

| SUBJECT        | Year R   | Year 1  | Year 2   | Year 3   | Year 4  | Year 5  | Year 6  |
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| <b>MATHS</b>   | <p><b>Number</b><br/>Count reliably 1-20, sequence and say 1 more and 1 less. Using quantities and objects, Add/Subtract 2 single digits numbers, count on / back to find an answer, solve problems inc doubling, halving, sharing.</p> <p><b>Shape Space &amp; Measures</b><br/>Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems. Recognise, create and describe patterns, explore characteristics of everyday objects and shapes. Use mathematical language to describe them.</p>   | <p><b>Number –</b></p> <ul style="list-style-type: none"> <li>number and place value</li> <li>Addition and subtraction</li> <li>Multiplication and division</li> <li>Fractions</li> </ul> <p><b>Measurement</b></p> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Properties of shapes</li> <li>Position and direction</li> </ul> | <p><b>Number –</b></p> <ul style="list-style-type: none"> <li>number and place value</li> <li>Addition and subtraction</li> <li>Multiplication and division</li> <li>Fractions</li> </ul> <p><b>Measurement</b></p> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Properties of shapes</li> <li>Position and direction</li> </ul> <p><b>Statistics</b></p> | <p><b>Number –</b></p> <ul style="list-style-type: none"> <li>number and place value</li> <li>Addition and subtraction</li> <li>Multiplication and division</li> <li>Fractions</li> </ul> <p><b>Measurement</b></p> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Properties of shapes</li> </ul> <p><b>Statistics</b></p> | <p><b>Number –</b></p> <ul style="list-style-type: none"> <li>number and place value</li> <li>Addition and subtraction</li> <li>Multiplication and division</li> <li>Fractions (including decimals)</li> </ul> <p><b>Measurement</b></p> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Properties of shapes</li> <li>Position and direction</li> </ul> <p><b>Statistics</b></p> | <p><b>Number –</b></p> <ul style="list-style-type: none"> <li>number and place value</li> <li>Addition and subtraction</li> <li>Multiplication and division</li> <li>Fractions (including decimals and percentages)</li> </ul> <p><b>Measurement</b></p> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Properties of shapes</li> <li>Position and direction</li> </ul> <p><b>Statistics</b></p> | <p><b>Number –</b></p> <ul style="list-style-type: none"> <li>number and place value</li> <li>Addition, subtraction, Multiplication and division</li> <li>Fractions (including decimals and percentages)</li> </ul> <p><b>Ratio and proportion</b></p> <p><b>Algebra</b></p> <p><b>Measurement</b></p> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Properties of shapes</li> <li>Position and direction</li> </ul> <p><b>Statistics</b></p> |
| <b>ENGLISH</b> | <p><b>COMMUNICATION &amp; LANGUAGE</b></p> <p><b>Listening &amp; Attention</b><br/>Listen attentively in a range of situations. Listen to stories accurately anticipating key events. Respond to what they hear with relevant comments, questions or actions. Give attention to what others say and respond appropriately while engaged in another activity.</p> <p><b>Understanding</b><br/>Follow instructions involving several ideas or actions. Answer how and why questions about their experiences and in response to stories and events</p> <p><b>Speaking</b><br/>Express themselves effectively showing awareness of listeners’ needs. Use past present and future forms accurately when talking about events that have happened or are about to happen in the future. Develop their own narrative and explanations by connecting ideas or events.</p> <p><b>LITERACY</b></p> <p><b>Reading</b><br/>Read &amp; understand simple sentences. Use phonic knowledge to decode regular words &amp; read them aloud accurately. Read some common irregular words, demonstrate understanding when talking with others about what they have read.