The Curriculum Tolleshunt D'Arcy Academy

PART B:

Sequencing

Part B: Sequencing

Key Stage 1	Cycle A Autumn Spring Summer	Cycle B Autumn Spring Summer
Lower Key Stage 2	Cycle A Autumn Spring Summer	Cycle B Autumn Spring Summer
Upper Key Stage 2	Cycle A Autumn Spring Summer	Cycle B Autumn Spring Summer

Updated: 18th July 2023

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 connectes 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 me	mory	Another event before or after the Fire of London	-
Geography	What is the weather like in anoth	ner 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

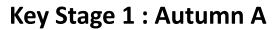
4		
- 1	-	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science	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. whice survi		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 vitips.	arious media including pencil, chalk,	, charcoal, crayons, wax crayon felt			
Music	Singing Sing songs in unison with others kee expressively and creatively by sing rhyme, add actions to convey mea Music Model Curriculum for reper	ing songs and speaking chants and ning. (See page 13 and 16 DfE	Rhythmic Composition and perfor Copy and clap/tap the pulse and c (See page 14, 15, 18 and 18 DfE M repertoire).	or rhythm of a simple sequence		s, copying the leader and inventing uned percussion. (See page 17 and or repertoire).
RE	God and Creation What was God's plan for Adam and	d Eve?		The Fall How does the story of Adam and Eve spoil God's plan?		
RSHE	Knowing myself : What makes me What makes me special Families	a person? Similarities/differences		Friendships : How do I make frien Friends hip qualities		hings that are private
PE	Games- Best of balls How to control a ball, rolling and to striking a ball.	hrowing a ball, bouncing a ball, kicki	ing a ball, catching a ball and	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 pe involving running, hopping, skippi making different body shapes and speeds (LCP planning)	ng, walking, crawling, sliding,
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 place	es are in Tolleshunt D'Arcy? (See geo	graphical vocab in NC)
Spanish	How can we greet each other in Spanish? How can we talk about classroom items? Ca-va? How can we talk about				How can we talk about colours in	Spanish?



Key Stage 1 : Autumn A

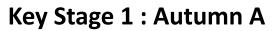
Reading	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Phonemes	'u_e' saying /oo/ and /yoo/, 'e_e' saying /ee	'ou' saying /ow/	Long vowel sounds	'ch' saying /c/ and /sh/	'ir' saying /er/	'ue' saying /oo/ and /yoo/
	wr' saying /r/	'le' saying /l/	Adding 'er' and 'est' to words ending in 'y'	'el' saying /l/	'ai' and 'il' saying /l/	Adding 'ed' and 'er' to words endinf 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, 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





Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text Genre	Stories		Biography (recount)		Poetry	
Text	Stories set in familiar sett	ings			Learn by heart Super Dup	er 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, question How to 'tell' a story Proper Nouns (Names)	ons and exclamations	Past tense. Specific participants Use of conjunctions to support cohesion		Images Deliberate vocabulary cho	oices
Writing practice	Write a 4 part story text t and features of the text s		Write a 4 part biography/ structure and features of		Write a poem that uses the of the text studied.	ne structure and features
	Re-read what they have v	nat they are going to write Use the sentence by sentence process of think, say, write, check ney have written to themselves, in order to check that it makes sense Use full stops and capitals throughout a piece of writing ce of sentences. Spell words with the GPCs taught so far. Spell simple words with adjacent consonants. Leave spaces between words.				_

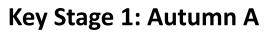
Mathematics	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number	Daily Number
Concept	Place Value	Addition and Subtraction				



4			
	_	_	

Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Text Genre	Traditional tales				Instructions		
Text	Peter Pan and Jack and th	e Beanstalk			How to make a Christmas	decoration	
Writing knowledge (JB)	(2) Unit 14: How to make Unit 7,8,11,15: Longer solving probler (2) Unit 8: How to write a losing story	ditional tales Unit 20: How to write a story based on traditional tales (Jonathan Bond) Unit 14: How to make writing lively and interesting for the reader (Jonathan Bond) 7,8,11,15: Longer solving problem stories (Jonathan Bond) Init 8: How to write a losing story (Jonathan Bond) Init 12: How to write a fear story (Jonathan Bond) Init 12: How to write a fear story (Jonathan Bond)					
Key tools (JB)	Tense. Developing an idea Adding detail . Developing sentences. Editing.		ly adverbs. devices that li writing flow	nk ideas and make the	Diagrams/pictures and lal Imperative form. Clear, co		
Writing practice	Story writing	Story writing	Story writing Story writing Write a set of instructions that uses the struction and features of the text studied.				
	Re-read what they have w	ay out loud what they are going to write Use the sentence by sentence process of think, say, write, check e-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 /rite 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



4	
	ı
l	

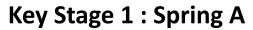
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Science	Working scientifically, notice animal and describe the basic needs of a	Human body: How are humans similar and different to animals and plants? (Reproduction) Working scientifically, notice animals including humans, have offspring which grow into adults, 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)			_ ·	rom? ne simple physical properties of a ansparent materials) See also NC
DT	Food technology How to design and prepare a heal	thy snack				
Art	Collage How to create artwork by using a other artists.	and attaching different materials an	d compare with works created by			
Music	voice expressively and creatively	n others keeping the melody, Use y by singing songs and speaking convey meaning. (See page 13 and or repertoire).		musically using a combination of ttern using body sounds (See page	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 rai	inbow got in common with the story	of Adam and Eve?	Incarnation Why did the wise men give Jesus a	gifts of Gold, Frankincense and Myrr	h?
RSHE	·	nship : What qualities make a good Good manners T		ctions have consequences Tellin	g the troth/power of words Saying	; no
PE	Jumping How to jump different height and to jump and land in a controlled v	distance. Use arms and bend legs vay.		ts (underarm one hand and two can be a caught. Or aimed at a	Climb, move along and dismou	include balances/ partner work. nt equipment safely. Balance on ith control and stillness. Plan a nning)
Computing	Coding How to use logical reasoning to pr programs	redict the behaviour of simple progra	ams (algorithms) e.g. Bee bot or prog	gram and create and debug simple	Publishing How to use a digital camera to unwanted files	take a photo, view it and delete
History	Local history What was Tolleshunt D'Arcy like long ago?					
Geography		E			what can we do?	
Spanish	How can we talk about classroom colours in Spanish – vocabulary. Li		How can we count to 31 in Spanis	h?	Can we understand some Christm	as vocabulary in Spanish?



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



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



4	2
	П
_	

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text Genre	Stories		Explanation		Poetry	
Text	Stories from other culture	s - Hinduism	Information texts: Hinduis	m	Rhyming couplets	
Reading knowledge	See component knowledg	ee 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 po		nape poems	
Key tools (JB)	Embed the process of thir writing sentences. Use of Use of apostrophes to should be consistently write in the	precise verbs ow omission	Present tense General nor Third person. Technical we Descriptive language for c	ords and phrases	Deliberate vocabulary cho Use of adjectives	pices
Writing practice	Write a diary story text that uses the structure and features of the text studied.		Write about a topic (explathe the structure and features		Write a poem that uses the of the text studied.	ne structure and features
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			

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 knowledg	ee 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)		(2) Unit 4: How to write an instruction (2)		Poetry (2) Unit 6: How to write a Bond)	n acrostic (Jonathan
Key tools (JB)	Present tense General not Third person. Technical we Descriptive language for c	ords and phrases	Diagrams/pictures and lal Imperative form. Clear, co	pels. Present tense Incise and exact language	Alliteration Deliberate vocabulary cho	pices
Writing practice	Unit 1(2): Write a report t and features of the text st		Write a set of instructions that uses the structure and features of the text studied.		Write an acrostic poem th features of the text studie	nat uses the structure and ed.
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



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science	Working scientifically Investigation (fair test) linked to water/materials e.g. materials that float /sink		ne simple physical properties of a compare this with water. See also	vater. See also that different materials (and instruments) make a different sound and that		
DT						
Art	Drawing How to draw shapes and pattern crayon felt tips.	ns using various media including pe	ncil, chalk, charcoal, crayons, wax			
Music	voice expressively and creatively	n others keeping the melody, Use y by singing songs and speaking convey meaning. (See page 13 and or repertoire).		pulse and or rhythm of a simple nd 18 DfE Music Model Curriculum	Musical ideas Understand how the the speed of faster or slower pace (tempo) and clapping. (See page 14 and 17 DfE repertoire).	I mark the beat by tapping or
RE	Beliefs and Faith Is the Hindu story of creation the	same as the one in the Bible?		Signs and symbols Who are the Hindu gods?		
RSHE	Families : How families show they Basic needs		rusted adults	Knowing myself: What makes me Cultural similarities and difference traditions and faith.	a person? s between their own lives and the c	haracteristics of the Hindu culture,
PE	Games- Best of balls How to control a ball, rolling and kicking a ball, catching a ball and s	I throwing a ball, bouncing a ball, triking a ball.	Throwing and catching How to throw a range of objects (in a coordinated way that can be	underarm one hand and two hand) a caught. Or aimed at a target	involving running, hopping, skip	performing sequences- Sequence pping, walking, crawling, sliding, and travelling in different ways/
Computing	Coding How to execute algorithms by follo	Coding How to execute algorithms by following precise and unambiguous instructions (see J2Code - https://www.j2e.com/j2code/)			Digital awareness How to use technology purpos manipulate and retrieve digital co	efully to create, organise, store, ntent.
Geography	See week 4		Global knowledge How is our local area similar and different to a place in another part of the world? (See vocab in NC)			t of the world ? (See geographical
Spanish	Days of the week, Numbers 0-31, How old are you? Where do you live?	Days of the week, Numbers 0-31, How old are you? Where do you live?	Days of the week, Numbers 0-31, How old are you? Where do you live?	Days of the week, Numbers 0-31, How old are you? Where do you live?	Days of the week, Numbers 0-31, How old are you? Where do you live?	Days of the week, Numbers 0-31, How old are you? Where do you live?



