit 1: How to write a non-chronological report (Jonathan Bond)		Instructional writing (2) Unit 4: How to write an instruction booklet (Jonathan Bond) (1) Unit 12,17: How to write instruction (Jonathan Bond)		Poetry (2) Unit 6: How to write an acrostic (Jonathan Bond)	
Key tools (JB)	Present tense General nouns and pronouns Third person. Technical words and phrases Descriptive language for clarity		Diagrams/pictures and labels. Present tense Imperative form. Clear, concise and exact language		Alliteration Deliberate vocabulary choices	
Writing practice	Unit 1(2): Write a report that uses the structure and features of the text studied. (Jonathan Bond)		Write a set of instructions that uses the structure and features of the text studied.		Write an acrostic poem that uses the structure and features of the text studied.	
Grammar and punctuation	Say out loud what they are going to write Use the sentence by sentence process of think, say, write, check Re-read what they have written to themselves, in order to check that it makes sense Use full stops and capitals throughout a piece of writing Write a sequence of sentences. Spell words with the GPCs taught so far. Spell simple words with adjacent consonants. Leave spaces between words.					

Mathematics	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number
Concept	Place Value – Multiplication & Division	Place Value / Length & Height	Length & Height	Length & Height Mass, Capacity and Temperature	Mass and Volume Mass, Capacity and Temperature	Mass and Volume Mass, Capacity and Temperature



Key Stage 1 : Summer A

Reading	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phonemes	'tch' saying /ch/	Adding 'ing' and 'er' to verbs	ear' and 'are' saying /air/	Unspoken 'e'	'ore' saying /or/	Adding 'un'
	's' saying /zh/	'wa' saying /wo/ and 'qua' saying /quo/	'tion' saying /shun/	Adding 'ful' and 'less' to 'ly'	Homophones and near homophones	Adding 'dis'
Decodable spellings	Catch, match, fetch, witch, stitch, ditch, crutch, kitchen	Playing, helping, teaching, singing, player, helper, teacher, singer	Tear, wear, bear, pear, stare, care, share, dare	Horse, mouse, bronze, freeze, give, serve, dance, voice	More, core, sore, score, shore, adore, before, explore	untie, unwell, undo, unkind, unlock, unfair, unpack, unsafe
	Unusual, casual, treasure, pleasure, measure, Asia, visual, closure	Want, watch, wash, swap, quality, squash, squabble, quarterly	Action, motion, description, station, section, adoption, portion, fiction	Graceful, wonderful, powerful, breathless, careless, badly, happily, luckily	Hear, here, there, their, bear, bare, quiet, quite	Dislike, disappear, disagree, disappoint, disconnect, dishonest, disqualify, disobey
Exception words(reading)	Door, floor	favourite, bought	autumn, gone	know, colour	other, does	talk. two
Exception words(spelling)	Wednesday, brother	more, before	January, February	April, July	scissors, castle	beautiful, treasure
	Sure, sugar	Half, quarterly	Straight, torch	Caught, daughter	Journey, area	Heard, early
Grammar focus	Exciting words (2) Using a thesaurus	Possessive apostrophes	Improving sentences (2)	Inverted commas (Speech marks)	Commas in speech	Using a dictionary (2)



Key Stage : Summer A

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text Genre	Information text (factual writing)			Recounts		
Text	Florence Nightingale (leaflet)			Diary accounts		
Reading knowledge	See component knowledge needed to be an effective reader					
Writing knowledge (JB)	Information text (factual writing) 2 Unit 1: How to write a non-chronological report (Jonathan Bond) <small>(1) Unit 6 and 16 : How to write a(longer) non-chronological report(Jonathan Bond)</small>			Recounts (2) Unit 16: How to write a diary (Jonathan Bond) <small>(1) Unit 22: How to write about an event(Jonathan Bond)</small>		
Key tools (JB)	Present tense General nouns and pronouns Third person. Technical words and phrases Descriptive language for clarity			Mostly past tense Specific participants Use of conjunctions to support cohesion		
Writing practice	Write about a person (biography) that uses the structure and features of the text studied.			Unit 16 (2) Write a diary that uses the structure and features of the text studied (Jonathan Bond)		
Grammar and punctuation	Say out loud what they are going to write Use the sentence by sentence process of think, say, write, check Re-read what they have written to themselves, in order to check that it makes sense Use full stops and capitals throughout a piece of writing Write a sequence of sentences. Spell words with the GPCs taught so far. Spell simple words with adjacent consonants. Leave spaces between words.					

Mathematics	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number
Concept	Multiplication and Division Fractions	Multiplication and Division Fractions	Multiplication and Division Fractions	Fractions Time	Fractions Time	Position & Direction Time



Key Stage 1 : Summer A

Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Text Genre	Story – stories by the same author		Recount		Letters	
Text	The lighthouse keeper		Postcards		Keeping our seaside clean	
Reading knowledge	See component knowledge needed to be an effective reader					
Writing knowledge (JB)	Story – stories by the same author (1) Unit 13-15: Longer solving a problem story (Jonathan Bond) (2) Unit 2 How to use different sentences in my stories (Jonathan Bond)		Recount 2) Unit 7: How to write a recount (Jonathan Bond) (1) Unit 22: How to write about an event (Jonathan Bond)		Letters Unit 10(2): How to persuade a reader Unit 19(1): How to write to an author	
Key tools (JB)	Using think, say, write, check Using statements, questions and exclamations How to 'tell' a story		Mostly past tense Specific participants Use of conjunctions to support cohesion		Present tense. Usually generic participants Use of persuasive devices e.g. emotive language Use of alliteration	
Writing practice	Write a longer problem solving story that uses the structure and features of the text studied.		Write a recount the structure and features of the text studied.		Write a letter that uses the structure and features of the text studied.	
Grammar and punctuation	Say out loud what they are going to write Use the sentence by sentence process of think, say, write, check Re-read what they have written to themselves, in order to check that it makes sense Use full stops and capitals throughout a piece of writing Write a sequence of sentences. Spell words with the GPCs taught so far. Spell simple words with adjacent consonants. Leave spaces between words.					

Mathematics	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number
Concept	Place Value Statistics	Place Value Statistics	Money Position and Direction	Time Position and Direction	Time Problem Solving	Consolidation Problem Solving



Key Stage 1 : Autumn B

Reading	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phonemes	'ay' saying /ai/	'oy' saying /oi/	'ie' saying 'igh'	'ea' saying /ee/	'a_e' saying /ai/	'i_e' saying /igh/, 'o_e' saying /oa/
	'y' saying /igh/	dge' and 'ge' saying /j/	Adding 'es' to words ending in 'y'	'gn' saying /n/	'kn' saying /n/	Adding 'ed' or 'ing' to words ending in 'y'
Decodable spellings	day, may, say, play, clay, tray, spray, crayon	toy, boy, joy, enjoy, destroy, annoy, employ, royal	pie, lie, tie, die, cried, tried, spied, fried	sea, bead, read, seat, meat, heap, treat, least	snake, game, cake, ate, same, make, name, came	bike, time, pine, prize, bone, home, note, alone
	By, try, dry, sky, fly, sly, spy, reply, pylon, python	Edge, hedge, badge, bridge, change, large, orange, challenge	Flies, cries, spies, replies, babies, teddies, carries, hurries	Gnome, sign, gnaw, gnat, design, gnarl, gnash, campaign	Knight, knee, knot, knife, knock, know, knapsack. knowledge	Copied, copying, worried, worrying, annoying, annoyed, studying, studied
Exception words(reading)	could, should,	could, want,	oh, their	Mr, Mrs	Love, your	People, looked
Exception words(spelling)	said, so	have, like	some, come	were, there	little, one	do, when
	door, floor	Bought, favourite	Autumn, gone	Know, colour	Other, does	talk, two
Grammar focus	Capital letters and full stops	Proper nouns (names)	Plural nouns	Alphabetic order 1	Alphabetic order 2	Verbs



Key Stage 1 : Autumn B

Reading	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Phonemes	'u_e' saying /oo/ and /yoo/, 'e_e' saying /ee	'ou' saying /ow/	Long vowel sounds	'ch' saying /c/ and /sh/	'ir' saying /er/	'ue' saying /oo/ and /yoo/
	wr' saying /r/	'le' saying /l/	Adding 'er' and 'est' to words ending in 'y'	'el' saying /l/	'ai' and 'il' saying /l/	Adding 'ed' and 'er' to words ending in 'e'
Decodable spellings	use, cube, fume, tube, these, theme, even, complete	our, about, cloud, scout, sprout, proud, sound, ground	apricot, kind, wild, lion, human, gold hotel, both	school, Christmas, chemist, chord, echo, chef, parachute, chute,	stir, girl, bird, shirt, dirt, third, first, thirteen	due, venue, fuel, argue, clue, true, blue
	Wrong, wren, wrist, wrap, write, wrote, wring, wrech	Bubble, middle, table, apple, little, puddle, giggle, cuddle	Happier, happiest, easier, easiest, funnier, funniest, luckier, luckiest	Camel, travel, chisel, squirrel, tunnel, funnel, towel, tinsel	Festival, total, pupil, April, medal, local, pencil, nostril	Hiked, hiker, timed, timer, braved, braver, baked, baker
Exception words(reading)	called, asked	water, where	who, why	thought, through,	work, house	many, laughed
Exception words(spelling)	what, could	should, would	want their	Mr, Mrs	love, your	people, looked
Exception words(spelling)	Four, eight	Would, work	Poor, great	Break, steak	Busy, clothes	whole, listen
Grammar focus	Adverbs	Common nouns revision	Adjectives and expanded noun phrases	Commas in lists	Proper nouns (place names)	Regular past tense



Key Stage 1 : Autumn B

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text Genre	Non chronological report		Narrative		Poetry	
Text						
Reading knowledge	See component knowledge needed to be an effective reader					
Writing knowledge (JB)	Narrative (1) Unit 1-3: Four part problem solving stories (Jonathan Bond) (2) Unit 1(2): How to use different sentences in my stories (Jonathan Bond)Non chronological report		(1) Unit 6: Four part non-chronological report (Jonathan Bond) (2) Unit 1: How to write a non-chronological report (Jonathan Bond)		Poetry (2) Unit 3: How to write a poem (Jonathan Bond)	
Key tools (JB)	Present tense General nouns and pronouns. Third person. Technical words and phrases		Using statements, questions and exclamations		Images. Deliberate vocabulary choices	
Writing practice	Write a four part/longer chronological report.		Write a four part problem solving/longer story		Write a poem based on structures studied	
Grammar and punctuation	Say out loud what they are going to write Use the sentence by sentence process of think, say, write, check Re-read what they have written to themselves, in order to check that it makes sense Use full stops and capitals throughout a piece of writing Write a sequence of sentences. Spell words with the GPCs taught so far. Spell simple words with adjacent consonants. Leave spaces between words.					

Mathematics	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number
Concept	Place Value	Addition	Subtraction	Addition and subtraction	Shape	Position Time

Key Stage 1 : Autumn B



Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Text Genre	Instructions		Diary		Acrostic Poetry	
Text						
Reading knowledge	See component knowledge needed to be an effective reader					
Writing knowledge (JB)	Instructions (1) Unit 17: How to write an Instructions (Jonathan Bond) (2) Unit 4: How to write an Instruction booklet (Jonathan Bond)		Diary (2) Unit 5: How to write a diary story (Jonathan Bond) (1) Unit 4,9 : How to write a four part (longer) recount		Acrostic Poetry (2) Unit 6: How to write an acrostic (Jonathan Bond)	
Key tools (JB)	Diagrams/pictures and labels. Present tense Imperative form. Clear, concise and exact language		Precise verbs. Use of apostrophes to show omission. Consistently write in the first person		Alliteration. Deliberate vocabulary choices	
Writing practice	Write a set of instructions/instruction booklet using structure and features of the text studied.		Write a recount/ diary story the structure and features of the text studied.		Write an acrostic poem	
Grammar and punctuation	Say out loud what they are going to write Use the sentence by sentence process of think, say, write, check Re-read what they have written to themselves, in order to check that it makes sense Use full stops and capitals throughout a piece of writing Write a sequence of sentences. Spell words with the GPCs taught so far. Spell simple words with adjacent consonants. Leave spaces between words.					

Mathematics	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number
Concept	Addition and subtraction	Multiplication	Division	Multiplication and Division	Measures - Length Weight	Consolidation of 12 weeks



Key Stage 1: Autumn B

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science	Living things : What do plants need to germinate and grow? Working scientifically, observe and describe different plants and trees and how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow. Name different plants and trees including deciduous and evergreen trees. Identify and name the parts of flowering plants and trees. See also NC non-statutory guidance.			Working scientifically Working scientifically, an investigation linked to germination and growth	Recap on prior learning	Recap on prior learning
DT	See week 7					
Art	Drawing Draw shapes, what they see from observation, self portraits and imaginations and compare with other artists.			Painting Create compositions by mixing primary colours, creating tints and tones by adding black and white.		
Music	Singing Sing songs in unison with others keeping the melody, Use voice expressively and creatively by singing songs and speaking chants and rhyme, add actions to convey meaning. (See page 13 and 16 DfE Music Model Curriculum for repertoire).		Creative composition Improvise and create sounds that reflect an event or picture e.g. a thunderstorm or a conversation (See page 14, 15, 18 and 18 DfE Music Model Curriculum for repertoire).		Musical ideas Follow pictures and symbols to guide singing and playing e.g.. 4 dots = 4 taps on the drum. (See page 14 and 17 DfE Music Model Curriculum for repertoire).	
RE	Holy days and celebrations What special days do Hindus celebrate?			Worship and Prayer Do Hindus worship and pray like followers of Jesus?		
RSHE	Knowing myself : What makes me a person? What makes me special Similarities/differences Families			Friendships : How do I make friends? Friends hip qualities Falling out Things that are private		
PE	Dance Create and perform dances using simple movement, shapes, patterns. See Primary School Dance : Teaching manual by Val Sabin		Running and moving Run in a coordinated & fluent way at different speeds for short & longer durations and over obstacles. Improving performance		Throwing and catching Throw a range of objects (underarm one hand and two hand) in a coordinated way that can be a caught. Or aimed at a target	
Computing	Internet, e-safety, publishing and digital awareness Use a search engine to find specific information, use forward and back buttons, hyperlinks, tabs and menus Use a simple word processing package to type writing, save a file and print their work.		Coding How to use logical reasoning to predict the behaviour of simple programs (algorithms) e.g. Bee bots e.g. Bee bot and create and debug simple programs			
History	See week 7					
Geography	Physical and human geography What is the weather like in this country and other parts of the world?					
Spanish	How can we greet each other in Spanish?	How can we talk about classroom items?	How can we greet each other in Spanish? Ca-va? How can we talk about classroom items?		How can we talk about colours in Spanish?	