</p> <p><b>Writing</b><br/>Use phonic knowledge to write words in ways which match spoken sounds. Write some irregular common words. Write simple sentences which can be read by themselves and others. Some words spelt correctly. Other phonetically plausible</p> | <p>Recounts</p> <p>Instructions</p> <p>Captions, labels and lists</p> <p>Non chronological report</p> <p>Instructions</p> <p>Discussion</p> <p>Stories with predictable patterns and traditional tales</p> <p>Poetry</p> <p>Explanations</p>  | <p>Traditional Tales / Myths</p> <p>Explanations</p> <p>Instructions</p> <p>Poetry</p> <p>Recounts</p> <p>Reports</p> <p>Book study</p>  | <p>Traditional tales and Fables</p> <p>Recounts</p> <p>Poetry</p> <p>Play scripts</p> <p>Report writing</p> <p>Instructions</p> <p>Explanation</p> <p>Persuasion –Persuasive letter writing</p> <p>Quest / adventure Stories</p>   | <p>Persuasion</p> <p>Explanations</p> <p>Reports</p> <p>Poetry</p> <p>Discussion</p> <p>Book Study</p> <p>Narrative writing –book link</p>  | <p>Suspense and Mystery</p> <p>Persuasion</p> <p>Instructions</p> <p>Poetry</p> <p>myths and legends</p> <p>Report</p> <p>Discussion</p> <p>Recount</p> <p>Explanation</p>  | <p>Suspense/warning narrative</p> <p>Descriptive writing</p> <p>Recounts</p> <p>Discussion and debating</p> <p>Reports</p> <p>Poetry</p> <p>Persuasive writing &amp; debating</p> <p>Explanation</p> <p>Revision of all genres</p>  |

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| <p><b>SPAG (will be integrated within reading and writing English units)</b></p> | <p><b>Basics &amp; Sentence Structure</b><br/>Write own name.<br/>Write labels &amp; captions<br/>Begin to form simple sentences.<br/>Correct letter formation.<br/><b>Punctuation</b><br/>Begin to use full stops and capital letters, showing understanding of the concept of a sentence.</p> | <p><b>Basics &amp; Sentence Structure</b><br/>Write first &amp; last name with capital letters where needed.<br/>How <b>words</b> can combine to make <b>sentences</b><br/>How <i>and</i> can join <b>words</b> and join <b>sentences</b>.<br/>Use other conjunctions to join sentences ( e.g. so, but)<br/><b>Punctuation</b><br/>Separation of <b>words</b> with spaces<br/>Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b><br/>Capital letters for names and for the personal <b>pronoun</b></p> | <p><b>Basics &amp; Sentence Structure</b><br/>Use time adverbs and adverbials (e.g. later, first, in winter, at night)<br/>Use <b>subordination</b> (using <i>when, if, that, or because</i>) and <b>coordination</b>(using, <i>and, or, but, so</i>)<br/>Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)<br/><b>Sentences</b> with different forms: statement, question, exclamation, command<br/>Use of <b>past and present tense</b> as appropriate<br/><b>Punctuation</b><br/>Separation of <b>words</b> with spaces<br/>Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b><br/>Capital letters for names and for the personal <b>pronoun</b></p> | <p><b>Basics &amp; Sentence Structure</b><br/>Vary sentence structure by expressing time and cause using: <b>conjunctions</b> (e.g. <i>when, before, after, while, because</i>)<br/><b>adverbs</b> (e.g. <i>then, next, soon</i>)<br/><b>prepositions</b> (e.g. <i>before, after, during, in, because of</i>)<br/>Use adverbials of time, place and manner (e.g. <i>at midnight, over the hill</i>)<br/>Consistent use of <b>past and present tense</b>, including irregular forms<br/><b>Punctuation</b><br/>Speech marks to <b>punctuate</b> direct speech</p> | <p><b>Basics &amp; Sentence Structure</b><br/>Vary sentence structure, using different openers(e.g. non-finite subordinate clauses - Stumbling through the trees, Rooted to the spot)<br/>Fronted adverbials (e.g. Tears trickling down his face, James closed the heavy door behind him.)<br/>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition<br/><b>Punctuation</b><br/>Use commas to mark clauses.<br/>Use of speech marks to <b>punctuate</b> direct speech<br/><br/>Apostrophes to mark singular and <b>plural</b> possession (e.g. the girl's name, the boys' boots)<br/><br/>Use of commas after fronted <b>adverbials</b> (e.g. Later that day, I heard the bad news.)</p> | <p><b>Basics &amp; Sentence Structure</b><br/>Add phrases to make sentences more precise and detailed(e.g. <i>the extremely poisonous dragon, as quickly as possible, fast-growing fortune</i>)<br/>Use range of sentence openers consistently, considering their effect.<br/>Adapt sentence construction to different text types, purposes &amp; readers.<br/>Link clauses in sentences using a range of subordinating and coordinating conjunctions.<br/><b>Relative clauses</b> beginning with <i>who, which, where, whose</i><br/>Indicating degrees of possibility using <b>modal verbs adverbs</b> (e.g. <i>perhaps, surely</i>)<br/>Using verb phrases to create subtle differences(e.g. <i>she began to run, he might have been</i>)<br/><b>Punctuation</b><br/>Use direct &amp; reported speech.