	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Science	Working scientifically, observe chan weather associated with the seasor	Earth and space: What do we notice when the seasons change? Working scientifically, observe changes across the four seasons. Working scientifically, observe and describe weather associated with the seasons and how day length varies (to continue over the four seasons Autumn–summer). See also NC non-statutory guidance.			Recap on prior learning	Recap on prior learning	
DT	Mechanisms Design a product using a slider e.g.	a page from a moving picture story					
Art				Painting Paint shapes, patterns, what they so artists	ee and from imagination and compa	re with works created by other	
Music	expressively and creatively by singir	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 (See page 14, 15, 18 and 18 DfE Music			Musical ideas Perform word pattern chants e.g. ca-ter-pil-lar, create, retain and perform their own rhythm patterns. (See page 14 and 17 DfE Music Model Curriculum for repertoire).		
RE	Kingdom of God Why is the Kingdom of God like a m	ustard seed?		Holy books and artifacts Why is a cross important to Christia	ns?		
RSHE	Bullying: What does it mean to be Hurtful words, unkind actions		ing? eaking out	Making choices :Who is responsible My choices	for our words and actions? Consequences		
PE	Games (Striking a ball) Partner games. Throwing and catch striking game using small balls and a		Throwing and catching Throw a range of objects (underarm coordinated way that can be a caug		Games (Invasion) Travel, pass, change direction, shoo Play a small sided game 3 v 3	t using hands and feet with a ba	
Computing	Modelling/simulation Use a simple adventure program or	simulation and learn about cause a	nd effect.	Publishing Make sound effects and music to s	uit a purpose using a music/audio sc	ftware application.	
History	People who made a difference The life of significant individual who has contributed to national or international achievements (Neil Armstrong /						
Geography							
Spanish	Days of the week, Numbers 0-31, How old are you? Where do you live?	Days of the week, Numbers 0-31, How old are you? Where do you live?	Days of the week, Numbers 0-31, How old are you? Where do you live?	Days of the week, Numbers 0-31, How old are you? Where do you live?	Days of the week, Numbers 0-31, How old are you? Where do you live?	Days of the week, Numbers 0- How old are you? Where do you live?	



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 v	writing)		Recounts				
Text	Florence Nightingale (leaf	let)		Diary accounts				
Reading	See component knowledg	ge needed to be an effective	e reader					
knowledge								
Writing knowledge (JB)		writing) on-chronological report (Jo nger) non-chronological report(Jonathan	·	Recounts (2) Unit 16: How to write a diary (Jonathan Bond) (1) Unit 22: How to write about an event(Jonathan Bond)				
Key tools (JB)	Present tense General nor Third person. Technical we Descriptive language for c	ords and phrases		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 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	Recount		
Text	The lighthouse keeper		Postcards		Keeping our seaside clean	
Reading knowledge	ee 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, che Using statements, questio 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 so structure and features of t		Write a recount the struct text studied.	ure and features of the	Write a letter that uses the of the text studied.	e structure and features
Grammar and punctuation	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					

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: Summer A

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science	Working scientifically Investigation, (fair test) linked to electrical circuits (materials that conduct electricity – Why do wires have metal inside?)		construct a simple circuit and idea	ntify and compare the suitability of d for particular uses (.g. an electric	Electricity (RSHE): How do we use electricity? How do I keep myself healthy and safe?	
DT	See week 7					
Art	Printing How to print simple pictures with sponge and compare with works of	a range of hard and soft materials or reated by other artists.	e.g. cork, pen barrels, cotton reels,			
Music	voice expressively and creatively chants and rhyme, add actions to	How to sing songs in unison with others keeping the melody, Use voice expressively and creatively by singing songs and speaking and pattern using a tuned and unit			Musical ideas usically a rhythm in the same order Intuned instrument e.g. claves and 5, 18 and 18 DfE Music Model DfE Music Model Off Music Model Curriculum for repertoire).	
RE	Sacred Places What would we find inside our loc	al church?		Sacred Places What would I see inside a Hindu to	emple?	
RSHE	Rules : Why are rules important? Rules Fair	and unfair		Healthy lifestyles : How do I keep myself healthy and safe? Food and exercise NHS Eat well guide Germs and viruses		
PE	Games (Mini batting game) How to play a game involving bow	ling, hitting, catching and fielding a k	pall.	Running and moving How to run in a coordinated & fluent way at different speeds for short & longer durations and over obstacles. Improving performance		
Computing	Coding How to execute algorithms by https://www.j2e.com/j2code/)	following precise and unambigu	ous instructions. (see J2Code -	Internet How to use a search engine to fir and menus	nd specific information, use forward	and back buttons, hyperlinks, tabs
History		People who made a difference (Florence Nightingale) The life of significant individual who has contributed to national or international achievements				
Geography						
Spanish	Months Pets/animals What is the date today? When is your birthday?	Months Pets/animals What is the date today? When is your birthday?	Months Pets/animals What is the date today? When is your birthday?	Months Pets/animals What is the date today? When is your birthday?	Months Pets/animals What is the date today? When is your birthday?	Months Pets/animals What is the date today? When is your birthday?



Key Stage 1: Summer A

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Science	Working scientifically Investigation, (fair test) linked to electrical circuits (materials that conduct electricity – Why do wires have metal inside?)	Materials: Working scientificall are magnetic and how magnets purpose?	•	Recap on prior learning		
DT	Electronics How to design a product with a sir	nple switch using a pivot e.g. pap	er clip hinge switch to turn on a bulb			
Art	3d and sculpture How to use clay and other materials o create 3d artwork e.g. clay thumb pot and clay coil pot and compare with works created by other artists					
Music				y symbols left to right locating the 7 How to Talk about how percussion sounds enhance storytelling e.g stave using Stave House (See page ascending xylophone notes to suggest Jack is climbing the beanstalk.		
RE	Community and people When do followers of Hinduism co	ome together?				
RSHE	Healthy lifestyles : How do I keep Internet safety	· ·	ople who can harm us	Respectful relationships and citize Positive influence from the Black,	•	ps
PE	Jumping How to ump different height an arms and bend legs to jump controlled way.	and land in a hand and tw	catching v a range of objects (underarm one o hand) in a coordinated way that ht. Or aimed at a target	Bat and ball Games How to play a bat and Mini-group/team games. Partner a and catching games. Aiming game	ball games. Simple or games. Throwing school gro	dventurous activities Itdoor orienteering activities in the unds
Computing	Modelling/simulation How to use a simple adventure pr	ogram or simulation and learn abo	ut cause and effect.	Publishing How to use a simple word process	ing package to type writing, sa	e a file and print their work.
History						
Geography						
Spanish	Pets/animals Weather, Traditional Stories	Pets/animals Weather, Traditional Stories	Pets/animals Weather, Traditional Stories	Pets/animals Weather, Traditional Stories	Pets/animals Weather, Traditional Stories	Pets/animals Weather, Traditional Stories



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

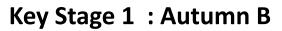
Reading	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Phonemes	'u_e' saying /oo/ and /yoo/, 'e_e' saying /ee	'ou' saying /ow/	Long vowel sounds	'ch' saying /c/ and /sh/	'ir' saying /er/	'ue' saying /oo/ and /yoo/
	wr' saying /r/	'le' saying /l/	Adding 'er' and 'est' to words ending in 'y'	'el' saying /l/	'ai' and 'il' saying /l/	Adding 'ed' and 'er' to words endinf 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, 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 knowledg	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, question	Using statements, questions and exclamations Images. Deliberate vocabul		ulary 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



4	4			-
		_	_	J

Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Text Genre	Instructions		Diary	Diary				
Text								
Reading knowledge	See component knowledg	e 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 lab Imperative form. Clear, co		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 an into mature plants. Find out and describe how plants need water, light ar grow. Name different plants and trees including deciduous and evergreer parts of flowering plants and trees. See also NC non-statutory guidance.		t and a suitable temperature to een trees. Identify and name the	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 k expressively and creatively by sing and rhyme, add actions to convey DfE Music Model Curriculum for re	ing songs and speaking chants meaning. (See page 13 and 16	Creative composition Improvise and create sounds that thunderstorm or a conversation (S Music Model Curriculum for reper	See page 14, 15, 18 and 18 DfE	Musical ideas Follow pictures and symbols to gu = 4 taps on the drum. (See page 1 Curriculum for repertoire).	uide singing and playing e.g 4 dots 4 and 17 DfE Music Model
RE	Holy days and celebrations What special days do Hindus celeb	orate?		Worship and Prayer Do Hindus worship and pray like followers of Jesus?		
RSHE	Knowing myself : What makes me What makes me special Families	a person? Similarities/differences		Friendships : How do I make frien Friends hip qualities		hings that are private
PE	Dance Create and perform dances using patterns. See Primary School Dance		Running and moving Run in a coordinated & fluent way longer durations and over obstack	· · · · · · · · · · · · · · · · · · ·		•
Computing	Internet, e-safety, publishing a Use a search engine to find specifi back buttons, hyperlinks, tabs and processing package to type writing	c information, use forward and menus Use a simple word	Coding How to use logical reasoning to pr simple programs	edict the behaviour of simple progra	ams (algorithms) e.g. Bee bots e.g. B	ee bot and create and debug
History	See week 7					
Geography	Physical and human geography What is the weather like in this co	untry and other parts of the word?				
Spanish	How can we greet each other in Spanish?	How can we talk about classroom items?	How can we greet each other in S Ca-va? How can we talk about clas		How can we talk about colours in	Spanish?