Key Stage 1: Autumn B

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Science	Materials : What are everyday materials made from? Working scientifically, investigate which materials are water proof and permeable		Materials : What are everyday materials made from? Working scientifically, distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. See also NC non-statutory guidance.			
DT	Structures How to design a product that uses hinges and flaps to join pieces of card/paper,					
Art	Collage How to create artwork by using and attaching different materials and compare with works created by other artists.					
Music	Singing How to sing songs in unison with others keeping the melody, Use voice expressively and creatively by singing songs and speaking chants and rhyme, add actions to convey meaning. (See page 13 and 16 DfE Music Model Curriculum for repertoire).		Rhythmic Composition and performance How to compose and perform musically using a combination of sounds in the same order and pattern using body sounds (See page 14, 15, 18 and 18 DfE Music Model Curriculum for repertoire).		Musical ideas How to recognise dot notation and match it to 3-notes tunes played on tuned percussion (See page 14 and 17 DfE Music Model Curriculum for repertoire).	
RE	Holy books and artifacts What would I see in a shrine in a Hindu home?		The church year Why does an advent wreath have 5 candles?			
RSHE	Equality and disadvantage Helping people who are less fortunate than ourselves ? Helping others		Money and wealth		Charity	
PE	Jumping How to jump different height and distance. Use arms and bend legs to jump and land in a controlled way.		Throwing and catching How to throw a range of objects (underarm one hand and two hand) in a coordinated way that can be caught. Or aimed at a target		Gymnastics How to perform sequences that include balances/ partner work. Climb, move along and dismount equipment safely. Balance on different parts of the body with control and stillness. Plan a sequence of movements (LCP planning)	
Computing	Modelling/simulation How to use a simple adventure program or simulation and learn about cause and effect.			Publishing How to use a digital camera to take a photo, view it , edit it and delete unwanted files		
History	Significant national What do we know about the Great Fire of London?					
Geography	See week 1					
Spanish	How can we talk about classroom items? How can we talk about colours in Spanish – vocabulary. Link colours and classroom items.		How can we count to 31 in Spanish?		Can we understand some Christmas vocabulary in Spanish?	



Key Stage 1 : Spring B

Reading	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phonemes	'ew' saying /oo/ and /yoo/	'y' saying /ee/	'aw' and 'au' saying 'or'	'ow' and 'oe' saying /oa/	'wh' saying /w/	'c' saying /s/ and 'g' saying /j/
	eer' saying /ear/	'ture' saying /cher/	Adding 'est' and 'y' to words ending in 'e'	'mb' saying /m/	'a' and 'al' saying /or/	Adding 'ing' and 'ed' to cvc and ccvc words
Decodable spellings	Few, new, dew, stew, blew, chew, grew, drew	Very, family, body, happy, sunny, funny, crunchy, hairy	Saw, paw, draw, yawn, August, launch, laundry, astronaut	low, slow, window, own, toe, hoe, doe, goes	White, whisper, whiskers, whine, whale, which, while, wheel	Gem, magic, giant, ginger, cell, city, face, slice
	Steer, career, volunteer, cheer, sheer, peer, deer, meerkat	Future, picture, sculpture, nature, vulture, adventure, creature, capture	Nicest, bravest, finest, largest, shiny, sparkly, noisy, slimy	Lamb, limb, comb, numb, climb, thumb, crumb, bomb	All, call, hall, small, walk, talk, chalk, almost	Patting, humming, dropping, shopping, jogged, fitted, clapped, stopped
Exception words(reading)	because, different	any, eye	friend, also	once, please	live, coming	Monday, Tuesday
Exception words(spelling)	water, where	have, like	who, why	thought, though	work, house	many, laughed
	Build, earth	Delicious, fruit	Learn, search	Famous, shoe	Pretty, neighbour	England, tongue
Grammar focus	Regular present tense	Question marks and commands	Exclamations and statements	Using a dictionary 1	Coordinating conjunctions	Irregular past tense

Key Stage 1 : Spring B



Reading	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Phonemes	'ph' saying /f/	'ea' saying /e/	'ie' saying /ee/	Adding 'ed'	Adding 's' and 'es'	Adding 'er' and 'est' to adjectives
	'o' saying /u/	'ey' saying /ee/	Adding 'er' and 'est' to cvc and cvcc words	Contractions	'war' saying /wor/ and 'wor' saying /wur/	Adding 'ment' and 'ness'
Decodable spellings	Phone, dolphin, elephant, alphabet, photo, microphone, graph, orphan	Head, bread, ready, deaf, healthy, weather, instead, breakfast	Chief, brief, field, shield, priest, shriek, thief, relief	Jumped, looked, gasped, yelled, hunted, started, shouted, wished	Shirts, raincoats, hairbrushes, bracelets, glasses, buses, boxes, wishes	Louder, fresher, quicker, colder, loudest, freshest, quickest, coldest
	Brother, son, above, wonder, worry, glove, cover, month	Key, monkey, donkey, honey, money, chimney, valley, turkey	Longer, wetter, warmer, hottest, coldest, funny, windy, sunny	Can't, you'll, I've, didn't, we'd, couldn't, should've, could've	War, ward, warm, towards, world, worst, work, worth	Enjoyment, payment, excitement, movement, fairness, kindness, tidiness, happiness
Exception words(reading)	Wednesday, brother	More, before	January, February	April, July	Scissors, castle	beautiful, treasure
Exception words(spelling)	because, different	any, eye	friend, also	please, once	live, coming	Monday, Tuesday
Exception words(spelling)	Group, country,	Heart, dangerous	Special, enough	Aunt, father	prove, improve	Hour, move
Grammar focus	Exciting words (1)	Exclamation marks	Improving sentences (1) Nouns and Adjectives	Contractions	Subordinating conjunctions	Improving sentences (1) Verbs and adverbs



Key Stage : Spring B

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text Genre	Recount		Narrative		Shape poetry	
Text						
Reading knowledge	See component knowledge needed to be an effective reader					
Writing knowledge (JB)	Recount (1) Unit 22: How to write about an event (Jonathan Bond) (2) Unit 7: How to write a recount (Jonathan Bond)		Narrative (2) Unit 8: How to write a losing story (Jonathan Bond) (1) Unit 8 and 11: How to write a longer problem solving story (Jonathan Bond)		Shape poetry (2) Unit 9: How to write shape poems (Jonathan Bond)	
Key tools (JB)	Past tense Use of conjunctions to support cohesion		Tense. Developing an idea over several sentences		Deliberate vocabulary choices Use of adjectives	
Writing practice	Write about an event using structure and features of the text studied.		Write a story using features of the text studied.		Write a shape poem	
Grammar and punctuation	Say out loud what they are going to write Use the sentence by sentence process of think, say, write, check Re-read what they have written to themselves, in order to check that it makes sense Use full stops and capitals throughout a piece of writing Write a sequence of sentences. Spell words with the GPCs taught so far. Spell simple words with adjacent consonants. Leave spaces between words.					

Mathematics	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number
Concept	Place value Addition/Subtraction	Place value Addition/Subtraction	Multiplication/Division Fractions	Multiplication/Division Fractions	Measures Capacity temperature	Money and time



Key Stage 1 : Spring B

Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Text Genre	Persuasive		Poetry		Narrative	
Text						
Reading knowledge	See component knowledge needed to be an effective reader					
Writing knowledge (JB)	Persuasive (2) Unit 10 : How to persuade (Jonathan Bond)		Poetry (2) Unit 11: How to choose the best vocabulary in a poem (Jonathan Bond)		Narrative (1) Unit 13-15 How to write a longer solving a problem story (Jonathan Bond) (2) Unit 12: How to write a fear story	
Key tools (JB)	Present tense. Use of persuasive devices e.g. emotive language. Use of alliteration		Use of expanded noun phrases Deliberate vocabulary choices Repetition		Adding detail Developing an idea over several sentences Editing	
Writing practice	Write a poster persuading someone to do something		Write a poem based on a given theme		Write a problem solving/fear story	
Grammar and punctuation	Say out loud what they are going to write Use the sentence by sentence process of think, say, write, check Re-read what they have written to themselves, in order to check that it makes sense Use full stops and capitals throughout a piece of writing Write a sequence of sentences. Spell words with the GPCs taught so far. Spell simple words with adjacent consonants. Leave spaces between words.					

Mathematics	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number
Concept	Place value Addition/Subtraction	Addition/Subtraction	Multiplication/Division	Multiplication/Division	Fractions	Shape



Key Stage 1 : Summer B

Reading	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phonemes	'tch' saying /ch/	Adding 'ing' and 'er' to verbs	ear' and 'are' saying /air/	Unspoken 'e'	'ore' saying /or/	Adding 'un'
	's' saying /zh/	'wa' saying /wo/ and 'qua' saying /quo/	'tion' saying /shun/	Adding 'ful' and 'less' to 'ly'	Homophones and near homophones	Adding 'dis'
Decodable spellings	Catch, match, fetch, witch, stitch, ditch, crutch, kitchen	Playing, helping, teaching, singing, player, helper, teacher, singer	Tear, wear, bear, pear, stare, care, share, dare	Horse, mouse, bronze, freeze, give, serve, dance, voice	More, core, sore, score, shore, adore, before, explore	untie, unwell, undo, unkind, unlock, unfair, unpack, unsafe
	Unusual, casual, treasure, pleasure, measure, Asia, visual, closure	Want, watch, wash, swap, quality, squash, squabble, quarterly	Action, motion, description, station, section, adoption, portion, fiction	Graceful, wonderful, powerful, breathless, careless, badly, happily, luckily	Hear, here, there, their, bear, bare, quiet, quite	Dislike, disappear, disagree, disappoint, disconnect, dishonest, disqualify, disobey
Exception words(reading)	Door, floor	favourite, bought	autumn, gone	know, colour	other, does	talk. two
Exception words(spelling)	Wednesday, brother	more, before	January, February	April, July	scissors, castle	beautiful, treasure
	Sure, sugar	Half, quarterly	Straight, torch	Caught, daughter	Journey, area	Heard, early
Grammar focus	Exciting words (2) Using a thesaurus	Possessive apostrophes	Improving sentences (2)	Inverted commas (Speech marks)	Commas in speech	Using a dictionary (2)



Key Stage 1 : Summer B

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text Genre	Explanation		Narrative		Nonsense Poetry	
Text						
Reading knowledge	See component knowledge needed to be an effective reader					
Writing knowledge (JB)	Explanation (2) Unit 13 : How to write a leaflet (Jonathan Bond) (1) Unit 21 : How to write a fact file (Jonathan Bond)		Narrative (1) Unit 18 How to write a voyage and return story (Jonathan Bond) (2) Unit 14: How to make writing lively and interesting for the reader		Nonsense Poetry (2) Unit 15: How to write nonsense poetry (Jonathan Bond)	
Key tools (JB)	Present tense General nouns and pronouns Third person Technical words and phrases Descriptive language for clarity		ly adverbs devices that link ideas and make the writing flow		Creating nouns using –ness and -er Commas in a list	
Writing practice	Write a leaflet/fact file.		Write a voyage and return story		Write a nonsense poem	
Grammar and punctuation	Say out loud what they are going to write Use the sentence by sentence process of think, say, write, check Re-read what they have written to themselves, in order to check that it makes sense Use full stops and capitals throughout a piece of writing Write a sequence of sentences. Spell words with the GPCs taught so far. Spell simple words with adjacent consonants. Leave spaces between words.					

Mathematics	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number
Concept	Addition and subtraction	Multiplication and Division	Positions and geometry Fractions	Reasoning – SATS preparation Mass, capacity, volume and temperature SATS week		Consolidation



Key Stage 1 : Summer B

Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Text Genre	Diary		Play script		Poetry	
Reading knowledge	See component knowledge needed to be an effective reader					
Writing knowledge (JB)	Diary (1) Unit 22: How to write about an event (Jonathan Bond) (2) Unit 16: How to write a diary (Jonathan Bond)		Play script (2) Unit 17: How to write a play script (Jonathan Bond)		Poetry (2) Unit 18 : How to add detail to poems (Jonathan Bond)	
Key tools (JB)	Past tense. Specific participants Use of conjunctions to support cohesion		Dialogue Use of adverbs Descriptive language		Use of adverbs Deliberate vocabulary choices Use of adjectives	
Writing practice	Write a about an event in the style of a story		Write a simple playscript		Write an poem	
Grammar and punctuation	Say out loud what they are going to write Use the sentence by sentence process of think, say, write, check Re-read what they have written to themselves, in order to check that it makes sense Use full stops and capitals throughout a piece of writing Write a sequence of sentences. Spell words with the GPCs taught so far. Spell simple words with adjacent consonants. Leave spaces between words.					

Mathematics	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number
Concept	Problem solving and consolidation of 12 weeks		Problem solving and consolidation of 12 weeks	Problem solving and consolidation of 12 weeks	Problem solving and consolidation of 12 weeks	

Y3/4: Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Stories, biography, poetry	Letters, narrative, list poems	Instructions, voyage/return narratives, diamante poems	Buddy story, triumph story, simile poetry	Magazines, information, warning story	Explanations, recipes, mood poetry story
Maths	Number, Place value, addition and subtraction	Number, Area, multiplication and division	Number, multiplication and division, Length and perimeter	Number, fractions, decimals, mass and capacity	Number, fractions, money and time	Number, shape, statistics, position and direction
Science	Human body: What happens to your food when you swallow it?	Human body: How do we move our arms and legs?	Materials: What is the difference between a solid, liquid and gas?	How are rocks, fossils and soil made and How are rocks similar and different?	States of matter: How does heat and temperature affect water?	Consolidation
DT	Product that uses a jinx corner to join two pieces of wood	Product using the principle of pneumatics.			Algorithm to solve a real-life problem	Design and prepare a healthy dessert
Art	Printing: stencil mono-print	3d sculpture: malleable material e.g Modroc/clay	Collage: different types of collage	Drawing: grades of pencil to create lines and marks and represent texture	Painting: Style of an established artist with a distinct style	3d sculpture: malleable material e.g. Modroc/clay (build on autumn term)
Music	Singing in o rounds, melodic phrases, Allegro, adagio stave, clef, dot notation	Singing as a choir, perform echo/question/response. Crotchets and quavers	Rounds and partner songs, rhythmic notation, do,re,mi, comparing music	Singing as a choir, perform mood music, minims, crotchets and rest notation	Pitch, forte and piano (loud and soft) and crescendo and decrescendo, c-g notation	Partner songs, time signatures (2,3 and 4), improvise using voices, tunes and untuned percussion
RE (1)	Why is creation so important to the Christian faith and who is to blame for the Fall?	What do Jewish religious artefacts tell us about the central beliefs of Judaism?	How do Christians worship and respond to the Good News?	How do Christians use stories from the New Testament to guide their faith?	How do signs and symbols help Christians understand God?	Why do Christians come together to pray?
RE (2)	What are the similarities and differences between the Christian and Jewish beliefs about God and creation?	What might Jesus think about how Christmas is celebrated today?		Was an empty tomb Good News for the followers of Jesus?	What mysterious things did Jesus say about the Kingdom of God?	
RSHE	Diet, storing food, utensils, needs vs wants, money and wealth, disability	Family set ups	Friendship difficulties and respectful citizenship.	Bullying, victim, bully and observers point of view and moral dilemmas.	Morals, laws and rues.	Looking after my body.
PE	Throwing/catching and invasion games	Invasion games and net/wall games	Dance and invasion games	Gymnastics and invasion games	Athletics and striking and fielding games	Athletics, Dance, outdoor adventurous activities
Computing	Internet, e-safety. digital awareness, coding	Coding and publishing	Modelling/simulation and publishing	Coding and Modelling/simulation	Modelling/simulation	Data handling and spreadsheets
History	How did Britain change between the Stone Age to the Iron Age?	Why did the Romans invade and what did they leave behind?			What can we learn from a significant national event that is within our living memory?	
Geography			What does the landscape look like in different parts of the United Kingdom and how is it changing?	How does latitude and longitude affect different parts of the world?	Why do we have volcanoes and earthquakes?	How is weather connected to the water cycle and how does water affect the landscape?
Spanish	Body Parts - describe yourself	Food and Drink Spanish Breakfast Play script	Time Activities/Pastimes	Numbers 31-69 Alphabet Months	Weather and Seasons	Recall YA