<br/>Brackets, dashes or commas to indicate parenthesis<br/>Use of commas to clarify meaning or avoid ambiguity</p> | <p><b>Basics &amp; Sentence Structure</b><br/>Use subordinate clauses to write complex sentences.<br/>Sentence construction manipulated and constructed to add meaning and create subtle differences, including the use of hypothetical and speculative language.<br/>Use of the <b>passive voice</b> to affect the presentation of information in a <b>sentence</b>(<br/>Expanded <b>noun</b> phrases to convey complicated information concisely<br/>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g.<i>He's your friend, isn't he?</i>, or the use of the <b>subjunctive</b> in some very formal writing and speech)<i>If he were to be successful, the matter would be resolved.</i>)<br/><b>Punctuation</b> of bullet points to list information<br/>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p> |
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| <p><b>SCIENCE</b></p>   | <p><b>UNDERSTANDING THE WORLD</b></p> <p><b>The World</b><br/>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</p> <p><b>Technology</b><br/>Children recognise that a range of technology is used in places such as homes &amp; schools. They select and use technology for particular purposes.</p> <p><b>People &amp; Communities</b><br/>Talk about past &amp; present events in their own lives and the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions.</p> | <p><b>PLANTS -</b><br/>Identification and labelling, including trees</p> <p><b>ANIMALS –</b><br/>Identification and labelling a variety of common birds and animals<br/>Know carnivores and herbivores<br/>How animals are suited to their environment<br/>Name parts of the human body</p> <p><b>LIGHT and DARK</b><br/>Seasonal change<br/>Electricity as a source of light<br/>Shadows</p> <p><b>MATERIALS</b><br/>Use of different everyday materials<br/>Classifying and Grouping<br/>Changing materials by bending, etc.</p>                                | <p><b>PLANTS</b><br/>Living and non living things<br/>What plants need to grow<br/>Growing from seeds and bulbs</p> <p><b>All Living things and their habitats</b><br/>Habitats<br/>Early Food Chains</p> <p><b>ANIMALS (including humans)</b><br/>Exercise and healthy living<br/>What animals and humans need to survive<br/>Animals have offspring, which grow to be adults</p> <p><b>MATERIALS</b><br/>Use of different everyday materials<br/>Classifying and grouping<br/>Changing materials by bending, etc.</p> | <p><b>Animals including humans</b><br/>– Nutrition, linked to what we eat<br/>Skeletons and muscles</p> <p><b>nutrition</b><br/><b>Plants</b><br/>Function of different parts of plants<br/>What different plants need to flourish<br/>Journey of the food in a plant<br/>Life cycle of a plant</p> <p><b>Light</b><br/>Sources, including the Sun and electricity<br/>Shadows<br/>Reflection<br/>Vocab: e.g., translucent</p> <p><b>Forces and magnets</b><br/>How magnets attract some materials<br/>Floating and sinking</p> <p><b>Rocks</b><br/>How rocks are formed<br/>Different kinds of rocks<br/>Fossils</p> | <p><b>Animals including humans</b><br/>–teeth and digestive system</p> <p><b>All Living things</b><br/>Identify and name a variety of living things (plants and animals) in the local and wider environment<br/>Recognise that environments can change and can pose dangers</p> <p><b>States of Matter</b><br/>Solids, Liquids and Gases<br/>Heating and cooling (no baking, etc.)<br/>Evaporation and condensation</p> <p><b>Electricity</b><br/>Alternative sources of energy</p> <p><b>Sound</b><br/>Sources<br/>Vibration<br/>Loud and faint<br/>Pitch<br/>Volume</p> | <p><b>All things living</b><br/>Life cycles of plants and animals<br/>Birth, growth, development, and reproduction<br/>Changes as humans develop from birth to old age</p> <p><b>Properties and changes of materials</b><br/>Dissolving<br/>Evaporating<br/>Filtering<br/>Reversible and Irreversible changes</p> <p><b>Earth and Space and magnetism</b><br/>Earth relative to the Sun<br/>Moon relative to the Earth<br/>Relationship between Sun, Earth and Moon<br/>Earth's rotation<br/>Day and night</p> <p><b>Forces</b><br/>Gravity<br/>Air Resistance<br/>Water Resistance<br/>Friction<br/>Gears, Pulleys, Leavers and Springs</p> | <p><b>All things living</b><br/>Classification of living things<br/>Vertebrates and invertebrates<br/>Classifying reptiles, amphibians, mammals, insects, etc.</p> <p><b>Animals including humans</b><br/>Circulatory system<br/>Heart, blood vessels<br/>Diet, exercise and drugs<br/>Transport of nutrients through the body</p> <p><b>Evolution and inheritance</b><br/>Fossils tell us about the past<br/>Off spring<br/>Changes to the human skeleton over time<br/>Darwin</p> <p><b>Light</b><br/>How light travels<br/>The eye<br/>Shadows</p> <p><b>Electricity</b><br/>Electrical circuits (series)</p> |  |