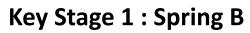


Key Stage 1: Autumn B

	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 c	ard/paper,				
Art	Collage How to create artwork by using ar other artists.	nd attaching different materials and	compare with works created by				
Music	Singing How to isng songs in unison with ovoice expressively and creatively be chants and rhyme, add actions to and 16 DfE Music Model Curriculum	y singing songs and speaking convey meaning. (See page 13	Rhythmic Composition and perfor How to compose and perform mu sounds in the same order and pat 14, 15, 18 and 18 DfE Music Mode	sically using a combination of tern using body sounds (See page	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 H	lindu home?	The church year Why does an advent wreath have	have 5 candles?			
RSHE	Equality and disadvantage Helping Helping others	gpeople who are less fortunate tha	an ourselves ? Money and wealth Charity				
PE	Jumping How to jump different height and to jump and land in a controlled w		Throwing and catching How to throw a range of objects (hand) in a coordinated way that of target		Gymnastics How to perform sequences that ir Climb, move along and dismount of different parts of the body with co sequence of movements (LCP pla	equipment safely. Balance on ontrol and stillness. Plan a	
Computing	Modelling/simulation How to use a simple adventure pr	rogram or simulation and learn abou	ut cause and effect.	Publishing How to use a digital camera to ta	ke a photo, view it , edit it and delete	e unwanted files	
History	Significant national What do we know about the Grea	t Fire of London?					
Geography	See week 1						
Spanish	How can we talk about classroom colours in Spanish – vocabulary. Li		How can we count to 31 in Spanis	h?	Can we understand some Christm	as vocabulary in Spanish?	



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



			_
4			١
	-	-	

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 knowledg	ee 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 sl Bond)	nape poems (Jonathan	
Key tools (JB)	Past tense Use of conjunctions to sup	pport cohesion	Tense. Developing an idea	over several sentences	Deliberate vocabulary cho Use of adjectives	pices	
Writing practice	Write about an event usin of the text studied.	g structure and features	Write a story using featur	es 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



Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Text Genre	Persuasive		Poetry		Narrative			
Text								
Reading knowledge	See component knowledg	ee 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 s Editing	several sentences		
Writing practice	Write a poster persuading something	someone to do	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



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Science	Working scientifically, identify a reptiles, birds and mammals. Id	Working scientifically, identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores,			Animals: How can we put animals into different groups? Working scientifically, describe, compare and group and name common animals, fish, amphibians, reptiles, birds and mammals; carnivores, herbivores and omnivores including pets). See also NC non-statutory guidance. and recap on prior learning.		
DT	See week 7						
Art	Printing How to print simple pictures with sponge and compare with works of	a range of hard and soft materials ecreated by other artists.	e.g. cork, pen barrels, cotton reels,				
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). Composition and performance How to compose and perform mus and pattern using a tuned and unt glockenspiel (See page 14, 15, Curriculum for repertoire).			ntuned instrument e.g. claves and	Musical ideas How to identify the beat grouping Maple Leaf Rag and 3 in The Eleph (See page 14 and 17 DfE Music M	nant from the Carnival of Animals.	
RE	Worship and Prayer How do followers of Jesus worship	Worship and Prayer How do followers of Jesus worship and pray?					
RSHE	Nutrition : Where does our food of Plants and animals		Food categories	Respectful relationships and citizenship Positive influence from the Black, Asian and Minority Ethnic groups			
PE	Games (Mini batting game) How to play a game involving bow	rling, hitting, catching and fielding a	ball.	Running and moving How to run in a coordinated & fluent way at different speeds for short & longer durations and over obstacles. Improving performance			
Computing	Coding How to execute algorithms by https://www.j2e.com/j2code/)	following precise and unambigu	ous instructions. (see J2Code -		nd specific information, use forward e technology purposefully to create		
History	See week 7						
Geography	Locational knowledge What can we learn about our wor	ld from globes , atlases and maps?					
Spanish	Days of the week, Numbers 0-31, How old are you? Where do you live?	Days of the week, Numbers 0-31, How old are you? Where do you live?	Days of the week, Numbers 0-31, How old are you? Where do you live?	Days of the week, Numbers 0-31, How old are you? Where do you live?	Days of the week, Numbers 0-31, How old are you? Where do you live?	Days of the week, Numbers 0-31, How old are you? Where do you live?	



4			
	_	_	

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Science	Habitats: Why do animals live in Working scientifically, identify that of animals and plants, and how the obtain their food from plants and	Working scientifically Investigation (fait test) linked to habitats e.g. which conditions do woodlice prefer					
DT	Mechanisms How to design a product using an	axle and a wheel e.g. a moving to	/buggy.				
Art	3d and sculpture How to use clay and other mate compare with works created by o		thumb pot and clay coil pot and				
Music	voice expressively and creatively by singing songs and speaking 7 notes facebd on a convention			Musical ideas y symbols left to right locating the hal stave using Stave House (See Model Curriculum for repertoire). Musical ideas How to create rhythms using word phrases as a starting point of the hello Si-mon and chanted rhythm patterns with stick notation. (See page 14 and 17 DfE Music Model Curriculum for repertoire)			
RE	Salvation Why do we have eggs at Easter?			Beliefs and Faith How do followers of Jesus (Christians) show they love God?			
RSHE	Healthy lifestyles : How do I keep myself healthy and safe? Internet safety Internet safety People who can harm us Spotting dangers Spotting dangers Medicines						
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			Bat and ball Games How to play bat and Mini-group/team games. Pa Throwing and catching games. Air	ball games. Simple outdoor artner games. school grounds	turous activities or orienteering activities in the	
ICT	Modelling/simulation How to use a simple adventure p	rogram or simulation and learn abo	out cause and effect.	Publishing How to use a simple word proces:	sing package to type writing, save a	file and print their work.	
History	Global legacies National events beyond living memory and their impact and influence on life today e.g. the first aeroplane flight, car, toys						
Geography	See week 1						
Spanish	Family, Months. Do you have any brothers or sisters Family, Months. Do you have any brothers or sisters Family, Months. Do you have any brothers or sisters			Family, Months. Do you have any brothers or sisters	Family, Months. Do you have any brothers or sisters	Family, Months. Do you have any brothers or sisters	



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
<u> </u>	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 knowledg	e needed to be an effective	e 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

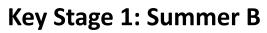
Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Text Genre	Diary		Play script		Poetry		
Reading knowledge	See component knowleds	See component knowledge needed to be an effective reader					
Writing knowledge (JB)	Diary (1) Unit 22: How to write about an event (Jonathan Bond) (2) Unit 16: How 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 week	



Key Stage 1: Summer B

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Science	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.			Materials: What do we use everyday materials for? Working scientifically, identify and compare the suitability of a variety of everyday materials, includir wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shap of solid objects made from some materials can be changed by squashing, bending, twisting a stretching. See also NC non-statutory guidance.			
Art	Drawing How to draw shapes, what they so other artists.	ee from observation, self portraits ar	nd imaginations and compare with	Painting How to create compositions by r white.	nixing primary colours, creating tin	ts and tones by adding black and	
Music	How to sing songs in unison with others keeping the melody, Use voice expressively and creatively by singing songs and speaking e.g. a thunderstor		e.g. a thunderstorm or a converse	w to improvise and create sounds that reflect an event or picture How to use body percussion and		inato) and short, pitched patterns on	
RE	Worship and Prayer How many different ways can follo	owers of Jesus pray?		Gospel What Good News did Jesus bring to the world?			
RSHE	Mental well being : Why do I feel the Healthy hobbies	· · · · · · · · · · · · · · · · · · ·	Opinions S	icaling Posit	ive thinking		
PE	Dance How to create and perform dance patterns. See Primary School Dance			fluent way at different speeds for nd over obstacles. Improving		ets (underarm one hand and two can be a caught. Or aimed at a	
Computing	Internet, e-safety, publishing and digital awareness			Publishing How to use a simple word process	ing package to type writing, save a f	ile and print their work.	
History	See week 7						
Geography	National place knowledge What is the United Kingdom, where is it and what is it like?						
Spanish	Months Pets/animals What is the date today? When is your birthday?	Months Pets/animals What is the date today? When is your birthday?	Months Pets/animals What is the date today? When is your birthday?	Months Pets/animals What is the date today? When is your birthday?	Months Pets/animals What is the date today? When is your birthday?	Months Pets/animals What is the date today? When is your birthday?	