Y3/4: Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Myths, legends, playscripts	Recount, stanza poems, performance poetry	Guidebooks, persuasive letter. Cinquain poems	Balanced argument, narrative, metaphors in poetry	Newspaper reports, portal stories, tanka poetry	Brochures, Shakespearian playscripts, poetry
Maths	Number, Place value, addition and subtraction	Number, Area, multiplication and division	Number, multiplication and division, Length, perimeter	Number, fractions, decimals, mass and capacity	Number, fractions, money and time	Number, shape, statistics, position and direction
Science	Forces: Why do magnets push and pull?	Forces: How does friction slow things down?	Light and sound : How does light and sound travel?	Electricity: How can I make a simple electrical circuits and switches using conductors?	Living things What's a food chain and how are some animals suited to live in their environment?	Living things : How animals are endangered and what is the life cycle of a flowering plant?
DT	Mechanisms: Product that uses a fixed lever.			Electronics: Product that uses a series circuit.	Control technology: algorithm to solve a real-life problem	Textiles: Product that requires stitching two material together
Art	Drawing: Grades of pencil to create lines and marks and represent texture	Collage: Different types of collage	Drawing: 3d shapes and shade	Painting: Brush strokes techniques	Painting: Style of an established artist with a distinct style	3d sculpture: malleable material e.g. Modroc/clay (build on autumn term)
Music	Pitch, range, loud/soft, crescendo, decrescendo, pentatonic scale, stave dot notation	Choir, legato, staccato, improvise, crotchets an paired quavers, word chants	Two part vocal harmony, note values, 2,3,4 beat, music from different styles and cultures	Choir singing, composing for a purpose, group performance, minims and crotchets and rests	Pitch, range, loud/soft, crescendo, decrescendo, playing a tuned instrument using staff notation	Partner songs, time signatures, graphic symbols, pitch and notation, technology to compose
RE (1)	What does it mean to be a follower of Judaism?	How might Christians explain the different versions of the nativity?	How does worship and prayer in Judaism, compare with the Hindu and Christian faith?	What do the signs and symbols associated with Judaism mean?	What do the different colours in the church year represent?	What is special about the Bible?
RE (2)	What will I see inside a synagogue?		Where inside our local church can we find signs of salvation and eternal life	How is the Jewish Passover connected to Jesus and the Easter story?	What adventures about God's plan could Moses tell his children?	
RSHE	Fitting in and disadvantage	Responsible citizenship	Risks and choices	Risks and choices	Respectful relationships	Reproduction in nature - flowering plants
PE	Throwing/catching and invasion games	Invasion games, netball games, dance	Dance, invasion games	Gymnastics and invasion games	Striking and fielding games and athletics	Athletics, dance and outdoor adventurous pursuits
Computing	Internet, e-safety. digital awareness, coding	Coding and modelling/simulation	Modelling/simulation and publishing	Coding and modelling/simulation	Coding and data handling	Spreadsheets and modelling/simulation
History	How does the achievements of the Ancient Greeks compare with Britain at the same time?		How did the Victorians and Queen Victoria make a difference to life in Britain?	How did British inventor or protagonist contribute to national and international social justice g.g Emily Pankhurst?	What do historical sources tell us about what Tolleshunt D'Arcy and the school was like in the past?	
Geography		How does the landscape in a region of the UK look different to a region in Europe?	What is Tolleshunt D'Arcy like and how has it changed and how drawing a map of our village help us understand how the land is being used?			How are humans spoiling the natural landscape in the UK?
Spanish	Body Parts - describe yourself	Using adjectives (Pets/Classroom items/Colours) Time	Time School subjects	Clothing Numbers 31-69	Four Friends Transport	Recall YB





Lower Key Stage 2 : Autumn A

Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Writing knowledge	How to write a letter		How to write narrative using description, dialogue and action		How to write a list poem	
Text			Romulus and Remus?			
Specific reading focus	Summarising. Identifying vocabulary and key phrases. Identifying the features of a letter and how the author uses language and structure to convey meaning. Difference between fact and opinion and know what language distinguishes fact from opinion.		Summarising. Identifying vocabulary and key phrases. Distinguishing between description, dialogue and action. and how the author conveys meaning. Purpose of paragraphs is to aid the reader in terms of content or movement in time or scene.		Summarising. Identifying vocabulary and key phrases. Identifying the features of a haiku and how the author conveys meaning. Difference between literal and figurative language and that authors use figurative language to convey meaning.	
Writing practice	Write response to a text justifying their views based on what they have read.	Write a letter text that uses the structure and features of the text studied	Write response to a text justifying their views based on what they have read.	Write a narrative text that uses the structure and features of the text studied	Write response to a text justifying their views based on what they have read.	Write a poem that uses the structure and features of the text studied
Grammar and punctuation	Formal language and use of complex sentences Use of paragraphs to organise ideas around a theme Present perfect form of verbs in contrast to the past tense..	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Adverbs and key narrative techniques. Introduction to paragraphs as a way to group related material Using and punctuating direct speech	Using fronted adverbials Indicating possession by using the possessive apostrophe with plural nouns	Alliteration and repletion. Deliberate vocabulary choices. Apostrophes to mark plural possession [for example, the girl's name, the girls' names]	Word families based on common words, showing how words are related in form and meaning
Resources	(4) Unit 13: How to write a letter (Jonathan Bond)		(4) Unit 8: How to balance description, dialogue and action ((3) Unit 6 : How to write a list poem	

Mathematics	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number	Daily number	Daily number	Daily number	Daily number	Daily number	Daily number
Concept	Addition and subtraction	Area	Multiplication and Division A and Consolidation			



Lower Key Stage 2 : Autumn A

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science			Human body: What happens to your food when you swallow it? Working scientifically (see national curriculum), describe the simple functions of the basic parts of the digestive system in humans and identify the different types of teeth in humans and their simple functions. Identify humans cannot make their own food and get nutrition from what they eat			Working scientifically Investigation linked to digestion e.g. coca cola experiment to show impact of sugars on tooth decay
Art				Printing How to create and design patterns to produce a simple designs using a stencil mono-print		
Music	Singing How to sing clearly in ensemble, maintaining own part in a round, Control breathing to enhance phrasing adjusting body positions to sing high/low notes, Devise actions for songs to emphasise and convey meaning (See page 22 and 25 DfE Music Model Curriculum for repertoire).		Performing and composing How to copy stepwise melodic phrases with accuracy at different speeds including using musical terms allegro (fast) and adagio (slow) (See page 23-24, 27 and 28 DfE Music Model Curriculum for repertoire).		Musical ideas Know the purpose of a stave, lines and spaces and clef and use dot notation to show higher/lower pitch (Stave House) (See page 20-21 and 23 and 26 DfE Music Model Curriculum for repertoire).	
RE	God and Creation Why is creation so important to the Christian faith?		The Fall Who is to blame for taking the apple: Adam, Eve, God or the Serpent?		Beliefs and Faith What are the similarities and differences in beliefs about God, and creation and between Judaism and Christianity?	
RSHE	Nutrition : How to prepare healthy food? Balanced diets Storing food safely Using utensils safely			Equality and disadvantage : How are some people disadvantaged? (link to Harvest) Needs and wants Money and wealth Disability		
PE	Throwing and catching How to throw a range of objects (underarm one hand and two hand) in a coordinated way that can be caught and aimed at a target needed. Games (Invasion) How to play a game using the basic principles of attack and defence; follow rules of games, pass/receive and travel with improved accuracy			Athletics (Throwing) How to throw underarm and overarm over different distances by judging force needed. Improve performance using javelin, tennis ball, larger ball. Improving performance. Games (Invasion) How to play a game using the basic principles of attack and defence; follow rules of games, pass/receive and travel with improved accuracy		
Computing	Internet, e-safety and digital awareness How to safely access a specific website by typing a specific web address and refine searches by changing language in the search bar. How to safely use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content			Coding How can I explore and understand that algorithms are a set of rules and how they are implemented on programs and digital devices such as Bee Bots and Pro-bots		
History				Significant national events How did Britain change between the Stone Age to the Iron Age?		
Spanish	How can we describe our bodies in Spanish.		Describing hair and eyes.		Using an adjective to describe personality. Using the negative.	



Lower Key Stage 2: Autumn A

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Science	Human body: How do we move our arms and legs? Working scientifically (see national curriculum), identify that humans and some other animals have skeletons and muscles for support, protection and movement.		Working scientifically Investigation, linked to the human body	Recap on prior learning : What happens to your food when you swallow it?	Recap on prior learning: How do we move our arms and legs?	Recap on prior learning : What happens to your food when you swallow it?
DT	Structures How to design a product that uses a jinx corner to join two pieces of wood e.g. picture frame					
Art				3d and sculpture How to create using clay, Modroc, papier mâché or other malleable material to produce an imaginary or realistic form		
Music	Singing How to perform as a choir in school assemblies and devise and perform actions confidently for songs to emphasise and convey meaning. (See page 22 and 25 DfE Music Model Curriculum for repertoire).		Performing and composing Structure musical ideas e.g. echo or question and answer phrases to create music that has a beginning middle and end using various stimuli e.g. stories, verse, images and musical sources (See page 23-24, 27 and 28 DfE Music Model Curriculum for repertoire).		Musical ideas Know the difference between crotchets and paired quavers and apply word chants to rhythms and how each syllable is linked to one note. (See page 20-21 and 23 and 26 DfE Music Model Curriculum for repertoire).	
RE	Holy books and artifacts What do Jewish religious artefacts tell us about the central beliefs of Judaism?				Celebrations What might Jesus think about how Christmas is celebrated today?	
RSHE	Families : Are all families the same? ups Respecting difference Separation Family set					
PE	Games (Net/wall) How to play games involving racket skills including tennis and badminton (indoor). Games (Invasion) How to play a small sided game involving passing, dodging, dribbling, marking (outdoor).			Games (Net/wall) How to play games involving racket skills including tennis and badminton (indoor). Games (Invasion) How to play a small sided game involving passing, dodging, dribbling, marking (outdoor).		
Computing	Coding contd. How to use sequence, selection, and repetition in programs; work with variables and various forms of input and output e.g. scratch or (see J2Code - https://www.j2e.com/j2code/)			Publishing How can I record audio files and add to texts and images for effect.		
History	Significant national events Why did the Romans invade and what did they leave behind?					
Spanish	How can we talk about food and drink in Spanish		Reading aloud from the playscript Je veux un bonbon!		Spanish Breakfast – asking for food and drink	



Lower Key Stage 2 : Spring A

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing knowledge	How to write instructions		How to write a voyage and return story		How to write a diamante poem	
Text			Around the World in 80 days			
Specific reading focus	Summarising. Identifying vocabulary and key phrases. Identifying the features and language within different types of instructions including recipes, and directions and how the author uses language to convey meaning.		Summarising. Identifying vocabulary and key phrases. Identifying the features of chosen narrative and how the author uses language and literary devices to convey meaning.		Summarising. Identifying vocabulary and key phrases. Identifying the features of a diamante poem and how the author conveys meaning.	
Writing practice	Write response to a text justifying their views based on what they have read.	Write an instructional text that uses the structure and features of the text studied	Write response to a text justifying their views based on what they have read.	Write a narrative text that uses the structure and features of the text studied	Write response to a text justifying their views based on what they have read.	Write a diamante poem that uses the structure and features of the text studied
Grammar and punctuation	Present tense. Imperative form. Clear, concise and exact language. Use of adverbials and numbers for sequence.	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because],	Writing dialogue and using inverted commas. Using conjunctions to express time, place and cause. Expressing time, place and cause using prepositions [for example, before, after, during, in, because of]	Use of paragraphs to organise ideas around a theme Direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	Word classes. Recap : preposition, conjunction word family, prefix clause, subordinate clause	
Resources	(3) Unit 7: How to write instructions for games (Jonathan Bond)		(3) Unit 5:: How to write a guided voyage and return story		(3) Unit 9: How to write a diamante poem (Jonathan Bond)	

Mathematics	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Number	Daily number	Daily number	Daily number	Daily number	Daily number	Daily number
Concept	Multiplication and Division B			Length and perimeter		

Lower Key Stage 2 : Spring A



Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Writing knowledge	How to write a buddy story		How to write a story of triumph		How to write poetry and narrative using simile	
Text						
Specific reading focus	Summarising. Identifying vocabulary and key phrases. Identifying the features of chosen narrative and how the author uses language and literary devices to convey meaning.		Summarising. Identifying vocabulary and key phrases. Identifying the features of chosen narrative (story of triumph) and how the author uses language and literary devices to convey meaning.		Summarising. Identifying vocabulary and key phrases. Difference between literal and figurative language and that authors use figurative language to convey meaning through the use of simile, (compare and contrast with metaphor and personification).	
Writing practice	Write response to a text justifying their views based on what they have read.	Write a buddy story that uses the structure and features of the text studied.	Write response to a text justifying their views based on what they have read.	Write a narrative text that uses the structure and features of the text studied	Write response to a text justifying their views based on what they have read.	Write a poem that uses the structure and features of the text studied
Grammar and punctuation	Direct speech, inverted commas (or 'speech marks') The grammatical difference between plural and possessive -s	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Paraphrasing and prepositions. Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	Similes and stanzas. Formation of nouns using a range of prefixes Prefixes and suffixes	Determiner pronoun, possessive pronoun adverbial
Resources	(4) Unit 5: How to write a buddy story (Jonathan Bond)		(3) Unit 14: How to write a triumphing story (Jonathan Bond)		(3) Unit 12 : How to use similes (Jonathan Bond)	

Mathematics	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number	Daily number	Daily number	Daily number	Daily number	Daily number	Daily number
Concept	Fractions			Decimals		Mass and capacity

Lower Key Stage 2: Spring A



	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Science	Materials: How are rocks similar and different? Working scientifically (see national curriculum), compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (including metamorphic, igneous and sedimentary).		Scientific investigation Investigation, linked to properties of rocks e.g. hardness, porosity	Earth and space: How are rocks, fossils and soil made? Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.		
Art				Drawing How to draw intricate patterns and pictures using different grades of pencil and other implements to create lines and marks and represent texture		
Music	Singing How to perform as a choir in school assemblies and devise and perform actions confidently for songs to emphasise and convey meaning (See page 22 and 25 DfE Music Model Curriculum for repertoire).		Performing and composing How to compose song accompaniments on untuned percussion using known rhythms and note values (See page 23-24, 27 and 28 DfE Music Model Curriculum for repertoire).		Musical ideas Understand the differences between minims, crotchets, paired quavers and rests (See page 20-21 and 23 and 26 DfE Music Model Curriculum for repertoire).	
RE	Beliefs and Faith How do Christians use stories from the New Testament to guide their faith?			Salvation Was an empty tomb Good News for the followers of Jesus?		
RSHE	Bullying : What does bullying look like from a victim, bully and observers point of view? Types of bullying Victims and bystanders Body language			Making choices : What do I need to think about with a moral dilemma? Moral dilemmas Needs and wants Moral dilemmas		
PE	Gymnastics How to sequence and perform sing rolls :straddle roll, (log/pencil) roll, egg tucked roll. See Primary School Gymnastics : Teaching manual by Val Sabin Games (Invasion) How to play a small sided game involving passing, dodging, dribbling, marking		Gymnastics How to stretch, curl and arch. Perform symmetry and asymmetry. Travel in different ways (pathways). Change direction. See Primary School Gymnastics : Val Sabin Games (Invasion) How to play a small sided game involving passing, dodging, dribbling, marking		Gymnastics How to Balance in different ways (floor and apparatus). Transferring body weight in different ways. See Val Sabin Games (Invasion) How to play a small sided game involving passing, dodging, dribbling, marking	
Computing	Coding How to use sequence, selection, and repetition in programs; work with variables and various forms of input and output e.g. Flowel and Junior Control Insight			Modelling/simulation How can I make an image move on the screen (simple animation) using appropriate software?		
Geography	Locational knowledge How does latitude and longitude affect different parts of the world?					
Spanish	Count to 69 in Spanish	Count to 69 in Spanish	The Spanish Alphabet.	The months of the Year – vocabulary. The Spanish Alphabet.	Saying the date	Saying when your Birthday is.