| <p><b>COMPUTING</b></p> |   | <ul style="list-style-type: none"> <li>• <b>Algorithms and Programs</b></li> <li>• <b>Data Retrieving and Organising</b></li> <li>• <b>Communicating</b></li> <li>• <b>E-safety</b></li> </ul>  |   | <ul style="list-style-type: none"> <li>• <b>Algorithms &amp; Programs</b></li> <li>• <b>Data retrieving &amp; organising</b></li> <li>• <b>Communicating</b></li> <li>• <b>Using the Internet</b></li> <li>• <b>Databases</b></li> <li>• <b>Presentation</b></li> <li>• <b>E-safety</b></li> </ul>  |   |  |  |  |
|                         |   | <p><i>Chronology – sequencing events/objects in time; using chronological vocabulary</i><br/><i>Change(and continuity) – Differences and similarities between ways of life at different times</i><br/><i>Cause and consequence – why people did things, why events happened and the results</i><br/><i>Historical enquiry – find out about the past by exploring a variety of sources. Asking and answering questions; choosing and using sources to show understanding</i><br/><i>Interpretation – explore ways we find out about the past and how it is</i></p> |   | <p><i>Chronology – including duration/interval/overlap</i><br/><i>Characteristic features of the period/society studied</i><br/><i>Continuity and change</i><br/><i>Cause and consequence – inc short term/ long term</i><br/><i>Similarity/difference</i><br/><i>Significance inc short term/ long term</i><br/><i>Interpretation of the past inc how and why contrasting views arise</i><br/><i>Historical Enquiry – source comparison and analysis</i><br/><i>Connections between local, national and international history</i></p>  |   |  |  |  |

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| <b>HISTORY</b>   |  | <p><i>represented</i></p> <p>The lives of significant individuals in Britain's past who have contributed to our nation's achievements<br/>         Florence Nightingale<br/>         Comparison of significant individuals – Christopher Columbus and Neil Armstrong</p>   | <p>Events beyond living memory that are significant nationally or globally<br/>         The Great Fire of London<br/>         Significant historical events, people and places in their own locality<br/>         Wonderful Wellow<br/>         The lives of significant individuals in the past who have contributed to national and international achievements. Should be used to compare aspects of life in different periods<br/>         Queens – Queen Elizabeth I and II, Queen Victoria<br/>         Changes within living memory<br/>         Significant places in own locality<br/>         Seaside</p> | <p>Stone Age to the Iron Age, including:<br/>         - Hunter gatherers<br/>         - Early farming e.g Skara Brae<br/>         -Bronze Age religion, technology and technology and travel, for example Stonehenge<br/>         -Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p>Roman Empire and it's impact on Britain<br/>         Julius Caesar's attempted invasion in 55-54 BC<br/>         -The Roman Empire by AD 42 and the power of its army<br/>         -successful invasion by Claudius and conquest, including Hadrian's Wall<br/>         -British resistance e.g Boudicca<br/>         -'Romanisation' of Britain- sites such as Caerwent and the impact of technology, culture and beliefs, inc early Christianity</p> | <p>Britain's settlement by Anglo Saxons and Scots<br/>         -Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire<br/>         -Scots invasions from Ireland to north Britain (now Scotland)<br/>         -Anglo-saxon invasions, settlements and kingdoms:place names and village life<br/>         -Anglo Saxon art and culture<br/>         Christian conversion – Canterbury, Iona and Lindisfarne</p> <p>The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor<br/>         -Viking