	4	
4		
	_	_

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Science	Working scientifically Investigation (fair test) linked to material would make the best	properties of materials e.g which	Recap on prior learning	Recap on prior learning		
DT	Textiles How to design a product that req	uires attaching material/buttons to a	fabric e.g. a sock puppet			
Art	See week 10	See week 10		Painting How to paint pictures with shapes, patterns, what they see and from imagination and compaworks created by other artists		m imagination and compare with
Music	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 instrume		the same order and pattern usin	e using a combination of sounds in ag vocal sounds, body sounds and , 18 and 18 DfE Music Model	Musical ideas How to group beats into twos and first and strongest beat and clapp 14 and 17 DfE Music Model Currid	ing the remaining beats. (See page
RE	Community and people How do followers of Jesus show t	neir love for God?				
RSHE	Bullying : What does it mean to b Hurtful words, unkind actions	e unkind and how can I stop it happe	ning? Speaking out	Making choices :Who is responsib My choices	le for our words and actions? Consequences	
PE	Games (Striking a ball) How to play partner games. Thro games. Play a striking game using	owing and catching games. Aiming small balls and a bat		ts (underarm one hand and two can be a caught. Or aimed at a	Games (Invasion) How to travel, pass, change dire with a ball. Play a small sided gam	ction, shoot using hands and feet e 3 v 3
Computing	Coding How to execute algorithms by https://www.j2e.com/j2code/)	following precise and unambigu	ous instructions. (see J2Code -	Publishing How to make sound effects and n	nusic to suit a purpose using a music	/audio software application.
History	Significant national events What do we know about another	Significant national events What do we know about another significant event either before or after the Great Fire of London?				
Geography	See week 1	See week 1				
Spanish	Pets/animals Weather Traditional Stories	Pets/animals Weather Traditional Stories	Pets/animals Weather Traditional Stories	Pets/animals Weather Traditional Stories	Pets/animals Weather Traditional Stories	Pets/animals Weather Traditional Stories

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
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

	T	I	I	T		
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 afood chain and how are some animals suited to live in their environment?	Living tings: 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, crotches 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

4		
	_	

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 vocabul- Identifying the features of a letter language and structure to convey Difference between fact and opin distinguishes fact from opinion.	letter and how the author uses onvey meaning. Distinguishing between description, dialogu the author conveys meaning. Purpose of paragraphs is to aid the reader in diopinion and know what language movement in time or scene.		on, dialogue and action. and how	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 auth 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	on A and Consolidation		



4		
- 1	-	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science	Working scientifically (see national digestive system in humans a		Working scientifically (see nation digestive system in humans and	ional curriculum), describe the simple functions of the basic parts of the and identify the different types of teeth in humans and their simple e.g. coca cola		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 pattern	s to produce a simple designs using	a stencil mono-print
Music	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		speeds including using musical te	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 and 23 and 26 DfE Music Model Curriculum for		s and spaces and clef and use dot tch (Stave House) (See page 20-21 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 health Balanced diets S	•	Using utensils safely	Equality and disadvantage : How a Needs and wants	are some people disadvantaged? (lin Money and wealth	nk to Harvest) Disability
PE	a caught and aimed at a target ne Games (Invasion)	e basic principles of attack and o		performance using javelin, tennis Games (Invasion)	verarm over different distances by ball, larger ball. Improving performs e basic principles of attack and doved accuracy	ance.
Computing	Internet, e-safety and digital awareness How to safely access a specific website by typing a specific web a changing language in the search bar. How to safely use search technologies results are selected and ranked, and be discerning in evaluating digital		nologies effectively, appreciate how programs and digital devices such as Bee Bots and Pro-bots			nd how they are implemented on
History				Significant national events How did Britain change between	the Stone Age to the Iron Age?	
Spanish	How can we describe our bodies i	n Spanish.	Describing hair and eyes.		Using an adjective to describe pe	rsonality. Using the negative.



4		
- 1	-	

	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 use:	s a jinx corner to join two pieces of v	wood e.g. picture frame			
Art				3d and sculpture How to create using clay, Modroc, papier mâché or other malleable material to produce an or realistic form		naterial to produce an imaginary
Music	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 stimuli e.g. sti		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 crotche apply word chants to rhythms and ho one note. (See page 20-21 and 23 and Curriculum for repertoire).		d how each syllable is linked to	
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 celebra		w Christmas is celebrated today?
RSHE	Families : Are all families the same? ups Respecting o	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 (Invasion)	et skills including tennis and badmir ded game involving passing,	
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 ar	nd add to texts and images for e	ffect.	
History	Significant national events Why did the Romans invade and what did they leave behind?					
Spanish	How can we talk about food and o	drink in Spanish	Reading aloud from the playscript	Je veux un bonbon!	Spanish Breakfast – asking for foc	od and drink



Lower Key Stage 2 : Spring A

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Writing	How to write instructions		How to write a voyage and return story		How to write a diamante poem		
knowledge							
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 o 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 a 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 instructio	ns for games (Jonathan Bond)	(3) Unit 5:: How to write a guided	(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			



4		r
	_	_

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 o 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 o 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	Fractions		Decimals		Mass and capacity

Lower Key Stage 2: Spring A

4		

	Week 1	Week	Week 3	Week 4	Week 5	Week 6
Science	Materials: What is the difference between a solid, liquid and gas? Working scientifically (see national curriculum), compare and group materials together, according to whether they are solids, liquids or gases		Working scientifically Investigation, linked to solids liquids or gases	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 is the difference between a solid, liquid and gas?
DT	Control technology How to design an algorithm (see codi	ng) using a digital device such as Bee Bot	s to solve a problem.			
Art				Collage How to create different types of collag	ge including decoupage and 3d collage	
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 combine and compose known rhit to create rising and falling phrases using 23-24, 27 and 28 DfE Music Model Curriculum for repertoire).			using three notes (do,re,mi) (See page traditions using musical terminology including terms taught so far. (See		
RE	Gospel How do Christians worship and respo	nd to the Good News?				
RSHE	Friendships : How can we sort out frie Great friendships F		pairing friendships	Respectful relationships and citizenship : What does it mean to be a responsible citizen? Responsible citizenship Society and diversity Different perspectives		
PE	Dance How to create and perform dances fo Dance : by Val Sabin Games (Invasion)	cusing flexibility, strength, technique, co	ntrol and balance See Primary School	Dance How to create and perform dances fo Dance : by Val Sabin Games (Invasion)	cusing flexibility, strength, technique, co	ntrol and balance See Primary School
	, ,	rinciples of attack and defence; follow ru	ules of games, pass/receive and travel	How to play a game using the basic principles of attack and defence; follow rules of games, pass/receive and trave with improved accuracy		
Computing	Modelling/simulation How to use simulation software to make predictions to support learning in other areas				using text and images, audio files and hy How can I select, use and combine a va data and information	
Geography	National place knowledge What does the landscape look like in different parts of the United Kingdom and how is it changing?					
Spanish	How can we talk about time and free-time activities in Spanish? Time vocabulary	How can we talk about time and free-time activities in Spanish? Time vocabulary	How can we talk about time and free-time activities in Spanish? Time vocabulary	How can we talk about time and free-time activities in Spanish? Time vocabulary	How can we talk about time and free-time activities in Spanish? Time vocabulary	How can we talk about time and free-time activities in Spanish? Time vocabulary

Lower Key Stage 2: Spring A

4		
		l
ı	-	J

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Science	Working scientifically (see national curriculum), compare and group together different kinds of rocks on the basis of their		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 trapp Recognise that soils are made from rocks and organic matter.		ave lived are trapped within rock.	
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 scho perform actions confidently for so meaning (See page 22 and 25 DfE repertoire).	ongs to emphasise and convey	using known rhythms and note va	Musical ideas Compose song accompaniments on untuned percussion own rhythms and note values (See page 23-24, 27 and 28 ic Model Curriculum for repertoire). Musical ideas Understand the differences between minims, croto quavers and rests (See page 20-21 and 23 and 26 D Curriculum for repertoire).			
RE	Beliefs and Faith How do Christians use stories fro	m the New Testament to guide their	faith?	Salvation Was an empty tomb Good News for the followers of Jesus?			
RSHE		c like from a victim, bully and observ ctims and bystanders	ers point of view? Body language	Making choices : What do I need Moral dilemmas	at do I need to think about with a moral dilemma? Needs and wants Moral dilemmas		
PE	roll, egg tucked roll. See Prima manual by Val Sabin Games (Invasion)	ing rolls :straddle roll, (log/pencil) ry School Gymnastics : Teaching	Gymnastics How to stretch, curl and arch. Pe Travel in different ways (pathway School Gymnastics : Val Sabin Games (Invasion)	s). Change direction. See Primary	Transferring body weight in differ Games (Invasion)	·	
	How to play a small sided game ir dribbling, marking	nvolving passing, dodging,	How to play a small sided game ir dribbling, marking	nvolving passing, dodging,	How to play a small sided game in dribbling, marking	nvolving passing, dodging,	
Computing	Coding How to use sequence, selection, input and output e.g. Flowel and	and repetition in programs; work w Junior Control Insight	ith variables and various forms of	Modelling/simulation How can I make an image mov software?	ve on the screen (simple animati	on) using appropriate	
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

4		r
	_	_

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 vocabul Identifying the features of a maga uses language and literary device. Difference between fact and opin distinguishes fact from opinion.	nzine article and how the author so convey meaning.	Summarising. Identifying vocabulary and key phrases. Identifying the features of an information text 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 warning story and how the authors 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 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 magaz	ine article (Jonathan Bond)	(3) Unit 1 How to Inform a reader	(Jonathan Bond)	(3) Unit 11 How to write a warnin	g 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	Summarising. Identifying vocabular Identifying the features of an expluses language and literary devices. Difference between fact and opinion distinguishes fact from opinion.	anatory text and how the author oconvey meaning.	Identifying the features of an instructional text and how the author uses language and literary devices o 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 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 (Jonat	han Bond)	(4) Unit 3: How to write a recipe(Jonathan Bond)	(3) Unit 18 :How to create a mood (3) Unit 15 : How to learn from a p	The state of the s