Lower Key Stage 2 : Summer A



Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing knowledge	How to write a magazine article		How to write an information text		How to write a warning story	
Text			Story of Pompeii			
Specific reading focus	Summarising. Identifying vocabulary and key phrases. Identifying the features of a magazine article and how the author uses language and literary devices to convey meaning. Difference between fact and opinion and know what language distinguishes fact from opinion.		Summarising. Identifying vocabulary and key phrases. Identifying the features of an information text and how the author uses language and literary devices to convey meaning. Difference between fact and opinion and know what language distinguishes fact from opinion.		Summarising. Identifying vocabulary and key phrases. Identifying the features of a warning story and how the author uses language and literary devices to convey meaning.	
Writing practice	Write response to a text justifying their views based on what they have read.	Write a magazine article that uses the structure and features of the text studied	Write response to a text justifying their views based on what they have read.	Write a non chronological text that uses the structure and features of the text studied	Write response to a text justifying their views based on what they have read.	Write a warning story that uses the structure and features of the text studied
Grammar and punctuation	Present tense (unless historical). Third person Use of adverbials to indicate sequence. Use of causal conjunctions and adverbs. Technical terminology Headings and sub-headings to aid presentation	Sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Present tense (unless historical). General nouns and pronouns. Third person Use of paragraphs to organise ideas around a theme	Sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Paragraphs and inverted commas. Direct speech inverted commas (or 'speech marks') Fronted adverbials [for example, <u>Later that day</u> , I heard the bad news.] Use of commas after fronted adverbials	
Resources	(4) Unit 10: How to write a magazine article (Jonathan Bond)		(3) Unit 1 How to Inform a reader (Jonathan Bond)		(3) Unit 11 How to write a warning story (Jonathan Bond)	

Mathematics	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Number	Daily number	Daily number	Daily number	Daily number	Daily number	Daily number
Concept	Fractions		Money		Time	



Lower Key Stage 2 : Summer A

Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Writing knowledge	How to write an explanation		How to write a recipe		How to write mood poetry	
Text						
Specific reading focus	<p>Summarising. Identifying vocabulary and key phrases.</p> <p>Identifying the features of an explanatory text and how the author uses language and literary devices to convey meaning.</p> <p>Difference between fact and opinion and know what language distinguishes fact from opinion.</p>		<p>Summarising. Identifying vocabulary and key phrases.</p> <p>Identifying the features of an instructional text and how the author uses language and literary devices to convey meaning.</p>		<p>Summarising. Identifying vocabulary and key phrases.</p> <p>Difference between literal and figurative language and that authors use figurative language to convey meaning through the use of simile, metaphor and personification.</p>	
Writing practice	Write response to a text justifying their views based on what they have read.	Write an explanatory text that uses the structure and features of the text studied	Write response to a text justifying their views based on what they have read.	Write a set of instructions that uses the structure and features of the text studied	Write response to a text justifying their views based on what they have read.	Write a poem text that uses the structure and features of the text studied
Grammar and punctuation	Present tense (unless historical). Third person Use of adverbials to indicate sequence. Use of causal conjunctions and adverbs	Headings and sub-headings to aid presentation Use of paragraphs to organise ideas around a theme	Diagrams/pictures + labels. Present tense Imperative form Clear, concise and exact language.		Recap : preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	
Resources	(3) Unit 16 :How to explain (Jonathan Bond)		(4) Unit 3: How to write a recipe (Jonathan Bond)		(3) Unit 18 :How to create a mood in a poem (Jonathan Bond) (3) Unit 15 : How to learn from a poet (Jonathan Bond)	

Mathematics	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number	Daily number	Daily number	Daily number	Daily number	Daily number	Daily number
Concept	Shape	Shape	Statistics	Statistics	Position and direction	Position and direction



Lower Key Stage 2 : Autumn B

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing knowledge	How to write a myth and a legend		How to write a myth and a legend		How to write a play script	
Text	Trojan Horse		Theseus and the Minotaur		Pandora's Box?	
Specific reading focus	Summarising. Identifying vocabulary and key phrases. Identifying the features of and differences between myths and legends (tricking a monster) text and how the author uses language and literary devices to convey meaning.		Summarising. Identifying vocabulary and key phrases. Identifying the features of and differences between myths and legends (defeating a monster) text and how the author uses language and literary devices to convey meaning.		Summarising. Identifying vocabulary and key phrases. Distinguishing features of a play script and how the author conveys meaning. Contrast with narrative story telling.	
Writing practice	Write response to a text justifying their views based on what they have read.	Write a narrative text that uses the structure and features of the text studied	Write response to a text justifying their views based on what they have read.	Write a narrative that uses the structure and features of the text studied	Write response to a text justifying their views based on what they have read.	Write a playscript that uses the structure and features of the text studied
Grammar and punctuation	Inverted commas. Showing character. Adverbs for time, place and cause. Use of paragraphs to organise ideas around a theme	Fronted adverbials [for example, Later that day, I heard the bad news.] Use of commas after fronted adverbials	Writing action and more complex noun phrases. Sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although		Dialogue and use of adverbs.	Sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
Resources	(3) Unit 8: How to write a 'tricking the monster' story		(4) Unit 1 : How to write a defeating the monster story		(3) Unit 17: How to perform a scene (Jonathan Bond)	

Mathematics	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Number	Daily number	Daily number	Daily number	Daily number	Daily number	Daily number
Concept	Place Value		Addition and subtraction			



Lower Key Stage 2 : Autumn B

Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Writing knowledge	How to write a recount of events		How to write and build an image over a stanza		Performance Poetry	
Text						
Specific reading focus	Summarising. Identifying vocabulary and key phrases. Identifying the features of a chronological text and how the author uses language and literary devices to convey meaning. Difference between fact and opinion and know what language distinguishes fact from opinion.		Summarising. Identifying vocabulary and key phrases. Identifying the features of a stanza and how the author uses language and literary devices to convey meaning. Compare and contrast with other types of poetry.		Summarising. Identifying vocabulary and key phrases. Difference between literal and figurative language and that authors use figurative language to convey meaning through the use of simile, metaphor and personification.	
Writing practice	Write response to a text justifying their views based on what they have read.	Write a chronological report that uses the structure and features of the text studied	Write response to a text justifying their views based on what they have read.	Write a stanza that uses the structure and features of the text studied	Write response to a text justifying their views based on what they have read.	Write a poem that uses the structure and features of the text studied
Grammar and punctuation	Mostly past tense Specific participants Use of conjunctions to support cohesion Indications of time Style can be personal or impersonal	Headings and sub-headings to aid presentation Fronted adverbials [for example, <u>Later that day</u> , I heard the bad news.] Use of commas after fronted adverbials	Use of paragraphs to organise ideas around a theme	Sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Rhythm Repetition Alliteration	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
Resources	(3) Unit 4: How to write an account of events		(4) Unit 2: How to build an image over a stanza (Jonathan Bond)		(4) Unit 6: How to perform your own poem (Jonathan Bond)	

Mathematics	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number	Daily number	Daily number	Daily number	Daily number	Daily number	Daily number
Concept	Addition and subtraction	Area	Multiplication and Division A			



Lower Key Stage 2 : Autumn B

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science			<p>Forces : Why do magnets push and pull? Working scientifically (see national curriculum), observe how some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others 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 Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>			Working scientifically Investigation, linked to properties of rocks
DT				<p>Mechanisms How to design a product that uses a fixed lever. e.g. a page from a moving picture story (https://www.youtube.com/watch?v=YwOxF7Pu0jl&t=22s)</p>		
Art	<p>Drawing How to draw intricate patterns and pictures using different grades of pencil and other implements to create lines and marks and represent texture</p>					
Music	<p>Singing How to sing songs in unison of varying styles and structures with a pitch range of do-so (and then do-do), tunefully, with expression and respond to directions for forte and piano (loud and soft) and crescendo and decrescendo. (See page 22 and 25 DfE Music Model Curriculum)</p>		<p>Performing and composing How to combine known rhythmic notation with letter names to create short pentatonic phrases using the 5 pitches in a pentatonic scale (CDEGA) (See page 23-24, 27 and 28 DfE Music Model Curriculum for repertoire).</p>		<p>Musical ideas Know the purpose of a stave, lines and spaces and clef and use dot notation to show higher/lower pitch (Stave House) (See page 20-21 and 23 and 26 DfE Music Model Curriculum for repertoire).</p>	
RE	<p>Community and people What does it mean to be a follower of Judaism?</p>		<p>Sacred Places What will I see inside a synagogue?</p>			
RSHE	<p>Knowing myself : How do I fit in? My family tree</p>			<p>Cultural similarities</p>		<p>Volunteering</p>
PE	<p>Throwing and catching How to throw a range of objects (underarm one hand and two hand) in a coordinated way that can be caught and aimed at a target needed.</p> <p>Games (Invasion) How to play a game using the basic principles of attack and defence; follow rules of games, pass/receive and travel with improved accuracy</p>			<p>Athletics (Throwing) How to throw underarm and overarm over different distances by judging force needed. Improve performance using javelin, tennis ball, larger ball. Improving performance.</p> <p>Games (Invasion) How to play a game using the basic principles of attack and defence; follow rules of games, pass/receive and travel with improved accuracy</p>		
Computing	<p>Internet, e-safety and digital awareness How to safely access a specific website by typing a specific web address and refine searches by changing language in the search bar. How to safely use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>			<p>Coding How can I explore and understand that algorithms are a set of rules and how they are implemented on programs and digital devices such as Bee Bots and Pro-bots</p>		
History	<p>Global legacies How does the achievements of the Ancient Greeks compare with what was happening in Britain?</p>					
Spanish	<p>Body Parts - describe yourself</p>			<p>Body Parts - describe yourself</p>		

Lower Key Stage 2: Autumn B



	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Science	Forces: How does friction slow things down? Working scientifically (see national curriculum), compare how things move on different surfaces		Working scientifically Investigation linked to friction	Recap on prior learning Why do magnets push and pull?	Recap on prior learning How does friction slow things down?	Recap on prior learning : Why do magnets push and pull?
DT	Mechanisms How to design a product using the principle of pneumatics.					
Art	Collage How to create different types of collage including a magazine montage and and a fabric collage					
Music	Singing How to perform as a choir in school assemblies and devise and perform actions confidently for songs to emphasise and convey meaning. (See page 22 and 25 DfE Music Model Curriculum for repertoire).		Performing and composing How to improvise on a limited range of pitches on an instrument using the musical features legato (smooth) and detached (staccato) and make compositional decisions on the structure (See page 23-24, 27 and 28 DfE Music Model Curriculum for repertoire).		Musical ideas Know the difference between crotchets and paired quavers and apply word chants to rhythms and how each syllable is linked to one note. (See page 20-21 and 23 and 26 DfE Music Model Curriculum for repertoire).	
RE	Incarnation How might Christians explain the different versions of the nativity?					
RSHE	Respectful relationships and citizenship : What does it mean to be a responsible citizen? Power of words Types of relationships Keeping secrets					
PE	Games (Invasion) How to play a small sided game involving passing, dodging, dribbling, marking. Dance How to create and perform dances focusing flexibility, strength, technique, control and balance See Primary School Dance : by Val Sabin			Games (Net/wall) How to play games involving racket skills including tennis and badminton. Dance How to create and perform dances focusing flexibility, strength, technique, control and balance See Primary School Dance : by Val Sabin		
Computing	Coding contd. How to use sequence, selection, and repetition in programs; work with variables and various forms of input and output e.g. scratch or see (see J2Code - https://www.j2e.com/j2code/)			Modelling/simulation How can I make an image move on the screen (simple animation) using appropriate software?		
Geography	Global knowledge How does the landscape in a region of the UK look different to a region in Europe?					
Spanish	How can we describe our bodies in Spanish.		Describing hair and eyes.		Using an adjective to describe personality. Using the negative.	