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: Summer A

4		r
	_	_

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Science	or research the temperature at w	and temperature affect water? al curriculum), observe that some r hich this happens in degrees Celsius e of evaporation with temperature.			Working scientifically Investigation, linked to water and temperature	Recap on prior learning: How are rocks similar and different?	
DT	Control technology: How can as Bee Bots to solve a specific	we design an algorithm (see cod real life problem.	ing) using a digital device such				
Art	Painting How to paint in the style of an est	tablished artist with a distinct style.					
Music	pitch range of do-so (and then do and respond to directions for fort	Performing and composing Sing songs in unison of varying styles and structures with a large of do-so (and then do-do), tunefully, with expression large of directions for forte and piano (loud and soft) and do and decrescendo. (See DfE Music)			ic curriculum) (See page 23-24, 27 range (C to G (do-so)) (See page 20-21 and 23 and 26 DfE Music		
RE	Worship and Prayer How do signs and symbols help C	hristians understand God?		Kingdom of God What mysterious things did Jesus say about the Kingdom of God?			
RSHE	Rules : What is the difference bet Rules and laws		ritish Values				
PE	rules to play small sided games Athletics (Throwing): How to thre	ow to strike a stationary and movin ow underarm and overarm over dif ing javelin, tennis ball, larger ball. In	ferent distances by judging force	bowling and fielding.	w to play a range of recognised sm ol jumps with change of body positi e. Improve performance		
Computing		on, and repetition in programs; w Flowel and Junior Control Insigh		Modelling/simulation How can I design simple repeating toolkits?	g musical pattern using musical soft	ware package e.g. 2 Simple Music	
History	An event within living memory What can we learn from a significant national event that is within our living memory?						
Geography	Physical and human geography Why do we have volcanoes and earthquakes?						
Spanish	Weather and Seasons	Weather and Seasons	Weather and Seasons	Weather and Seasons	Weather and Seasons	Weather and Seasons	



4		
- 1	-	

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Science	Recap on prior learning : How are rocks similar and different?	Recap on prior learning How are rocks, fossils and soil made?	Recap on prior learning How does heat and temperature affect water?	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	
DT	Food technology How to design and prepare a	healthy dessert					
Art	3d and sculpture How to create using clay, Mc an imaginary or realistic form	odroc, papier mâché or other m	nalleable material to produce				
Music	Singing How to sing rounds and partr signatures (2,3 and 4 time) w page 22 and 25 DfE Music Mo repertoire).	ith small and large leaps. (See	voices, tunes and untuned pe	How to follow and perform simple rhythmic scores to a steady beat maintaining parts within the rhythmic texture. (See page 20-21 and 23 and 26 DfE Music M Curriculum for repertoire).			
RE	Community and people Why do Christians come toge	ther to pray?					
RSHE	Mental well being : How can l Mental wellbeing	ook after my whole body? Protective factors	Dealing with negative thoug	hts Positive thinking			
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 Dance How to create and perform dances focusing flexibility, strength, technique, control and balance See Primary School Dance: by Val Sabin			race and over obstacles. Adju Outdoor adventurous activitie	sting pace for longer distance	running. Improving performan	
Computing	Data handling How can I extract and input relevant information from and to ICT based spread sheets and databases.			Spreadsheets How can I use a spread sheet to present and edit data or information?			
Geography	Physical and human geography How is weather connected to the water cycle and how does water affect the landscape?						
Spanish	Recap on Cycle A	Recap on Cycle A	Recap on Cycle A	Recap on Cycle A	Recap on Cycle A	Recap on Cycle A	



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 o 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 o 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 'trickin	g the monster' story	(4) Unit 1 : How to write a defeati	ng the monster story	(3) Unit 17: How to perform a sce	ne (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	Addition and subtraction				







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 vocabular Identifying the features of a chron uses language and literary devices. Difference between fact and opinionstinguishes fact from opinion.	pological text and how the author so convey meaning.	Identifying the features of a stanza and how the author uses language and literary devices o 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 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, Later that day, 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 accour	nt of events	(4) Unit 2: How to build an image over a stanza (Jonathan Bond (4) Unit 6: How to perform your		wn 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 Divisio	n A		



Lower Key Stage 2 : Autumn B

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science			Working scientifically (see national cumagnetic forces can act at a distance and not others Compare and group attracted to a magnet, and identify so	forces: Why do magnets push and pull? Working scientifically (see national curriculum), observe how some forces need contact between two object nagnetic forces can act at a distance Observe how magnets attract or repel each other and attract some maind not others Compare and group together a variety of everyday materials on the basis of whether the attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict who wo magnets will attract or repel each other, depending on which poles are facing.		
DT				Mechanisms How to design a product that uses a f (https://www.youtube.com/watch?v=	ixed lever. e.g. a page from a moving pict YwOxF7Pu0jl&t=22s)	ure story
Art	Drawing How to draw intricate patterns and pand marks and represent texture	oictures using different grades of pencil	and other implements to create lines			
Music				ation with letter names to create short s in a pentatonic scale (CDEGA) (See el Curriculum for repertoire).	Musical ideas Know the purpose of a stave, lines and to show higher/lower pitch (Stave Hou DfE Music Model Curriculum for reper	ise) (See page 20-21 and 23 and 26
RE	Community and people What does it mean to be a follower of	Judaism?	Sacred Places What will I see inside a synagogue?			
RSHE	Knowing myself : How do I fit in? My family tree	Cultural similarities Vo	olunteering	Equality and disadvantage: How are some people disadvantaged? Guardians of the planet (link to Harvest)		
PE	aimed at a target needed. Games (Invasion)	erarm one hand and two hand) in a coor		javelin, tennis ball, larger ball. Improvi Games (Invasion)	over different distances by judging force in graph of the properties of attack and defence; follow responses to the properties of attack and defence; follow responses to the properties of attack and defence; follow responses to the properties of attack and defence; follow responses to the properties of attack and defence; follow responses to the properties of attack and defence; follow responses to the properties of attack and defence; follow responses to the properties of attack and defence at the properties of attack a	
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 tha digital devices such as Bee Bots and Pr	t algorithms are a set of rules and how theo-bots	ney are implemented on programs and
History	Global legacies How does the achievements of the Ancient Greeks compare with what was happening in Britain?					
Spanish	Body Parts - describe yourself			Body Parts - describe yourself		





	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Science			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	e principle of pneumatics.				
Art	Collage How to create different types of c	collage including a magazine montag	ge and and a fabric collage			
Music	perform actions confidently for so	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 and make compositional decisions			Musical ideas Know the difference between cro apply word chants to rhythms and one note. (See page 20-21 and 23 Curriculum for repertoire).	d how each syllable is linked to
RE	Incarnation How might Christians explain the	different versions of the nativity?				
RSHE		enship : What does it mean to be a Types of relationships Ke	responsible citizen? eeping secrets			
PE	Dance	nvolving passing, dodging, dribbling, es focusing flexibility, strength, techroin	-	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		and repetition in programs; work w ee (see J2Code - https://www.j2e.co		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	nowledge es the landscape in a region of the UK look different to a region in Europe?				
Spanish	How can we describe our bodies i	in Spanish.	Describing hair and eyes.	Using an adjective to describe perso		rsonality. Using the negative.

Lower Key Stage 2 : Spring B

4		r
	_	_

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 acinquain 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 cinquain 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 cinquain (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	ept Multiplication and Division B			Length and perimeter			

Lower Key Stage 2 : Spring B

4	

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 o 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	cept Fractions		Decimals		Mass and capacity	



Lower Key Stage 2: Spring B

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science	Light: What is the difference between transparent, opaque and translucent? Working scientifically (see national curriculum), recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.		Working scientifically Investigation linked to light	Sound: How is sound made and how does it travel? Working scientifically (see national curriculum), identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases.		Working scientifically Investigation linked to sound
Art				Drawing How to draw pictures and patterns usi	ng three dimensional shapes including cu	iboids and cylinders and shadows.
Music	Music Model Curriculum for repertoire). sequences of 2, 3 or 4 beat phr		How to arrange individual notation car sequences of 2, 3 or 4 beat phrases are music curriculum) (See page 23-24, 27	Musical ideas On cards of known note values to create des arranged into bars (See page 27 Model 24, 27 and 28 DfE Music Model Curriculum Musical ideas How to compare pieces of music from different of using musical terminology including terms taugh 23 and 26 DfE Music Model Curriculum for reper		rms taught so far(See page 20-21 and
RE	Worship and Prayer How does worship and prayer in Judaism, compare with the Hindu and Christian faith?			Sacred places Where inside our local church can we find signs of salvation and eternal life?		
RSHE	Healthy lifestyles : What are the risks of Basic human needs	of the choices I make?	Healthy lifestyles : What are the risks of Healthy meals	of the choices I make? Healthy lifestyles: What are the risks of the choices I make? First aid		of the choices I make?
PE	Dance : by Val Sabin	cusing flexibility, strength, technique, co	ntrol and balance See Primary School	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 a game using the basic pri with improved accuracy	nciples of attack and defense; follow rule	s of games, pass/receive and travel	Games (Invasion) How to play a small sided game involvi	ng passing, dodging, dribbling, marking	
Computing	Modelling/simulation How to use simulation software to ma	ke predictions to support learning in othe	er areas	Publishing How can I record audio files and add to texts and images for effect.		
History				People who made a difference How did the Victorians and Queen Vic	toria make a difference to life in Britain?	
Geography	Locational knowledge How drawing a map of our village help us understand how the land is being used?					
Spanish	How can we talk about time and free-time activities in Spanish? Time vocabulary	How can we talk about time and free-time activities in Spanish? Time vocabulary	How can we talk about time and free-time activities in Spanish? Time vocabulary	How can we talk about time and free-time activities in Spanish? Time vocabulary	How can we talk about time and free-time activities in Spanish? Time vocabulary	How can we talk about time and free-time activities in Spanish? Time vocabulary

Lower Key Stage 2: Spring B

	1	
4		
П		
	4	1

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Science	Working scientifically (see national curriculum), identify common appliances that run on electricity.			Working scientifically Investigation linked to conductors/insulators	insulators? Working scientifically (see natio	mple switch using conductors and nal curriculum), recognise some so, and associate metals with being
DT				Electronics How to design a product with serie handheld torch	s and parallel circuits e.g. Quiz board	to reinforce learning in a topic or a
Art	Ho		Painting How to use different brush strokes artists.	s techniques for effect and compare	with works of art from established	
Music	Singing How to perform as a choir in school perform actions confidently for sor meaning (See page 22 and 25 DfE N repertoire).	gs to emphasise and convey	accompany a film clip or poem and	Understand the differences between minims, crotchets, paired quavers and rests (See page 20-21 and 23 and 26 DfE Music Mod Curriculum for repertoire).		
RE	Signs and symbols What do the signs and symbols ass	sociated 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 ris People who can cause us harm	ks of the choices I make?	Healthy lifestyles : What are the risl 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 repeatin toolkits?	g musical pattern using musical soft	ware package e.g. 2 Simple Music
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

4		6
	-	

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

4		
	_	

Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Writing	How to write a persuasive	e brochure)	How to write a play script	ts (Shakespeare)	Communicating through	ooetry
knowledge						
Text						
Specific reading			Identifying the features of play scripts and how the author uses language and literary devices o convey meaning.		Identifying the features of the selected poems and how the author uses language and literary devices o convey meaning.	
focus	distinguishes fact from opinion.					
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	



4	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science	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 Ir			Working scientifically (see nationa flowering plants: roots, stem/trun growth (air, light, water, nutrients Investigate the way in which water	What is the life cycle of a flowering pall curriculum), identify and describe k, leaves and flowers. Explore the in from soil, and room to grow) and hais is transported within plants. Explore pollination, seed formation and seed	the functions of different parts of requirements of plants for life and now they vary from plant to plant. the part that flowers play in the life
DT	Control technology: How can we do solve a specific real life problem.	esign an algorithm (see coding) using	a digital device such as Bee Bots to			
Art	Painting How to paint in the style of an esta	blished artist with a distinct style e.g.	Van Gogh, Seurat			
Music	pitch range of do-so (and then do-c	-so (and then do-do), tunefully, with expression and ions for forte and piano (loud and soft) and 27 and 28 DfE Music Model Curriculu				the rhythmic texture (See page
RE	The church year What do the different colours in the	e church year represent?		People of God What adventures about God's plan	could Moses tell his children?	
RSHE	Respectful relationships and citizen Positive influence from the Black, A	•				
PE	Athletics (Throwing)	oving ball, stop a moving ball, inver m over different distances by judging t Improving performance		Athletics (Jumping)	small sided games involving batting, b with change of body position in flig performance	-
Computing		nd repetition in programs; work with total transfer work with the tr		Data handling How can I extract and input relevar	nt 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	Working scientifically (see national curriculum), recognise that living things can be grouped in a variety				dangering animals by changing the all curriculum), recognise that environing things.	
DT				Textiles How to design a product that req	uires stitching two material togethe	r e.g. face mask/eye mask
Art	3d and sculpture How to create using clay, Modroc or realistic form	r, papier mâché or other malleable n	naterial to produce an imaginary			
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 rhythm notation and time signature technology (See page 23-24, 27 and 15 composition).			ures, staff notation and	Musical ideas How to read and perform pitch n range (C to G (do-so)) (See page 2 Model Curriculum for repertoire)	20-21 and 23 and 26 DfE Music
RE	Holy books and artifacts What is special about the Bible?					
RSHE				Reproduction What is the life cycle of a flowering	ng plant? (science NC)	
PE	Athletics (Running) How to perfrom 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.			together in a relay race and over performance Outdoor adventurous activities	eed, how to accelerate quickly from obstacles. Adjusting pace for longer ties at an outdoor centre that requ	distance running. Improving
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 c	on the screen (simple animation) usi	ng 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 repletion 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

						4
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 mossaic	Painting techniques used by great artists/designers both current and historic	Painting techniques used by grea 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 (CDEGAO, 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

	4	
4		
	_	_

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 sto	How to write a finding story		a speech
Text	Treasure Island (Robert Louis Stev	enson)		The Incredible Story	Should dogs be banned in parks?	
Specific reading focus	Identifying the features of chosen uses language and literary devices	Summarising. Identifying vocabulary and key phrases. Identifying the features of chosen narrative and how the author es language and literary devices o convey meaning. Identifying the features of chosen narrative and how the author uses language and literary devices o convey meaning. Sub plots, suspense, viewpoint, intrigue, twists, style, layout, language, flashbacks		(discursive) and how the author uses language and literary device o convey meaning.		
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	Determiners and verbs and adjectives. Capital letters and full stops	Recap and consolidation Clause position in complex sentences Language that conveys character Cohesion within paragraphs Linking openings with closings	Adverbs Question marks and exclamation marks	Recap and consolidation Conjunctions and prepositions. Speech 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 Word classes Phrases and clauses Coordinating conjunctions
Resources	(5) Unit 2: How to create atmosph	ere (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

1

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 engag	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	Identifying the features of a balanced argument (discursive) and how the author uses language and literary devices o convey meaning.		Summarising. Identifying vocabulary and key phrases. Identifying the features of chosen narrative and how the author uses language and literary devices o 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 ex	rplanation (Jonathan Bond)	(5) Unit 8: How to engage the rea	der (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

	Γ

	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 t chalk.	o represent light, shade and texture	e using pencil, ink charcoals and
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 drong and character, using tuned percussio (See page 31-32, 35 and 36 DfE Music repertoire).		ussion and melodic instruments traditions using musical terminology including terms taught		ogy including terms taught so far	
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 ch Moral dilemmas	ildren and society? 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			development. Gymnastics	er small sided games showing tactic ding flight, bridges, Spinning and tu 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 hav	re so many wives?	
Geography				Locational knowledge How can I interpret and draw	different types of thematic map	s to represent a place?
Spanish	How can we describe another per eyes and hair.	rson in Spanish. Recap describing	How can we describe another person in Spanish. Recap describing personality	How can we describe another per negative. Writing and sharing Gue		Numbers to 100.



4		
		l
ı	-	J

	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 hea	Ithy savory meal using a range of co	oking techniques.			
Art					nd textures including. blocking in core with works created by other arti	
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 grace creating a satisfying melodic shape Music Model Curriculum for repertoire).		shape (See page 31-32, 35 and 36 DfE crotchet rests, paired quavers and semi-quavers and		d semi-quavers and Use and cions (progression through Stave	
RE	Gospel Who wrote the Bible and what a	re the gospels?		Gospel Is Christianity today as strong as i	t was 2000 years ago?	
RSHE	Nutrition : How to prepare food s Bacteria		Using utensils safely	Families: What challenges to fan Marriage	nilies face? Same sex marriage	Separation
PE	Games How to play Hockey (outdoor PE) development.	and badminton (indoor PE) showing	g tactical awareness and skill	Games How to play netball (outdoor PE) development.	and badminton (indoor PE) showin	g tactical awareness and skill
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/)			orograms that accomplish specific go J2Code - https://www.j2e.com/j2co		
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 cour Être conjugation.	ntries and nationalities in Spanish –	European countries vocabulary.	How can we name European coul conjugation.	ntries and nationalities in Spanish –	Francophone countries. Être

Upper Key Stage 2 : Spring A

	/		
4			
	-	_	

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	e letter/email	How to write a discussion	n/Balanced argument
Text	John Lennon		There's a boy in the girl's bathroom (Louis Sachar)		Was Tutankhamun murdered?	
Specific reading	Summarising. Identifying vocabula	ary and key phrases.	Summarising. Identifying vocabula	ary and key phrases.	Summarising. Identifying vocabul	ary and key phrases.
focus	Identifying the features of chosen text and how the author uses language and literary devices o convey meaning.		Identifying the features of text type and how the author uses language and literary devices o convey meaning.		Identifying the features of text type language and literary devices occupoint of view, bias and how this confidence of the author's language. Rhetoric	onvey meaning. an be identified through the use
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 biograp	hy (Jonathan Bond)	(6) Unit 4: Hoe to write a persua	sive letter/email	(5) Unit 16: How to write a discus	sion (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 p	ercentages

Upper Key Stage 2 : Spring A

	4	
4		
	_	_

Literacy	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Text Genre	How to write an explanat documentary	ion for a TV	How to write a webpage	How to write a webpage		How to write a crown cinquain poem	
Text	How the Egyptians built the pyrar	nids?	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 o convey meaning.		Summarising. Identifying vocabulary and key phrases. Identifying the features of text type and how the author uses language and literary devices o 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 o 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 p	ercentages	Area, perimeter and volume		Statistics	

Upper Key Stage 2: Spring A

	4	
4		

	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 co simulating physical systems	How to design a program (see coding) that accomplishes a specific goal including controlling or					
Art		Drawing How to create depth by drawing still life and from imagination with objects in front of and be compare with works created by other artists				bjects in front of and behind and	
Music	with a sense of ensemble and pe	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 unfo	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	Gymnastics How to perform a sec	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 th	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?	





	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 Circuit diagrams	Recap on prior learning Ways of increasing/decreasing flow in a circuit
DT	Mechanisms How to design a product that use	s either a loose pivot or bridge pivo	t. e.g. a moving toy (https://www.yo	outube.com/watch?v=1kC4uX2BoDv	<u>~</u>)	
Art		E H			to represent light, shade and textur	e using pencil, ink charcoals and
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 fro major and A minor and enhance the patterns (See page 31-32, 35 and 36 for repertoire).			e then with chords or rhythmic percussion or a keyboard/ukulele to accompany a song (See page		
RE	Worship and Prayer How do Christians today rememb	per the events of Holy week starting	with Palm Sunday?			
RSHE	Rules : What does the term huma Human rights Lav	_	N convention of rights	Families: What challenges to far Marriage	nilies face? Same sex marriage	Separation
PE	Dance	y showing tactical awareness and sk es focusing flexibility, strength, techr oin	·	Dance	y showing tactical awareness and sl es focusing flexibility, strength, tech bin	·
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 handl graphs, tables and databases	ing packages to support learning in	other areas including various
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.