Lower Key Stage 2 : Spring B

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing knowledge	How to write a guidebook		How to write a persuasive letter		How to write acinquin poem	
Text						
Specific reading focus	Summarising. Identifying vocabulary and key phrases. Identifying the features of a (non-chronological text (guidebook) text and how the author uses language and literary devices o convey meaning.		Summarising. Identifying vocabulary and key phrases. Identifying the features of a persuasive letter and how the author uses language and literary devices o convey meaning.		Summarising. Identifying vocabulary and key phrases. Identifying the features of a cinquin and how the author uses language and literary devices o convey meaning.	
Writing practice	Write response to a text justifying their views based on what they have read.	Write a non-chronological text that uses the structure and features of the text studied	Write response to a text justifying their views based on what they have read.	Write a letter that uses the structure and features of the text studied	Write response to a text justifying their views based on what they have read.	Write a poem that uses the structure and features of the text studied
Grammar and punctuation	Present tense (unless historical) General nouns and pronouns Third person Technical words and phrases Descriptive language for clarity.	Use of paragraphs to organise ideas around a theme Headings and sub-headings to aid presentation	Present tense. Usually generic participants Use of persuasive language features e.g. emotive language, repetition, exaggeration, sentences of three, alliteration	Sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Showing emotion in writing Using apostrophes for plural possession	
Resources	(4) Unit 7: How to write a guidebook (Jonathan Bond)		(3) Unit 10 : How to write a persuasive flyer (Jonathan Bond)		(4) Unit 9: How to write a cinquin (Jonathan Bond)	

Mathematics	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Number	Daily number	Daily number	Daily number	Daily number	Daily number	Daily number
Concept	Multiplication and Division B			Length and perimeter		



Lower Key Stage 2 : Spring B

Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Writing knowledge	How to write a balanced argument (presentation)		Narrative		How to write effectively using metaphors in narrative/poetry	
Text			Flotsam			
Specific reading focus	Summarising. Identifying vocabulary and key phrases. Identifying the features of a balanced argument and how the author uses language and literary devices to convey meaning.		Summarising. Identifying vocabulary and key phrases. Identifying the features of the chosen narrative and how the author uses language and literary devices to convey meaning.		Summarising. Identifying vocabulary and key phrases. Difference between literal and figurative language and that authors use figurative language to convey meaning through the use of simile, metaphor and personification.	
Writing practice	Write response to a text justifying their views based on what they have read.	Write a balanced argument that uses the structure and features of the text studied	Write response to a text justifying their views based on what they have read.	Write a narrative that uses the structure and features of the text studied	Write response to a text justifying their views based on what they have read.	Write a poem that uses the structure and features of the text studied
Grammar and punctuation	Present tense (unless historical). General nouns and pronouns. Third person Technical words and phrases Descriptive language for clarity		Writing in the style of the author Using fronted adverbials. Using adverbials for cohesion across a text	Sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Expressing an opinion Use of metaphors Deliberate vocabulary choices Use of layout	
Resources	(3) Unit 13: How to write and deliver a presentation		(4) Unit 11: How to learn from an author (Jonathan Bond)		(4) Unit 12: How to use metaphors (Jonathan Bond)	

Mathematics	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number	Daily number	Daily number	Daily number	Daily number	Daily number	Daily number
Concept	Fractions			Decimals		Mass and capacity

Lower Key Stage 2: Spring B



	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Science	Electricity: How can I make a simple electrical circuits? Working scientifically (see national curriculum), identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.			Working scientifically Investigation linked to conductors/insulators	Electricity: How can I make a simple switch using conductors and insulators? Working scientifically (see national curriculum), recognise some common conductors and insulators, and associate metals with being good conductors.	
DT				Electronics How to design a product with series and parallel circuits e.g. Quiz board to reinforce learning in a topic or a handheld torch		
Art				Painting How to use different brush strokes techniques for effect and compare with works of art from established artists.		
Music	Singing How to perform as a choir in school assemblies and devise and perform actions confidently for songs to emphasise and convey meaning (See page 22 and 25 DfE Music Model Curriculum for repertoire).		Performing and composing How to compose music to create a specific mood for example to accompany a film clip or poem and include instruments played in a whole class/group/individual setting where appropriate (See page 23-24, 27 and 28 DfE Music)		Musical ideas Understand the differences between minims, crotchets, paired quavers and rests (See page 20-21 and 23 and 26 DfE Music Model Curriculum for repertoire).	
RE	Signs and symbols What do the signs and symbols associated with Judaism mean?			Holy days and celebrations How is the Jewish Passover connected to Jesus and the Easter story?		
RSHE	Healthy lifestyles : What are the risks of the choices I make? People who can cause us harm		Healthy lifestyles : What are the risks of the choices I make? Internet safety		Healthy lifestyles : What are the risks of the choices I make? Substance abuse	
PE	Gymnastics How to sequence using rolls :straddle roll, (log/pencil) roll, egg tucked roll. See Primary School Gymnastics : Teaching manual by Val Sabin Games (Invasion) How to play a small sided game involving passing, dodging, dribbling, marking		Gymnastics How to stretch, curl and arch perform symmetry and asymmetry. Travelling in different ways (pathways). Changing direction. See Primary School Gymnastics : Val Sabin Games (Invasion) How to play a small sided game involving passing, dodging, dribbling, marking		Gymnastics How to balance in different ways (floor and apparatus). Transferring body weight in different ways. See Val Sabin Games (Invasion) Small sided passing, dodging, dribbling, marking games	
Computing	Coding How to use sequence, selection, and repetition in programs; work with variables and various forms of input and output e.g. scratch or see (see J2Code - https://www.j2e.com/j2code/) or Flowel/Junior Control Insight			Modelling/simulation How can I design simple repeating musical pattern using musical software package e.g. 2 Simple Music toolkits?		
History	Significant People How did British inventor contribute to national and international social justice?					
Spanish	Count to 69 in Spanish	Count to 69 in Spanish	The Spanish Alphabet.	The months of the Year – vocabulary. The Spanish Alphabet.	Saying the date	Saying when your Birthday is.

Lower Key Stage 2 : Summer B



Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing knowledge	How to write a newspaper report		How to write a portal story		How to write a tanka poem	
Text						
Specific reading focus	Summarising. Identifying vocabulary and key phrases. Identifying the features of a persuasive letter and how the author uses language and literary devices o convey meaning. Difference between fact and opinion and know what language distinguishes fact from opinion.		Summarising. Identifying vocabulary and key phrases. Identifying the features of a portal story and how the author uses language and literary devices o convey meaning.		Summarising. Identifying vocabulary and key phrases. Identifying the features of a tanka and how the author uses language and literary devices o convey meaning.	
Writing practice	Write response to a text justifying their views based on what they have read.	Write a newspaper report that uses the structure and features of the text studied	Write response to a text justifying their views based on what they have read.	Write a narrative that uses the structure and features of the text studied	Write response to a text justifying their views based on what they have read.	Write a poem that uses the structure and features of the text studied
Grammar and punctuation	Mostly past tense Specific participants Use of adverbials to indicate sequence Quotes Style should be impersonal (facts) although the reporter may give their opinion at the end	Use of paragraphs to organise ideas around a theme	Complex sentences inking ideas in paragraphs Use of paragraphs to organise ideas around a theme	Sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although		
Resources	(4) Unit 4: How to write a newspaper report (Jonathan Bond)		(4) Unit 14 : How to write a portal story (Jonathan Bond)		(4) Unit 15 : How to write a tanka (Jonathan Bond)	

Mathematics	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Number	Daily number	Daily number	Daily number	Daily number	Daily number	Daily number
Concept	Fractions		Money		Time	

Lower Key Stage 2 : Summer B



Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Writing knowledge	How to write a persuasive brochure)		How to write a play scripts (Shakespeare)		Communicating through poetry	
Text						
Specific reading focus	Identifying the features of a persuasive brochure and how the author uses language and literary devices to convey meaning. Difference between fact and opinion and know what language distinguishes fact from opinion.		Identifying the features of play scripts and how the author uses language and literary devices to convey meaning.		Identifying the features of the selected poems and how the author uses language and literary devices to convey meaning.	
Writing practice	Write response to a text justifying their views based on what they have read.	Write a persuasive brochure that uses the structure and features of the text studied	Write response to a text justifying their views based on what they have read.	Write a play script that uses the structure and features of the text studied	Write response to a text justifying their views based on what they have read	Write a poem that uses the structure and features of the text studied
Grammar and punctuation	Present tense Usually generic participants. Use of persuasive language features e.g. emotive language, repetition, exaggeration, sentences of three, alliteration	Use of paragraphs to organise ideas around a theme Sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although		similes, metaphors, images, extended images, showing mood, showing emotion	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
Resources	(4) Unit 16: How to write a persuasive brochure		(4) Unit 17: How to enjoy Shakespeare (Jonathan Bond)		(4) Unit 18: How to communicate through poetry	

Mathematics	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number	Daily number	Daily number	Daily number	Daily number	Daily number	Daily number
Concept	Shape		Statistics		Position and direction	



Lower Key Stage 2: Summer B

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science	Living things: What's a food chain (Who eats who?) Working scientifically (see national curriculum), Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. construct and interpret a variety of food chains, identifying producers, predators and prey			Living things/Reproduction (RSHE) What is the life cycle of a flowering plant? Working scientifically (see national curriculum), identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.		
DT	Control technology: How can we design an algorithm (see coding) using a digital device such as Bee Bots to solve a specific real life problem.					
Art	Painting How to paint in the style of an established artist with a distinct style e.g. Van Gogh, Seurat					
Music	Singing How to sing songs in unison of varying styles and structures with a pitch range of do-so (and then do-do), tunefully, with expression and respond to directions for forte and piano (loud and soft) and crescendo and decrescendo (See page 22 and 25)		Performing and composing How to play tuned percussion e.g.. glockenspiel or melodic instrument following staff notation using a small range (do-mi) (See page 23-24, 27 and 28 DfE Music Model Curriculum for repertoire).		Musical ideas How to follow and perform simple rhythmic scores to a steady beat maintaining individual parts within the rhythmic texture (See page 20-21 and 23 and 26 DfE Music Model Curriculum for repertoire).	
RE	The church year What do the different colours in the church year represent?			People of God What adventures about God's plan could Moses tell his children?		
RSHE	Respectful relationships and citizenship Positive influence from the Black, Asian and Minority Ethnic groups					
PE	Games (Striking and fielding) How to strike a stationary and moving ball, stop a moving ball, invent rules to play small sided games Athletics (Throwing) How to throw underarm and overarm over different distances by judging force needed. Improve performance using javelin, tennis ball, larger ball. Improving performance			Games (Striking and fielding) How to play a range of recognised small sided games involving batting, bowling and fielding. Athletics (Jumping) How to perform controlled jumps with change of body position in flight. Improve performance standing long jump, speed bounce. Improve performance		
Computing	Coding How to use sequence, selection, and repetition in programs; work with variables and various forms of input and output or see (see J2Code - https://www.i2e.com/i2code/) or Flowel/Junior Control Insight			Data handling How can I extract and input relevant information from and to ICT based spread sheets and databases.		
History	Local history What do historical sources tell us about what Tolleshunt D'Arcy and the school was like in the past?					
Geography	Local place knowledge: Where is Tolleshunt D'Arcy , what is it like and how has it changed? How drawing a map of our village help us understand how the land is being used?					
Spanish	Recap on Cycle B			Recap on Cycle B		



Lower Key Stage 2: Summer B

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Science	Animals: How are some animals suited to live in their environment? Working scientifically (see national curriculum), recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment			Habitats: How are humans are endangering animals by changing the environment? Working scientifically (see national curriculum), recognise that environments can change and that this can sometimes pose dangers to living things.		
DT				Textiles How to design a product that requires stitching two material together e.g. face mask/eye mask		
Art	3d and sculpture How to create using clay, Modroc, papier mâché or other malleable material to produce an imaginary or realistic form					
Music	Singing How to sing rounds and partner songs in different time signatures (2,3 and 4 time) with small and large leaps. (See page 22 and 25 DfE Music Model Curriculum for repertoire).		Performing and composing How to capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation and technology (See page 23-24, 27 and 28 DfE Music)		Musical ideas How to read and perform pitch notation within a defined range (C to G (do-so)) (See page 20-21 and 23 and 26 DfE Music Model Curriculum for repertoire).	
RE	Holy books and artifacts What is special about the Bible?					
RSHE				Reproduction What is the life cycle of a flowering plant? (science NC)		
PE	Athletics (Running) How to perform technique for speed, how to accelerate quickly from a stationary position and working together in a relay race and over obstacles. Adjusting pace for longer distance running. Improving performance Swimming How to swim 25m and beyond. Water safety.			Athletics (Running) How to perform technique for speed, how to accelerate quickly from a stationary position and working together in a relay race and over obstacles. Adjusting pace for longer distance running. Improving performance Outdoor adventurous activities How to complete outdoor activities at an outdoor centre that require teamwork and physical agility (Danbury Year 4)		
Computing	Spreadsheets How can I use a spread sheet to present and edit data or information?			Modelling/simulation How can I make an image move on the screen (simple animation) using appropriate software?		
Geography	Environmental issues How are humans spoiling the natural landscape in the UK?					
Spanish	Recap on Cycle B			Recap on Cycle B		

Y5/6: Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Narrative and balanced argument	Explanatory, finding story and stanza poems	Biography, letters/emails, balanced argument	Explanatory, Web page/blog recount, cinquain poems	Experimenting with language, rags to riches story, advert, nonet	Balanced argument, playscript, poetry
Maths	Place value and the four operations	Multiplication/division, fractions, converting units	Ratio, algebra, fractions, decimals, percentages	Area, perimeter, volume, statistics	Shape, position, direction, decimals	Decimals, negative numbers, converting units
Science	How can I test the suitability of materials for different purposes?	How does the Earth's movement in space us?	How can I increase/decrease the flow of electricity in a circuit?	How can I draw a circuit diagram?	How do living things reproduce?	Why do some living things survive and others become extinct?
DT		Healthy savory meal using a range of cooking techniques.	Program that accomplishes a specific goal	Product that uses either a loose pivot or bridge pivot.		Product that uses a frame and a shell
Art	Represent light, shade and texture using pencil, ink charcoals and chalk.	Painting textures including blocking in colour, washes, thickened paint	Drawing to create depth with objects in front of and behind.	Represent light, shade and texture using pencil, ink charcoals and chalk.	Painting techniques used by great artists/designers both current and historic	Human form 3d model over an armature: newspaper frame for Modroc.
Music	3 part harmonies and rounds, chorus, verse, improvise over a drone	Phrasing, pitch, style, improvise over a groove, semi-breves, minims, crotchets, rests, quavers	Syncopated rhythm, different dynamics, 2/3/ and 4 time signatures	Phrasing, pitch, style, compose a melody on C or A minor, triads (chords)	3 and 4 part rounds, compose a short ternary piece, rhythmic phrases	Phrasing, pitch, style, create music with multiple sections including repetition and contrast
RE	What do the two versions of the creation story in the Bible suggest?	Who wrote the Bible and what are the gospels?	How does the Bible timeline unfold from the death of Moses to the birth of Jesus?	How do Christians today remember the events of Holy week?	How and why have different denominations of Christianity come to evolve?	Did Jesus mean an earthly kingdom, heavenly kingdom or both?
RE	How Christians accept the creation story and sin in light of scientific explanations?	Is Christianity today as strong as it was 2000 years ago?	How do Christians resolve inconsistencies and conflicts in the Bible?		How important is Pentecost and Jesus' ascension in the concept of the Trinity?	
RSHE	Knowing myself and making choices	Nutrition and families	Bullying and peer pressure	Human rights and family challenges	Reproduction and respectful relationships	Puberty and human reproduction
PE	Invasion games and gymnastics	Hockey and netball	Basketball, tennis and gymnastics	Hockey, dance and non-contact (tag) rugby	Athletics and rounders	Cricket, athletics, swimming,
Computing	Digital awareness, internet safety and spreadsheets	Coding	Modelling/simulation and publishing	Coding and data handling	Modelling/simulation and publishing	Coding and spreadsheets
History	Why was Henry VIII known to have so many wives?		Comparison of Ancient Egyptians and Britain.			
Geography	How can I interpret and draw different types of thematic maps to represent a place?	What local issues does Tolleshunt D'Arcy face?		How is the landscape in the United Kingdom changing in because of population and coastal erosion?	Comparison of a landscape of a region in the UK look and South America including environmental pressures	What global environmental issue is the world currently facing?
Spanish	Speaking about another person Numbers to 100+ Avoir	Countries and Nationalities. European and Spanish speaking countries, Etre	Places in town Giving directions ER verbs	Weekend Activities/ Sports and hobbies IR verbs	Planning a trip Transport - how you will get there Aller	Speaking about yourself Playscript RE verbs