1

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	anguage	How to write a rags to ric	hes story	How to write a nonet poo	em
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 o convey meaning.		Identifying the features of text type and how the author uses		Summarising. Identifying vocabul Identifying the features of text ty language and literary devices o co	pe and how the author uses
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)		(5) Unit 14: How to write a 'rags to riches' story (Jonathan Bond)		oetry (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	1	How to write a play scrip	How to write a play script		re a poem
Text	Should mobile phones be allowed in schools?				A list of small and happy things?	
Specific reading	Summarising. Identifying vocabulary and key phrases.		Summarising. Identifying vocabulary and key phrases.		Summarising. Identifying vocabul	ary and key phrases.
focus	Identifying the features of text type and how the author uses language and literary devices o convey meaning.		Identifying the features of text type and how the author uses language and literary devices o convey meaning.		Identifying the features of text ty language and literary devices o co	•
	What language to look for to detect bias and distinguish fact from opinion		How conclusions or predictions can be changed based on new evidence in the text e.g. plot twists		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	text justifying views and structure and features of the quoting a text to justify their text studied t		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	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,	Use of stanzas Personification	Recap and consolidation Using semi-colons, colons or dashes to mark boundaries between independent clauses
	another. Formal, impersonal style			whose, that or with an implied (i.e. omitted) relative pronoun		3.0000
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)		` ' '		ms (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



	ſ	
_	_	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science	curriculum), recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Describe the differences in the life cycles of a mammal, an amphibian, an			national curriculum), recognise that information about living things that	things survive and others become exting things have changed over time inhabited the Earth millions of years ironment in different ways and that are	and that fossils provide ago Identify how animals and
Art	Painting How to experiment with techniques those from the Black, Asian and Mir	s used by great artists, and designers nority Ethnic groups	both current and historic including			
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 Model Curriculum for repertoire). Performing and composing How to work in pairs to compose a short consisting of three distinct sections with sections with sections and section section of the section of the section section of the section section section of the section sectio			with an ABA pattern) (See page	Musical ideas How to read and play short rhythm cards, using conventional symbols f (See page 30-11 and 34 and 35 DfE repertoire).	or known rhythms and durations
RE	Community and people How and why have different denominations of Christianity come to evolve?			The church year How important is Pentecost and Jesus' ascension in the concept of the Trinity?		
RSHE	Reproduction How do living things reproduce? (science) NC			Respectful relationships and citizen relationships? Stereotyping	ship What qualities enable us to be a Consent/privacy Ant	force for good and form loving isocial behaviour
PE	durations of time or distance, Hurdle using a 3 stride pattern. Improve performance Striking and fielding games How to play and show tactical awareness in rounders Swimming including discus, shot, cricket liperformance Striking and fielding games How to play and show tactical awareness in rounders Swimming				Athletics- Jumping How to jump for power, control & capproach, take off, flight & land. Im high jump and triple jump. Improve Striking and fielding games How to play and show tactical awar Swimming How to swim 25m on front and on rescue techniques	prove performance in long jump, performance. Teness in rounders
Computing	Publishing How to select and combine differen email, blogs, podcasts etc.	it forms of media for effect e.g. websi	tes, flyer, leaflets, video, sound,	Modelling/simulation How to create a simple stop motior Windows Movie maker or Monkey	n animation from a series of still image	es using more complex software e.g.
Geography	Global knowledge How does the landscape of a region in the UK look different to a region in South America and what environmental pressures does they face?					
Spanish	Planning a trip Transport - how you will get there	Planning a trip Transport - how you will get Planning a trip Transport - how you will get Transport - how you will get Transport - how you will get			Planning a trip Transport - how you will get there	Planning a trip Transport - how you will get there



	4	
4		
	_	_

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Science	of lifestyle choices and age? Working scientifically (see nation	Human body: How does the human change as we grow older including puberty including the effects of lifestyle choices and age? Working scientifically (see national curriculum), recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.			Recap on prior learning How do living things reproduce?	Recap on prior learning Why do some living things survive and others become extinct?
DT	Structures How to design a product that use	es a frame and a shell e.g. a periscop	pe			
Art	3d and sculpture How to create a human form mo	del over an armature: newspaper fr	rame for Modroc.			
Music	attention to phrasing, accurate p choir in school assemblies and o	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 create music with multiple sand contrast (See page 31-32, 35 and Curriculum for repertoire).			Musical ideas How to read and perform pitch page 30-11 and 34 and 35 DfE N repertoire).	
RE	Kingdom of God? Did Jesus mean an earthly kingdo	Kingdom of God? Did Jesus mean an earthly kingdom, heavenly kingdom or both?				
RSHE	Puberty : What happens to my b Physical changes	ody during? Emotional changes	Gender issues	Human Reproduction How are babes made?		
PE	Athletics How to run throw and jump with Swimming	How to play and show tactical awareness in cricket Athletics How to run throw and jump with appropriate technique in athletic events			on back, develop personal survival a	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/)				read sheet formula for a specifi ferent outcomes when variables	
Geography	Environmental issues What global environmental issu	Environmental issues What global environmental issue is the world currently facing?				
Spanish	Speaking about yourself Playscript	Speaking about yourself Playscript	Speaking about yourself Playscript	Speaking about yourself Playscript	Speaking about yourself Playscript	Speaking about yourself Playscript

1

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 guideboo	k	How to write a character	How to write a character flaw story		h 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 o convey meaning.		traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions including their distinguishing features.		Summarising. Identifying vocabul Identifying the features of text ty language and literary devices o co	pe and how the author uses onvey meaning.
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 (6) Unit 12: How to use voice in p	

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

	Г

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 vocabular lidentifying the features of text type language and literary devices occur Point of view, bias and how this confitne author's language.	pe and how the author uses invey meaning.	Summarising. Identifying vocabulations and literary devices o control of the search texts quickly and e scanning.	pe and how the author uses onvey meaning.	Summarising. Identifying vocabular ldentifying the features of text type language and literary devices o control to create an impression or image understanding including puns, per alliteration, onomatopoeia	oe and how the author uses onvey meaning. range of literary devices in their mind's eye to aid their
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 persuasiv Bond)	e letters and emails(Jonathan	(6) Unit 5: How to perform Shake:	speare (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 divisio	n	Fractions A and Fractions	В		Converting units

Upper Key Stage 2 : Autumn B

4		
- 1	-	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science			Working scientifically Investigation linked to separating materials		Recap on prior learning How can we separate solids, liquids and gases that have been mixed or dissolved?	
DT				Recap on prior learning How do living things reproduce?		
Art	Printing How to create and design pattern	s to produce a simple designs using	a press print			
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 use chords to compose mus atmosphere, mood or environment improvised sequence (See page 31-3 Curriculum for repertoire).		nent and chord changes as part of an understand staff and music notations (progression the		d semi-quavers and Use and ions (progression through Stave	
RE	Holy books and artifacts How does the Muslim faith explaisin?	artifacts uslim faith explain the presence of evilness and What will I see in a Mosque?			Beliefs and Faith Are there any similarities between the 5 pillars of Islam and belie in Judaism, Hinduism and Christianity ?	
RSHE		health as important as physical hea otective factors Ro		aling with negative thoughts		
PE	Games (Invasion) How to play football skill and other small sided games showing tactical awareness and skill development. Games (Net/wall) How to play Badminton showing tactical awareness e.g. shot selection.			development. Games (Net/wall)	er small sided games showing tactica tactical awareness e.g. shot selectio	
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.				to make a one and two step func I sheet e.g. to find area of a perii	
History	Significant People What was early Islamic life like when Mohammad was alive?					
Geography	Locational Knowledge How to interpret different maps t	Locational Knowledge How to interpret different maps that show different information e.g. themed maps				
Spanish	Months, weather and seasons	Months, weather and seasons	Months, weather and seasons	Months, weather and seasons	Months, weather and seasons	Months, weather and seasons



4	

	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	Product that that requires joining textiles with a combination of stitching e.g. a decorative cushion.				
Art				Painting How to experiment with effects a create textural effects and compa		
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 melod groove creating a satisfying melod 36 DfE Music Model Curriculum for repertoire).		odic shape (See page 31-32, 35 and traditions using musical terminology including terms taught s		ogy including terms taught so far	
RE	Worship and Prayer How does Islamic worship and pra	ayer compare with the Hindu, Jewis	h and Christian faith?	Incarnation Was Jesus the Messiah and the Son of God?		
RSHE	Respectful relationships and citize Positive influence from the Black,	enship 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/)			programs that accomplish specific go ee J2Code - https://www.j2e.com/j2		
Geography	Locational knowledge What are the features of different	t world environmental regions and h	now might they be under threat?			
Spanish	Planets Describing them and their feature	es		Planets Describing them and their featur	es	

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 r	narrator story	How to enjoy classical po	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	Identifying the features of text type and how the author uses language and literary devices o convey meaning. Identifying the feature language and literary		Identifying the features of text ty language and literary devices o co	entifying the features of text type and how the author uses a squage and literary devices o convey meaning. We to search texts quickly and efficiently using skimming and anning.		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 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 (Jonatl	nan Bond)	(6) Unit 14: How to write a multiple narrator a story (Jo Bond)		(6) Unit 9: How to enjoy classic po	petry (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 p	percentages