Y5/6: Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Instructions, character story, poems with personification	Persuasive letters/emails, playscript, renga poetry	Discursive, multi-narrator story, classic poetry	Narrative, explanatory, persuasive	Explanatory, writing from a view point, poetry	Recount, autobiography, poetry
Maths	Place value and the four operations	Multiplication/division, fractions, converting units	Ratio, algebra, fractions, decimals, percentages	Area, perimeter, volume, statistics	Shape, position, direction, decimals	Decimals, negative numbers, converting units
Science	How can we separate solids, liquids and gases that have been mixed or dissolved?	Sound, how we see and why does the shape of a shadow change?	What are the effects of forces around me?	Reversible and irreversible changes and how the circulatory system works?	How do fossils provide information about living things millions of years ago?	How are habitats linked to evolution?
DT		Product that that requires joining textiles with a combination of stitching		Product using electronics kits that employ a number of components.	Product that converts rotary motion to linear motion using cams.	
Art	Create and design patterns to produce a simple designs using a press print	Painting textures including blocking in colour, washes, thickened paint	Drawing to create depth with objects in front of and behind.	Types of collage : photomontage, paint collage and mosaic	Painting techniques used by great artists/designers both current and historic	Painting techniques used by great artists/designers both current and historic
Music	3 part rounds and harmony, verse, chorus, ensemble, chords, notation	Syncopated rhythm, improvised melodies beyond 8 beats over a fixed groove	3 part harmony, 8 or 16 beat melodic phrase using the pentatonic scale (CDEGA0, triads	Phrasing, pitch, style play a melody from staff notation, 2,3, and 4 time	3 and 4 part rounds, playing in a group, read and perform pitch notation	Phrasing, pitch, style, compose a melody in C or A minor, 2,3, and 4 time, rhythmic phrases
RE	How does the Muslim faith explain the presence of evilness and sin? What's in a mosque?	How does Islamic worship and prayer compare with the Hindu, Jewish and Christian faith?	What role does pilgrimage and holy places play in the Muslim faith compared with other faiths?	Why is God so angry in the Old Testament and so loving in the New?	Why is Pentecost considered the birthday of the Christian church?	How do Christian festivals, traditions and Holy days compare with those from other faiths?
RE	Are there any similarities between the 5 pillars of Islam and other faiths?	Was Jesus the Messiah and the Son of God?	How do the symbols representing the major world faiths represent their beliefs?	How Christian beliefs about salvation are reflected in L. de Vinci's Last Supper?	Where are the holy sites for Christianity?	
RSHE	Mental health	Respectful relationships	Healthy lifestyles	Citizenship	Equality and disadvantage	Respectful relationships
PE	Football and badminton	Basketball and gymnastics	Hockey and gymnastics	Dance and non contact (tag) rugby	Athletics and rounders	Cricket, athletics, swimming and outdoor pursuits
Computing	Digital awareness, internet, e-safety and spreadsheets	Coding	Publishing and coding	Modelling, simulation and data handling	Publishing and modelling, simulation	Coding and spreadsheets
History	What was early Islamic life like when Mohammad was alive?		What can we learn from a significant global event that is within our living memory?	What was it like to live in Tolleshunt D'Arcy during World War II?	Why did the Romans Leave and who were the Anglo Saxons?	How did the Anglo Saxon's cope with Viking raids and invasion?
Geography	How to interpret different maps that show different information e.g. themed maps	What are the features of different world environmental regions and how might they be under threat?	How are biomes, vegetation belts and climate zones connected and how are they changing?	What is like to live in a mountainous environment?		
Spanish	Months, weather and seasons Avoir	Planets Describing them and their features Etre	Rooms in the house. Saying what you do and where ER verbs	Time - to the nearest 5 minutes Daily routine IR verbs	Clothing/opinions on different clothes, prices, speaking about another person, aller	Food - running a Spanish café Numbers to 100+ RE verbs

Upper Key Stage 2 : Autumn A



Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text Genre	How to write and create atmosphere		How to write a finding story		How to write and present a speech	
Text	Treasure Island (Robert Louis Stevenson)			The Incredible Story	Should dogs be banned in parks?	
Specific reading focus	<p>Summarising. Identifying vocabulary and key phrases.</p> <p>Identifying the features of chosen narrative and how the author uses language and literary devices to convey meaning.</p> <p>Plot/character development, conflict, resolution.</p>		<p>Summarising. Identifying vocabulary and key phrases.</p> <p>Identifying the features of chosen narrative and how the author uses language and literary devices to convey meaning.</p> <p>Sub plots, suspense, viewpoint, intrigue, twists, style, layout, language, flashbacks</p>		<p>Summarising. Identifying vocabulary and key phrases.</p> <p>Identifying the features of chosen of a balanced argument (discursive) and how the author uses language and literary devices to convey meaning.</p> <p>Point of view, bias and how this can be identified through the use of the author's language. Rhetorical questions.</p>	
Writing practice	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a narrative that uses the structure and features of the text studied	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a narrative that uses the structure and features of the text studied.	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a persuasive balanced argument that uses the structure and features of the text studied.
Grammar and punctuation	<p>Determiners and verbs and adjectives.</p> <p>Capital letters and full stops</p>	<p>Recap and consolidation</p> <p>Clause position in complex sentences</p> <p>Language that conveys character</p> <p>Cohesion within paragraphs</p> <p>Linking openings with closings</p>	<p>Adverbs</p> <p>Question marks and exclamation marks</p>	<p>Recap and consolidation</p> <p>Conjunctions and prepositions.</p> <p>Speech punctuation</p>	<p>Present tense</p> <p>Use of logical language constructions</p> <p>Use of persuasive devices e.g. emotive language, rhetorical questions. Formal language and constructions to give an air of authority</p>	<p>Recap and consolidation</p> <p>Word classes</p> <p>Phrases and clauses</p> <p>Coordinating conjunctions</p>
Resources	(5) Unit 2: How to create atmosphere (Jonathan Bond)		(5) Unit 5: How to write a finding story (Jonathan Bond)		(5) Unit 1: How to write and present a speech/balanced argument (Jonathan Bond)	

Mathematics	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Number	Daily Number		Daily Number			Daily Number
Concept	Place Value		Addition and subtraction Four operations			Multiplication and division



Upper Key Stage 2 : Autumn A

Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Text Genre	How to write and present a TV explanation		How to write in an engaging way		How to write a poem using stanza	
Text	Guide dogs		Shadow		Giant Winter (John Foster)	Snow (Adelaide Crapsey)
Specific reading focus	Summarising. Identifying vocabulary and key phrases. Identifying the features of a balanced argument (discursive) and how the author uses language and literary devices to convey meaning. How to search texts quickly and efficiently using skimming and scanning. Rhetorical questions.		Summarising. Identifying vocabulary and key phrases. Identifying the features of chosen narrative and how the author uses language and literary devices to convey meaning. Know there is a wide range of books including from other cultures and traditions including their distinguishing features.		Summarising. Identifying vocabulary and key phrases. How authors use language and a range of literary devices to create an impression or image in their mind's eye to aid their understanding including personification, metaphor, alliteration, onomatopoeia	
Writing practice	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write an explanation that uses the structure and features of the text studied	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a narrative that uses the structure and features of the text studied	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a poem with stanzas that uses the structure and features of the text studied
Grammar and punctuation	Present tense Third person Use of adverbials to indicate sequence Use of causal conjunctions and adverbs Technical terminology	Recap and consolidation Using text boxes, sub headings, bold and italic font Coordinating and subordinating conjunctions Apostrophes – possession and contraction	Engaging the reader through use of figurative language Orchestrating sentence structures	Recap and consolidation Subjects and object Plural possession Active and passive voice Speech punctuation	Use of stanzas Repetition	Recap and consolidation Past, present and future tense
Resources	(5) Unit 4: How to present a TV explanation (Jonathan Bond)		(5) Unit 8: How to engage the reader (Jonathan Bond)		(5) Unit 9: How to use stanzas in poetry (Jonathan Bond)	

Mathematics	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number	Daily Number		Daily Number			Daily Number
Concept	Multiplication and division		Fractions A and Fractions B			Converting units

Upper Key Stage 2 : Autumn A



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science	Materials : How can I test the suitability of materials for different purposes? Working scientifically (see national curriculum), compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.			Working scientifically Investigation, linked to properties of materials		Recap on prior learning Give reasons for the uses of everyday materials
Art				Drawing How to use sketching technique to represent light, shade and texture using pencil, ink charcoals and chalk.		
Music	Singing How to sing three part rounds, partner songs with a verse and chorus in ensemble and maintain own part in a three part harmony (See page 29 and 33 DfE Music Model Curriculum for repertoire).		Performing and composing How to improvise freely over a drone, developing a sense of shape and character, using tuned percussion and melodic instruments (See page 31-32, 35 and 36 DfE Music Model Curriculum for repertoire).		Musical ideas How to compare pieces of music from different cultures, styles and traditions using musical terminology including terms taught so far (See page 30-11 and 34 and 35 DfE Music Model Curriculum for repertoire).	
RE	God and Creation What do the two versions of the creation story in the Bible suggest?			The Fall How do different Christians accept the creation story and sin in light of scientific explanations for the universe?		
RSHE	Knowing myself What makes me who I am? Wants, needs, aspirations	Knowing myself What makes me who I am? Values	Knowing myself What makes me who I am? Cultural similarities	Knowing myself What makes me who I am? Moral character virtues	Making choices How choices I make can affect children and society? Moral dilemmas	Discrimination
PE	Games (Invasion) How to play football skill and other small sided games showing tactical awareness and skill development. Gymnastics How to perform shapes and including flight, bridges, Spinning and turning. See Primary School Gymnastics: Teaching manual by Val Sabin/LCP			Games (Invasion) How to play football skill and other small sided games showing tactical awareness and skill development. Gymnastics How to perform shapes and including flight, bridges, Spinning and turning. See Primary School Gymnastics: Teaching manual by Val Sabin/LCP		
Computing	Digital awareness, internet and e-safety How to explain how the internet works and the world wide web works and drawbacks. How To ascertain reliable websites from less reliable sites and how to identify bias and fake news.			Spreadsheets How can I use a spread sheet to make a one and two step function machine and a more complex formula into a spread sheet e.g. to find area of a perimeter.		
History				People who made a difference Why was Henry VIII known to have so many wives?		
Geography				Locational knowledge How can I interpret and draw different types of thematic maps to represent a place?		
Spanish	How can we describe another person in Spanish. Recap describing eyes and hair.		How can we describe another person in Spanish. Recap describing personality	How can we describe another person in Spanish. Using the negative. Writing and sharing Guess who?		Numbers to 100.

Upper Key Stage 2: Autumn A



	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Science	Earth and space: How does the Earth's movement in space affect what night, day, weather and the seasons? Working scientifically (see national curriculum), describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.					Recap on prior learning Give reasons for the uses of everyday materials
DT	Food technology How to design and prepare a healthy savory meal using a range of cooking techniques.					
Art				Painting How to experiment with effects and textures including. blocking in colour, washes, thickened paint to create textural effects and compare with works created by other artists.		
Music	Singing How to sing songs from an a broad repertoire of styles with careful attention to phrasing, accurate pitch and style and Perform as a choir in school assemblies and other live events (See page 29 and 33 DfE Music Model Curriculum for repertoire).		Performing and composing How to improvise over a simple groove, responding to the beat, creating a satisfying melodic shape (See page 31-32, 35 and 36 DfE Music Model Curriculum for repertoire).		Musical ideas Know the difference between semi-breves, minims, crotchets and crotchet rests, paired quavers and semi-quavers and Use and understand staff and music notations (progression through Stave House) (See page 30-11 and 34 and 35 DfE Music Model Curriculum for repertoire).	
RE	Gospel Who wrote the Bible and what are the gospels?			Gospel Is Christianity today as strong as it was 2000 years ago?		
RSHE	Nutrition : How to prepare food safely? Bacteria Heating food safely Using utensils safely			Families : What challenges to families face? Marriage Same sex marriage Separation		
PE	Games How to play Hockey (outdoor PE) and badminton (indoor PE) showing tactical awareness and skill development.			Games How to play netball (outdoor PE) and badminton (indoor PE) showing tactical awareness and skill development.		
Computing	Coding How to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. (see J2Code - https://www.j2e.com/j2code/)			Coding How to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. (see J2Code - https://www.j2e.com/j2code/)		
History	People who made a difference Why was Henry VIII known to have so many wives?					
Geography	Local place knowledge What local issues does Tolleshunt D'Arcy face?					
Spanish	How can we name European countries and nationalities in Spanish – European countries vocabulary. Être conjugation.			How can we name European countries and nationalities in Spanish – Francophone countries. Être conjugation.		