Upper Key Stage 2 : Spring B

4	ſ

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 persuasivel	У		
Text	Top Cat (Pie Corbett)		Mountain Resorts		Holiday brochure for a mountainous environment			
Specific reading focus	Identifying the features of text type and how the author uses language and literary devices o convey meaning. Know conclusions or predictions can be changed based on new		Identifying the features of text type and how the author uses language and literary devices o convey meaning. Identifying the features of text type and how the author uses language and literary devices o convey meaning. Idioms, proverbs and catchphrases are designed to aid meaning		ow the author uses aning. Identifying the features of text type and how the author uses language and literary devices o convey meaning. Idioms, proverbs and catchphrases are designed to aid meaning		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	
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 us (Jonathan Bond)	ing fiction and non-fiction	(6) Unit 13: How to write a textbo	ook (Jonathan Bond)	(6) Unit 4: How to write persuasiv	vely (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 p	ercentages	Area, perimeter and volu	me	Statistics	



4		
	-	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Science				Working scientifically Investigation linked to forces	Recap on prior learning How can we separate solids, liquids and gases that have been mixed or dissolved?	Recap on prior learning Why does the shape of a shadow change?	
Art				Drawing How to create depth by drawing sompare with works created by o	still life and from imagination with o ther artists	bjects in front of and behind and	
Music	Singing How to sing in ensemble and main harmony, breathing and body posemphasis and devising symbolic a convey meaning. (See page 29 an for repertoire).	sitions to alter volume for actions for songs to emphasise and	pentatonic scale (CDEGA) and inc	ompose an 8 or 16 beat melodic phrase using the CDEGA) and incorporate rhythmic variety and percussion or a keyboard		ormed and play them on tuned ulele to accompany a song (See page sic Model Curriculum for repertoire).	
RE	Community and people What role does pilgrimage and ho	oly places play in the Muslim faith co	mpared with other faiths?	Signs and symbols How do the symbols representing the major world faiths represent their beliefs?			
RSHE	Healthy lifestyles Diet, exercise, drugs	Healthy lifestyles Healthy meals	Healthy lifestyles First aid	Healthy lifestyles Internet safety	Healthy lifestyles Hazards and risks	Healthy lifestyles People who cause harm	
PE	Gymnastics	ical awareness and skill developmen a partner involving synchronisation sion. See Val Sabin/LCP.		Gymnastics	ical awareness and skill developmer a partner involving synchronisation sion. See Val Sabin/LCP.		
Computing	Publishing How to use video editing features and special effects using appropri	to produce a short video, adding cr ate software	edits, sound effects, transition		programs that accomplish specific go		
History	An event within living memory What can we learn from a signific	An event within living memory What can we learn from a significant global event that is within our living memory?					
Geography	Physical and human geography How are biomes, vegetation belts	Physical and human geography How are biomes, vegetation belts and climate zones connected and how are they changing?					
Spanish	Rooms in the house. Saying what you do and where ER verb conjugation.	Rooms in the house. Saying what you do and where ER verb conjugation.	Rooms in the house. Saying what you do and where ER verb conjugation.	Rooms in the house. Saying what you do and where ER verb conjugation.	Rooms in the house. Saying what you do and where ER verb conjugation.	Rooms in the house. Saying what you do and where ER verb conjugation.	



Upper Key Stage 2: Spring B

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Science	state are reversible changes. Expl	see national curriculum), demonstrate that dissolving, mixing and changes of nges. Explain that some changes result in the formation of new materials, and is not usually reversible, including changes associated with burning and the		Working scientifically (see nation circulatory system, and describe t	Human body: How the circulatory system works? Working scientifically (see national curriculum), identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Describe the wain which nutrients and water are transported within animals, including humans.	
DT	Electronics Product using electronics kits tha	t employ a number of components.				
Art					ollage including. Photomontage, pa gn.weebly.com/types-of-collage.htm	
Music	Singing How to sing from a broad reperto to phrasing, accurate pitch and st school assemblies and other live of		Performing and composing How to play a melody following s (do-do) making decisions about d block chords or bass line (See pag		Musical ideas How to listen to music and understand the difference between 2/4, 34 and 4/4 time signatures (See page 30-11 and 34 and 35)	
RE	Holy books and artifacts Why is God so angry in the Old Te	stament and so loving in the New?		Salvation How are Christian beliefs about salvation reflected in Leonardo de Vinci's Last Supper?		
RSHE	Respectful relationships and citize Courageous advocacy (Social action			Respectful relationships and citize Power of words		notional intelligence
PE	Dance	y showing tactical awareness and ski es focusing flexibility, strength, techroin		Dance	showing tactical awareness and ski es focusing flexibility, strength, techroin	
Computing	Modelling/simulation How to create multi-track music of Compose Junior World or 2 Simpl	compositions or rhythms using an ap e Music toolkit	ppropriate software package e.g.	Data handling How to use ICT based data handli graphs, tables and databases	ng packages to support learning in c	other areas including various
History	Local history What was it like to live in Tolleshunt D'Arcy during World War II?					
Geography	Physical and human geography What is like to live in a mountaind	nysical and human geography hat is like to live in a mountainous environment?				
Spanish	Time - to the nearest 5 minutes Daily routine. ER verb conjugation.	Time - to the nearest 5 minutes Daily routine. ER verb conjugation.	Time - to the nearest 5 minutes Daily routine. ER verb conjugation.	Time - to the nearest 5 minutes Daily routine. ER verb conjugation.	Time - to the nearest 5 minutes Daily routine. ER verb conjugation.	Time - to the nearest 5 minutes Daily routine. ER verb conjugation.

Upper Key Stage 2 : Summer B

	4	
4		
	_	_

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text Genre	How to write a guidebool	<	How to write from a view	/point	How to write a roundlet	
Text	How to survive a trip to Mersea		Holes (Louis Sachar)		Extraordinary Senses	
Specific reading focus	Summarising. Identifying vocabular Identifying the features of text type language and literary devices o conditional Difference between the use of states.	pe and how the author uses invey meaning.	Summarising. Identifying vocabul How the following authorial tech meaning and convey an impressic simile, metaphor, personification, alliteration, onomatopoeia, point	niques are designed to aid on: dialogue, narrator's voice, , rhetorical questions, flashbacks,	Summarising. Identifying vocabul Identifying the features of text ty language and literary devices o co How morphology and etymology encountering unfamiliar words	pe and how the author uses onvey meaning.
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 conciselyDirect 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 vocabul Identifying the features of text type language and literary devices occ	pe and how the author uses	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 pre	sent a vlog (Jonathan Bond)	(6) Unit 16: How to be an author Writing in the first person – using		(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	Paily 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	ago? Working scientifically (see national	Working scier according to a scientifically (see national curriculum), recognise that living things have changed over time and that according to a provide information about living things that inhabited the Earth millions of years ago microorganism characteristic		according to common observable of microorganisms, plants and animals	curriculum), describe how living thing haracteristics and based on similarities	s and differences, including and animals based on specific	
DT				Mechanisms How to design a product that conve	erts rotary motion to linear motion us	ing cams.	
Art	Painting How to experiment with techniques those from the Black, Asian and Mi	s used by great artists, and designers nority Ethnic groups	both current and historic including				
Music		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).		nt roles (See page 31-32, 35 and 36	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 bi	rthday of the Christian church?		Sacred Places Where are the holy sites for Christia	anity?		
RSHE	Equality and disadvantage Visible Democracy	e and hidden disability Money	Injustice		Respectful relationships and citizenship Positive influence from the Black, Asian and Minority Ethnic groups		
PE	Athletics- Running How to sprint start, baton changeous durations of time or distance, Hurd performance Striking and fielding games How to play rounders with tactical Swimming How to swim 25m on front and on rescue techniques	le using a 3 stride pattern. Improve awareness	using a 3 stride pattern. Improve including discus, shot, cricket ball and hammer. Improving performance Striking and fielding games How to play rounders with tactical awareness Swimming		Athletics- Jumping How to jump for power, control & c approach, take off, flight & land. Im high jump and triple jump. Improve Striking and fielding games How to play rounders with tactical Swimming How to swim 25m on front and on l rescue techniques	prove performance in long jump, performance. awareness	
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. Windows Movie maker or Monkey jam		s using more complex software e.g.	
History				Significant national events Why did the Romans Leave and who	o were the Anglo Saxons?		
Spanish	Clothing/opinions on different cloth Prices Speaking about another pers			Clothing/opinions on different clothes Prices Speaking about another person Aller			



4	

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Science	Working scientifically (see national curriculum), describe how living things are classified into broad			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 pattern	ns to produce a simple designs using	g 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 major and A minor and enhance their patterns (See page 31-32, 35 and 36 for repertoire).			them with chords or rhythmic	Musical ideas How to read and play short rhyth prepared cards, using convention and durations (See page 30-11 ar Curriculum for repertoire).	al symbols for known rhythms
RE	Holy days and celebrations How do Christian festivals, traditions and Holy days compare with those from other faiths?					
RSHE	Respectful relationships and citize Positive influence from the Black,	enship Asian and Minority Ethnic groups				
PE	(Y5 and Y 6 : Mersea) Swimming	awareness ties at an outdoor centre that requir n back, develop personal survival an		Striking and fielding games How to play cricket with tactical Swimming Swim 25m on front and on back,	awareness develop personal survival and rescu	e techniques
Computing		programs that accomplish specific go see J2Code - https://www.j2e.com/j.		Spreadsheets How can I write and test a spread or forecast different outcomes wi	d sheet formula for a specific purpos hen variables are changed.?	se and use it to model/project
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 er			onmental pressures does they face?)	
Spanish	Food - running a Spanish café Numbers to 100					

Lower Key Stage 2 : Autumn A

4		
	_	

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	Identifying the features of a chronological and how the author uses language features to convey meaning. How an author uses language to give an impression or image of the setting. How a haiku often features an depict the essence of a specific		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		Summarising. Identifying vocabular How a haiku often features an imadepict the essence of a specific metatures of different types of poet free verse and narrative.	nge, or a pair of images, meant to oment in time. Distinguishing
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)	
	1		1	ı	ı	1

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			