Upper Key Stage 2 : Spring A



Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text Genre	How to write a biography		How to write a persuasive letter/email		How to write a discussion/Balanced argument	
Text	John Lennon		There's a boy in the girl's bathroom (Louis Sachar)		Was Tutankhamun murdered?	
Specific reading focus	Summarising. Identifying vocabulary and key phrases. Identifying the features of chosen text and how the author uses language and literary devices to convey meaning.		Summarising. Identifying vocabulary and key phrases. Identifying the features of text type and how the author uses language and literary devices to convey meaning.		Summarising. Identifying vocabulary and key phrases. Identifying the features of text type and how the author uses language and literary devices to convey meaning. Point of view, bias and how this can be identified through the use of the author's language. Rhetorical questions.	
Writing practice	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write biography that uses the structure and features of the text studied	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a letter/email that uses the structure and features of the text studied	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a balanced argument that uses the structure and features of the text studied
Grammar and punctuation	Mostly past tense Impersonal. Formal tone Use of adverbials to show sequence and time	Recap and consolidation Standard vs non Standard English Linking ideas across paragraphs using adverbials of time	Present tense Use of logical language constructions Use of persuasive devices e.g. emotive language, rhetorical questions. Formal language and constructions to give an air of authority	Recap and consolidation Using brackets, dashes or commas to indicate parenthesis	Present tense (unless historic) Third person. Use of logical language constructions Use of language constructions to show shifts from one point of view to another Formal, impersonal style	Recap and consolidation Prefixes and suffixes Colons and semi colons
Resources	(5) Unit 7: How to write a biography (Jonathan Bond)		(6) Unit 4: How to write a persuasive letter/email		(5) Unit 16: How to write a discussion (Jonathan Bond)	

Mathematics	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Number	Daily Number		Daily Number			Daily Number
Concept	Ratio/Fractions		Algebra		Fractions, decimals and percentages	

Upper Key Stage 2 : Spring A



Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Text Genre	How to write an explanation for a TV documentary		How to write a webpage		How to write a crown cinquain poem	
Text	How the Egyptians built the pyramids?		Sports reports			
Specific reading focus	Summarising. Identifying vocabulary and key phrases. Identifying the features of text type and how the author uses language and literary devices to convey meaning.		Summarising. Identifying vocabulary and key phrases. Identifying the features of text type and how the author uses language and literary devices to convey meaning. Drawing on information from several places in the text to gain a broad understanding.		Summarising. Identifying vocabulary and key phrases. Identifying the features of text type and how the author uses language and literary devices to convey meaning. Morphology and etymology can aid comprehension when encountering unfamiliar words	
Writing practice	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write an explanatory text that uses the structure and features of the text studied	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a recount report for a webpage that uses the structure and features of the text studied	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a crown cinquain that uses the structure and features of the text studied
Grammar and punctuation	Present tense Third person Use of adverbials to indicate sequence Use of causal conjunctions and adverbs Technical terminology	Recap and consolidation Clauses and phrases Recap on word classes Synonyms and Antonyms Using hyphens to avoid ambiguity	Present tense (unless historical). General nouns and pronouns. Third person Technical words and phrases Descriptive language for clarity	Recap and consolidation Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Conjunctions and adverbs and recap.	Personification A cinquain consists of five lines made up of two syllables, four syllables, six syllables, eight syllables and two syllables. It is unrhymed. A crown cinquain consists of five of these working together as stanzas in a longer poem.	Recap and consolidation Perfect form of verbs to mark relationships of time and cause Using hyphens to avoid ambiguity
Resources	Unit 4(5) How to write an explanation for a TV documentary (Jonathan Bond)		(5) Unit 13: How to write a webpage (Jonathan Bond)		(5) Unit : How to write a crown cinquain (Jonathan Bond) (5) Unit 12: How to use viewpoint in poetry (Jonathan Bond)	

Mathematics	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number	Daily Number		Daily Number			Daily Number
Concept	Fractions, decimals and percentages		Area, perimeter and volume		Statistics	

Upper Key Stage 2: Spring A



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science	Electricity: How can I increase/decrease the flow of electricity in a circuit? Working scientifically (see national curriculum), associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. e.g. does the number of batteries or bulbs in a circuit make a difference to the brightness			Recap on prior learning Give reasons for the uses of everyday materials		
DT	Control technology How to design a program (see coding) that accomplishes a specific goal including controlling or simulating physical systems					
Art				Drawing How to create depth by drawing still life and from imagination with objects in front of and behind and compare with works created by other artists		
Music	Singing How to sing songs with syncopated rhythm as part of a choir and with a sense of ensemble and performance (See page 29 and 33 DfE Music Model Curriculum for repertoire).		Performing and composing Experiment with using a wider range of dynamics including loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano) (See page 31-32, 35 and 36 DfE Music Model Curriculum for repertoire).		Musical ideas How to listen to music and understand the difference between 2/4, ¾ and 4/4 time signatures (See page 30-11 and 34 and 35 DfE Music Model Curriculum for repertoire).	
RE	People of God How does the Bible timeline unfold from the death of Moses to the birth of Jesus?			Beliefs and Faith How do Christians resolve inconsistencies and potential conflicts between different parts of the Bible?		
RSHE	Bullying : How to spot all forms of bullying and challenge it? Defining bullying Challenging bullying			Friendships : How can we deal with peer pressure? Peer pressure Healthy friendships Trust		
PE	Invasion Games How to play Basketball showing tactical awareness and skill development Gymnastics How to perform a sequence with a partner involving synchronisation and canon; matching/mirroring; counter balance and counter-tension. See Val Sabin/LCP.			Gymnastics How to perform a vault using a springboard and landing safely. Performance creation Net/wall games How to play short tennis skill development and tactical awareness		
Computing	Coding How to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems (link with DT)			Publishing How to use video editing features to produce a short video, adding credits, sound effects, transition and special effects using appropriate software		
History	Global legacies How does the achievements of the Ancient Egyptians compare with what was happening in Britain?					
Spanish	How can we talk about places in town. ER verb conjugation.	Asking and answering Où vas-tu? ER verb conjugation.	How can we ask for and give directions? ER verb conjugation.	How can we ask for and give directions?	How can we ask for and give directions?	How can we ask for and give directions?

Upper Key Stage 2: Spring A



	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Science	Electricity: How can I draw a circuit diagram? Working scientifically (see national curriculum), use recognised symbols when representing a simple circuit in a diagram.			Recap on prior learning Give reasons for the uses of everyday materials	Recap on prior learning Circuit diagrams	Recap on prior learning Ways of increasing/decreasing flow in a circuit
DT	Mechanisms How to design a product that uses either a loose pivot or bridge pivot. e.g. a moving toy (https://www.youtube.com/watch?v=1kC4uX2BoDw)					
Art				Drawing How to use sketching technique to represent light, shade and texture using pencil, ink charcoals and chalk.		
Music	Singing How to sing songs from an a broad repertoire of styles with careful attention to phrasing, accurate pitch and style and Perform as a choir in school assemblies and other live events (See page 29 and 33 DfE Music Model Curriculum repertoire).		Performing and composing How to compose melodies made from pairs of phrases in either C major and A minor and enhance then with chords or rhythmic patterns (See page 31-32, 35 and 36 DfE Music Model Curriculum for repertoire).		Musical ideas Understand how triads are formed and play them on tuned percussion or a keyboard/ukulele to accompany a song (See page 30-11 and 34 and 35 DfE Music Model Curriculum for repertoire).	
RE	Worship and Prayer How do Christians today remember the events of Holy week starting with Palm Sunday?					
RSHE	Rules : What does the term human rights mean? Human rights Laws protecting children UN convention of rights			Families : What challenges to families face? Marriage Same sex marriage Separation		
PE	Games (Invasion) How to play hockey and tag rugby showing tactical awareness and skill development. Dance How to create and perform dances focusing flexibility, strength, technique, control and balance See Primary School Dance : by Val Sabin			Games (Invasion) How to play hockey and tag rugby showing tactical awareness and skill development. Dance How to create and perform dances focusing flexibility, strength, technique, control and balance See Primary School Dance : by Val Sabin		
Computing	Modelling/simulation How to create multi-track music compositions or rhythms using an appropriate software package e.g. Compose Junior World or 2 Simple Music toolkit			Data handling How to use ICT based data handling packages to support learning in other areas including various graphs, tables and databases		
Geography	National place knowledge How is the landscape in the United Kingdom changing in terms of a growing population and coastal erosion?					
Spanish	Completing Town direction maps ER verb conjugation check.	Sports & Hobbies, vocabulary. IR verb conjugation.	Sports & Hobbies, vocabulary and saying what we like and dislike. IR verb conjugation.	Sports & Hobbies, vocabulary and saying what we like and dislike and why. IR verb conjugation.	Sports & Hobbies, vocabulary and saying what we like and dislike and why. Planning our profile. IR verb conjugation.	Sports & Hobbies, vocabulary and saying what we like and dislike and why. Planning our profile. IR verb conjugation.



Upper Key Stage 2 : Summer A

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text Genre	How to experiment with language		How to write a rags to riches story		How to write a nonet poem	
Text	Kingston Frost Dragon		The Legend of Randwick (P. Corbett)			
Specific reading focus	Summarising. Identifying vocabulary and key phrases. Identifying the features of text type and how the author uses language and literary devices to convey meaning.		Summarising. Identifying vocabulary and key phrases. Identifying the features of text type and how the author uses language and literary devices to convey meaning. Idioms, proverbs and catchphrases are designed to aid meaning and are not to be interpreted literally.		Summarising. Identifying vocabulary and key phrases. Identifying the features of text type and how the author uses language and literary devices to convey meaning.	
Writing practice	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a non chronological text that uses the structure and features of the text studied	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a narrative (rag to riches) that uses the structure and features of the text studied	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a nonet that uses the structure and features of the text studied
Grammar and punctuation	Present tense (unless historical). General nouns and pronouns. Third person. Technical words and phrases. Descriptive language for clarity	Recap and consolidation Commas to clarify meaning or avoid ambiguity in writing Revision and consolidation	Balancing narrative writing Parenthesis Developing paragraphs Commas	Recap and consolidation Expanded noun phrases to convey complicated information concisely Ellipsis Direct and reported speech		9-line poem that has 9 syllables in the first line, 8 syllables in the second line, 7 syllables in the third line, and continues to count down to one syllable in the final (ninth) line.
Resources	(6) Unit 3 : How to experiment with language (Jonathan Bond)		(5) Unit 14: How to write a 'rags to riches' story (Jonathan Bond)		5) Unit 9: How to use stanzas in poetry (Jonathan Bond)	

Mathematics	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Number	Daily Number		Daily Number			Daily Number
Concept	Shape			Position and direction		Decimals



Upper Key Stage 2 : Summer A

Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Text Genre	How to write a discussion		How to write a play script		How to write and structure a poem	
Text	Should mobile phones be allowed in schools?				A list of small and happy things?	
Specific reading focus	Summarising. Identifying vocabulary and key phrases. Identifying the features of text type and how the author uses language and literary devices to convey meaning. What language to look for to detect bias and distinguish fact from opinion		Summarising. Identifying vocabulary and key phrases. Identifying the features of text type and how the author uses language and literary devices to convey meaning. How conclusions or predictions can be changed based on new evidence in the text e.g. plot twists		Summarising. Identifying vocabulary and key phrases. Identifying the features of text type and how the author uses language and literary devices to convey meaning. How morphology and etymology can aid comprehension when encountering unfamiliar words	
Writing practice	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write balanced argument that uses the structure and features of the text studied	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a play script that uses the structure and features of the text studied	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a poem that uses the structure and features of the text studied
Grammar and punctuation	Present tense (unless historic) Third person. Use of logical language constructions. Use of language constructions to show shifts from one point of view to another. Formal, impersonal style	Recap and consolidation Modal verbs or adverbs to indicate degrees of possibility Using a colon to introduce a list	Cast list Synopsis	Recap and consolidation Word families Relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	Use of stanzas Personification	Recap and consolidation Using semi-colons, colons or dashes to mark boundaries between independent clauses
Resources	(5) Unit 16: How to write a discussion (Jonathan Bond)		(5) Unit 17: How to perform a play (Jonathan Bond)		(5) Unit 18: How to structure poems (Jonathan Bond)	

Mathematics	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number	Daily Number		Daily Number			Daily Number
Concept	Decimals		Negative numbers	Converting units		Volume



Upper Key Stage 2 : Autumn B

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text Genre	How to write a guidebook		How to write a character flaw story		How to write a poem with a stanza and voice	
Text	How to catch a house goblin (Pie Corbett)		Kensuke's Kingdom (Michael Morpurgo)		Spinner (Gwen Dunn)	
Specific reading focus	Summarising. Identifying vocabulary and key phrases. Identifying the features of text type and how the author uses language and literary devices to convey meaning.		Know there is a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions including their distinguishing features.		Summarising. Identifying vocabulary and key phrases. Identifying the features of text type and how the author uses language and literary devices to convey meaning. Search texts quickly and efficiently using skimming and scanning.	
Writing practice	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write how to guide that uses the structure and features of the text studied	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a character flaw story that uses the structure and features of the text studied	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write in the style of the text studied
Grammar and punctuation	Present tense Third person Use of adverbials Technical terminology Extended noun phrases	Recap and consolidation Determiners and verbs and adjectives Capital letters, full stops Nouns, singular and plural, pronouns.	Conveying character Text cohesion Dialogue	Recap and consolidation Adverbs Question marks and exclamation marks Conjunctions and prepositions Speech punctuation	Personification/imagery Developing a 'voice' Use of synonyms and antonyms. Use of hyphens to create new verbs and adjectives	Recap and consolidation Word classes. Phrases and clauses. Conjunctions and prepositions
Resources	(6) Unit 1: How to write a 'how to' guide (Jonathan Bond)		(6) Unit 2: How to write a character flaw story (Jonathan Bond)		(5) Unit 9: How to use stanzas in poetry (Jonathan Bond) (6) Unit 12: How to use voice in poetry (Jonathan Bond)	

Mathematics	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Number	Daily Number		Daily Number			Daily Number
Concept	Place Value		Addition and subtraction Four operations			Multiplication and division



Upper Key Stage 2 : Autumn B

Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Text Genre	How to write a persuasive letters/email		How to write a play script		How to write renga poem	
Text	Persuasive letter examples		MacBeth (William Shakespeare)			
Specific reading focus	Summarising. Identifying vocabulary and key phrases. Identifying the features of text type and how the author uses language and literary devices o convey meaning. Point of view, bias and how this can be identified through the use of the author's language.		Summarising. Identifying vocabulary and key phrases. Identifying the features of text type and how the author uses language and literary devices o convey meaning. How to search texts quickly and efficiently using skimming and scanning.		Summarising. Identifying vocabulary and key phrases. Identifying the features of text type and how the author uses language and literary devices o convey meaning. How authors use language and a range of literary devices to create an impression or image in their mind's eye to aid their understanding including puns, personification, metaphor, alliteration, onomatopoeia	
Writing practice	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a persuasive text that uses the structure and features of the text studied	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a playscript that uses the structure and features of the text studied	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a poem that uses the structure and features of the text studied
Grammar and punctuation	Present tense Use of logical language constructions Use of persuasive devices e.g. emotive language, rhetorical questions. Formal language and constructions to give an air of authority	Recap and consolidation Using brackets, dashes or commas to indicate parenthesis. Apostrophe	Recap and consolidation	Recap and consolidation Active and passive voice Speech punctuation (comparison with playscript Subjects and object Plural possession	A series of linked stanzas Each stanza takes forward one idea from the stanza preceding it Deliberate vocabulary choices Showing a theme: choose from seasons, nature or love	Recap and consolidation Past, present and future tense Past, present and future tense
Resources	(6) Unit 4: How to write persuasive letters and emails (Jonathan Bond)		(6) Unit 5: How to perform Shakespeare (Jonathan Bond)		(6) Unit 6 : How to write a renga (Jonathan Bond)	

Maths	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number	Daily Number		Daily Number			Daily Number
Concept	Multiplication and division		Fractions A and Fractions B			Converting units

Upper Key Stage 2: Autumn B



	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Science	Materials (sound) : Does sound travel equally well through different materials? Working scientifically (see national curriculum), compare and group together everyday materials on the basis of their properties. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.		Working scientifically Linked to sound	Light : How does the eye see and how and why does the shape of a shadow change? Working scientifically (see national curriculum), recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.		Scientific investigation Linked to light and shadows
DT	Product that that requires joining textiles with a combination of stitching e.g. a decorative cushion.					
Art				Painting How to experiment with effects and textures including. blocking in colour, washes, thickened paint to create textural effects and compare with works created by other artists.		
Music	Singing How to sing songs with syncopated rhythm as part of a choir and with a sense of ensemble and performance. (See page 29 and 33 DfE Music Model Curriculum for repertoire).		Performing and composing How to extend improvised melodies beyond 8 beats over a fixed groove creating a satisfying melodic shape (See page 31-32, 35 and 36 DfE Music Model Curriculum for repertoire).		Musical ideas How to compare pieces of music from different cultures, styles and traditions using musical terminology including terms taught so far (See page 30-11 and 34 and 35 DfE Music)	
RE	Worship and Prayer How does Islamic worship and prayer compare with the Hindu, Jewish and Christian faith?			Incarnation Was Jesus the Messiah and the Son of God?		
RSHE	Respectful relationships and citizenship Positive influence from the Black, Asian and Minority Ethnic groups					
PE	Invasion Games: Netball and basketball skill development and tactical awareness Gymnastics How to perform shapes and including flight, bridges, Spinning and turning. See Primary School Gymnastics: Teaching manual by Val Sabin/LCP			Invasion Games: Netball and basketball skill development and tactical awareness Gymnastics How to perform a vault using a springboard and landing safely. Performance creation		
Computing	Coding How to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. (see J2Code - https://www.j2e.com/j2code/)			Coding How to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. (see J2Code - https://www.j2e.com/j2code/)		
Geography	Locational knowledge What are the features of different world environmental regions and how might they be under threat?					
Spanish	Planets Describing them and their features			Planets Describing them and their features		



Upper Key Stage 2 : Spring B

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text Genre	How to debate		How to write a multiple narrator story		How to enjoy classical poetry	
Text	Should school uniform be optional?		Good Night Mr. Tom (Michelle Magorian)		From a Railway Carriage (Robert Louis Stevenson)	
Specific reading focus	Summarising. Identifying vocabulary and key phrases. Identifying the features of text type and how the author uses language and literary devices to convey meaning.		Summarising. Identifying vocabulary and key phrases. Identifying the features of text type and how the author uses language and literary devices to convey meaning. How to search texts quickly and efficiently using skimming and scanning.		Summarising. Identifying vocabulary and key phrases. Identifying the features of text type and how the author uses language and literary devices to convey meaning. How morphology and etymology can aid comprehension when encountering unfamiliar words	
Writing practice	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write discursive text that uses the structure and features of the text studied	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a narrative that uses the structure and features of the text studied	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a commentary that uses the structure and features of the text studied
Grammar and punctuation	Present tense (unless historic) Third person. Use of logical language constructions Use of language constructions to show shifts from one point of view to another Formal, impersonal style	Recap and consolidation Linking ideas across paragraphs using adverbials of time Commas for clauses Standard vs non Standard English Proper nouns	Writing in first person Use of ellipsis Use of asides Maintaining a viewpoint Use of adverbs and adverbials to show time, place and number	Recap and consolidation Using brackets, dashes or commas to indicate parenthesis Formal and informal language Commas to avoid ambiguity	Formal writing Using quotes	Recap and consolidation Prefixes and suffixes Colons and semi-colons
Resources	(6) Unit 7: How to debate (Jonathan Bond)		(6) Unit 14: How to write a multiple narrator a story (Jonathan Bond)		(6) Unit 9: How to enjoy classic poetry (Jonathan Bond)	

Mathematics	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Number	Daily Number		Daily Number			Daily Number
Concept	Ratio/Fractions		Algebra		Fractions, decimals and percentages	

Upper Key Stage 2 : Spring B



Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Text Genre	How to tell a story using fiction and non-fiction		How to write a textbook		How to write persuasively	
Text	Top Cat (Pie Corbett)		Mountain Resorts		Holiday brochure for a mountainous environment	
Specific reading focus	<p>Summarising. Identifying vocabulary and key phrases.</p> <p>Identifying the features of text type and how the author uses language and literary devices to convey meaning.</p> <p>Know conclusions or predictions can be changed based on new evidence in the text e.g. plot twists</p>		<p>Summarising. Identifying vocabulary and key phrases.</p> <p>Identifying the features of text type and how the author uses language and literary devices to convey meaning.</p> <p>Idioms, proverbs and catchphrases are designed to aid meaning and are not to be interpreted literally.</p>		<p>Summarising. Identifying vocabulary and key phrases.</p> <p>Identifying the features of text type and how the author uses language and literary devices to convey meaning.</p> <p>How authors use language and a range of literary devices to create an impression or image</p>	
Writing practice	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a narrative that uses the structure and features of the text studied	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write an explanatory text that uses the structure and features of the text studied	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a persuasive text that uses the structure and features of the text studied
Grammar and punctuation	Formality Using single dashes Passive voice	Recap and consolidation Synonyms and Antonyms Use of the passive to affect the presentation of information in a sentence	Present tense Third person Use of adverbials to indicate sequence Use of causal conjunctions and adverbs Technical terminology	Recap and consolidation Conjunctions and adverbs recap. Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	Present tense. Use of logical language constructions. Use of persuasive devices e.g. emotive language, rhetorical questions. Formal language and constructions to give an air of authority	Recap and consolidation Perfect form of verbs to mark relationships of time and cause Passive verbs to affect the presentation of information in a sentence
Resources	(6) Unit 10: How to tell a story using fiction and non-fiction (Jonathan Bond)		(6) Unit 13: How to write a textbook (Jonathan Bond)		(6) Unit 4: How to write persuasively (Jonathan Bond)	

Mathematics	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number	Daily Number		Daily Number			Daily Number
Concept	Fractions, decimals and percentages		Area, perimeter and volume		Statistics	



Upper Key Stage 2 : Summer B

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text Genre	How to write a guidebook		How to write from a viewpoint		How to write a roundlet	
Text	How to survive a trip to Mersea		Holes (Louis Sachar)		Extraordinary Senses	
Specific reading focus	Summarising. Identifying vocabulary and key phrases. Identifying the features of text type and how the author uses language and literary devices to convey meaning. Difference between the use of standard and non-standard English		Summarising. Identifying vocabulary and key phrases. How the following authorial techniques are designed to aid meaning and convey an impression: dialogue, narrator's voice, simile, metaphor, personification, rhetorical questions, flashbacks, alliteration, onomatopoeia, point of view		Summarising. Identifying vocabulary and key phrases. Identifying the features of text type and how the author uses language and literary devices to convey meaning. How morphology and etymology can aid comprehension when encountering unfamiliar words	
Writing practice	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write an explanatory text that uses the structure and features of the text studied	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a narrative that uses the structure and features of the text studied	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a poem that uses the structure and features of the text studied
Grammar and punctuation	Present tense Third person Use of adverbials Technical terminology Extended noun phrases	Recap and consolidation Using hyphens to avoid ambiguity Recap and consolidation Commas to clarify meaning or avoid ambiguity in writing Recap and consolidation	Writing in first person Use of ellipsis Use of asides Maintaining a viewpoint Use of adverbs and adverbials to show time, place and number	Recap and consolidation Relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun speech	Expanded noun phrases to convey complicated information concisely Direct and reported	Recap and consolidation Word families Using semi-colons, colons or dashes to mark boundaries between independent clauses
Resources	(6) Unit 1 How to write a 'how to' guide (Jonathan Bond)		(5) Unit 11: How to write from a viewpoint (Jonathan Bond)		(6) Unit 15: How to write a rondelet (rhyme and repetition) (Jonathan Bond)	

Mathematics	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Number	Daily Number		Daily Number			Daily Number
Concept	Shape			Position and direction		Decimals

Upper Key Stage 2 : Summer B



Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Text Genre	How to write a script and present a vlog		How to write like an author and use humour and emotions		How to write a poem	
Text	Mersea Diary		Boy (Roald Dahl)		Summer Holidays	
Specific reading focus	Summarising. Identifying vocabulary and key phrases. Identifying the features of text type and how the author uses language and literary devices to convey meaning.		How to search texts quickly and efficiently using skimming and scanning. How to summarise the key points in a more complex text involves identifying themes and concepts rather than specific details.		Authors use language and a range of literary devices to create an impression or image in their mind's eye to aid their understanding.	
Writing practice	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write a diary vlog that uses the structure and features of the text studied	Write a detailed response to a text justifying views and quoting a text to justify their views.	Write in the first person using the structure and features of the text studied	Write a detailed response to a text justifying views and quoting a text to justify their views.	
Grammar and punctuation		Recap and consolidation Using a colon to introduce a list Modal verbs or adverbs to indicate degrees of possibility	Manipulating the reader Special effects Using more than one subordinate clause in a sentence	Recap and consolidation Ellipsis		Recap and consolidation
Writing knowledge	(6) Unit 16: How to script and present a vlog (Jonathan Bond)		(6) Unit 16: How to be an author (Jonathan Bond) Writing in the first person – using humour and extreme emotions		(6) Unit 18: (Jonathan Bond) How to be a poet	

Mathematics	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number	Daily Number		Daily Number			Daily Number
Concept	Decimals		Negative numbers	Converting units		Volume



Upper Key Stage 2: Summer B

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science	Animals : How do fossils provide information about living things that inhabited the Earth millions of years ago? Working scientifically (see national curriculum), recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago		Habitats : How are habitats linked to evolution? Working scientifically (see national curriculum), describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals <input type="checkbox"/> give reasons for classifying plants and animals based on specific characteristics. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.			
DT			Mechanisms How to design a product that converts rotary motion to linear motion using cams.			
Art	Painting How to experiment with techniques used by great artists, and designers both current and historic including those from the Black, Asian and Minority Ethnic groups					
Music	Singing How to sing three and four part rounds or partner songs experimenting with positioning of singers randomly within the group (See page 29 and 33 DfE Music repertoire).		Performing and composing How to engage with others through ensemble playing with pupils taking on melody or accompaniment roles (See page 31-32, 35 and 36 DfE Music Model Curriculum for repertoire).		Musical ideas How to read and perform pitch notation within an octave (See page 30-11 and 34 and 35 DfE Music Model Curriculum for repertoire).	
RE	Celebrations Why is Pentecost considered the birthday of the Christian church?		Sacred Places Where are the holy sites for Christianity?			
RSHE	Equality and disadvantage Visible and hidden disability Money Democracy		Injustice		Respectful relationships and citizenship Positive influence from the Black, Asian and Minority Ethnic groups	
PE	Athletics- Running How to sprint start, baton changeover and sustain speed over longer durations of time or distance, Hurdle using a 3 stride pattern. Improve performance Striking and fielding games How to play rounders with tactical awareness Swimming How to swim 25m on front and on back, develop personal survival and rescue techniques		Athletics- Throwing How to throw implements using correct technique in athletic events including discus, shot, cricket ball and hammer. Improving performance Striking and fielding games How to play rounders with tactical awareness Swimming How to swim 25m on front and on back, develop personal survival and rescue techniques		Athletics- Jumping How to jump for power, control & consistency developing the approach, take off, flight & land. Improve performance in long jump, high jump and triple jump. Improve performance. Striking and fielding games How to play rounders with tactical awareness Swimming How to swim 25m on front and on back, develop personal survival and rescue techniques	
Computing	Publishing How to select and combine different forms of media for effect e.g. websites, flyer, leaflets, video, sound, email, blogs, podcasts etc.		Modelling/simulation How to create a simple stop motion animation from a series of still images using more complex software e.g. Windows Movie maker or Monkey jam			
History			Significant national events Why did the Romans Leave and who were the Anglo Saxons?			
Spanish	Clothing/opinions on different clothes Prices Speaking about another person Aller		Clothing/opinions on different clothes Prices Speaking about another person Aller			

Upper Key Stage 2: Summer B



	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Science	Habitats : How are habitats linked to evolution? Working scientifically (see national curriculum), describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.			Recap on prior learning What are the effects of forces around me?	Recap on prior learning How the circulatory system works?	Recap on prior learning How are habitats linked to evolution?
Art	Printing How to create and design patterns to produce a simple designs using a press print					
Music	Singing How to sing songs from an a broad repertoire of styles with careful attention to phrasing, accurate pitch and style and Perform as a choir in school assemblies and other live events (See page 29 and 33 DfE Music Curriculum for repertoire).		Performing and composing How to compose melodies made from pairs of phrases in either C major and A minor and enhance them with chords or rhythmic patterns (See page 31-32, 35 and 36 DfE Music Model Curriculum for repertoire).		Musical ideas How to read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and durations (See page 30-11 and 34 and 35 DfE Music Model Curriculum for repertoire).	
RE	Holy days and celebrations How do Christian festivals, traditions and Holy days compare with those from other faiths?					
RSHE	Respectful relationships and citizenship Positive influence from the Black, Asian and Minority Ethnic groups					
PE	Striking and fielding games How to play cricket with tactical awareness Outdoor adventurous activities How to ccomplete outdoor activities at an outdoor centre that require teamwork and physical agility (Y5 and Y 6 : Mersea) Swimming How to swim 25m on front and on back, develop personal survival and rescue techniques			Striking and fielding games How to play cricket with tactical awareness Swimming Swim 25m on front and on back, develop personal survival and rescue techniques		
Computing	Coding How to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. (see J2Code - https://www.j2e.com/j2code/)			Spreadsheets How can I write and test a spread sheet formula for a specific purpose and use it to model/project or forecast different outcomes when variables are changed.?		
History	Significant national events How did the Anglo Saxon's cope with Viking raids and invasion?					
	Global knowledge How does the landscape of a region in the UK look different to a region in North America and what environmental pressures does they face?					
Spanish	Food - running a Spanish café Numbers to 100					

Lower Key Stage 2 : Autumn A



Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing knowledge	How to write an account of events		How to write narrative and describe settings		How to write a haiku poem	
Text	Story of Boudicca?		Stig of the Dump			
Specific reading focus	Summarising. Identifying vocabulary and key phrases. Identifying the features of a chronological and how the author uses language features to convey meaning. Difference between fact and opinion and know what language distinguishes fact from opinion.		Summarising. Identifying vocabulary and key phrases. How an author uses language to give an impression or image of the setting. Purpose of paragraphs is to aid the reader in terms of content or movement in time or scene.		Summarising. Identifying vocabulary and key phrases. How a haiku often features an image, or a pair of images, meant to depict the essence of a specific moment in time. Distinguishing features of different types of poetry in addition to haiku including free verse and narrative.	
Writing practice	Write response to a text justifying their views based on what they have read.	Write a chronological text that uses the structure and features of the text studied	Write response to a text justifying their views based on what they have read.	Write a narrative text that uses the structure and features of the text studied	Write response to a text justifying their views based on what they have read.	Write a poem that uses the structure and features of the text studied (Haiku).
Grammar and punctuation	Use of conjunctions to support cohesion Indications of time Style can be personal or impersonal. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition past tense	Use of the forms a or an according to whether the next word begins with a consonant or a vowel	Use of language to give clear images in the mind of the reader. Use of personal pronouns. Variation in sentence structure. Introduction to inverted commas to punctuate direct speech Using and punctuating direct speech.	Possessive apostrophe in words with regular plurals Fronted adverbials [for example, Later that day, I heard the bad news.] Use of commas after fronted adverbials	Three lines made up of five syllables, seven syllables and five syllables Use the first two or three letters of a word to check its spelling in a dictionary	Homophones Words that are often misspelt
Resources	(3) Unit 4: How to write an account of events (Jonathan Bond)		(3) Unit 2: How to describe settings (Jonathan Bond)		(3) Unit 3 : How to write a haiku (Jonathan Bond)	

Mathematics	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Number	Daily number	Daily number	Daily number	Daily number	Daily number	Daily number
Concept	Place Value		Addition and subtraction			