raids and invasion<br/>         -Resistance by Alfred the Great and Athelstan, first king of England<br/>         -Further Viking invasions and Danegeld<br/>         -Anglo Saxon laws and justice<br/>         -Edward the confessor and his death in 1066</p> | <p>A Local History Study<br/>         Titanic – Southampton</p> <p>A study of an aspect or a theme in British History that extends chronological knowledge beyond 1066 –<br/>         The Changing Power of Monarchs using case studies such as John, Anne and Victoria</p> <p>The achievements of the Earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt</p>   | <p>A non-European society that provides contrasts with British history<br/>         Mayan civilisation c. AD 900</p> <p>Ancient Greece - a study of Greek life and achievements and their influences on the western world<br/>         Ancient Greeks – Oh What a Tragedy</p>   |
| <b>GEOGRAPHY</b> |  | <p><b>Skills</b><br/>         Large scale maps 1:500-1:2500<br/>         Locating features of local area and other localities on simple plans and large scale maps- matching pictures to map<br/>         Create pictorial maps<br/>         Use personal units of measurement<br/>         Use language right, left, near, far<br/>         Use infant atlases to identify features in context of experience, e.g. family and work.<br/>         Use ground shots and low level obliques<br/> <b>Enquiry</b><br/>         Use simple fieldwork and observational skills to study the school and its grounds<br/>         Recognise hot and cold countries</p> | <p><b>Skills</b><br/>         Large scale maps 1:500, local street maps, contrasting locality maps<br/>         Locating places using letter and number coordinates<br/>         Planning simple routes and journeys<br/>         Locating key features in localities<br/>         Make their own plans and agree personal symbols<br/>         Use real objects to scale on squared paper<br/>         Use language north, south, east, west<br/>         Use infant and simple junior atlases<br/>         Locate topical places- UK to global stories<br/>         Use low level obliques, high level</p>       | <p><b>Skills</b><br/>         1:1250 to 1:10,000 maps used in context of the places studied.<br/>         Locating places using letter and number coordinates<br/>         Identify simple features using simple keys<br/>         Create own maps and plans using symbols and keys<br/>         Use a variety of appropriate scales, reducing real plans and images to a smaller scale<br/>         Use language north, south, east, west<br/>         Introduce context and index pages<br/>         Use high level obliques and low level verticals<br/> <b>Enquiry</b><br/>         To understand geographical similarities and differences through</p>   | <p><b>Skills</b><br/>         1:1250 to 1:10,000 maps used in context<br/>         Thematic maps used to aid study<br/>         Locating places using four figure grid references and use of simple keys<br/>         Matching more complex pictures to maps<br/>         Use appropriate maps of different scales<br/>         Create more complex maps for purpose, to highlight place and themes<br/>         Compare different scales and reduce own maps using estimations of distance<br/>         Use eight points of the compass<br/>         Key features, land use routes to be</p>  | <p><b>Skills</b><br/>         Use thematic maps and topological maps<br/>         1:25,000 and 1:50,000 OS maps<br/>         Four and six figure grid references- using simple keys to more complex and conventional keys<br/>         Extracting information from maps linked to place and theme<br/>         Create plans and sketch maps using symbols and appropriate style<br/>         Measure simple straight line distances on a map using a scale bar<br/>         Use the eight points of the compass and simple bearings<br/>         Use atlases to extract information relevant to places and thematic investigations.</p> | <p><b>Skills</b><br/>         Use complex range of appropriate maps and plans<br/>         Use six figure grid reference and a range of keys<br/>         More complex tasks related to the third dimension including the contours, spot heights and trig points<br/>         Draw to scale with increased accuracy and complexity<br/>         Measure non straight line distances using a scale bar<br/>         Use longitude and latitude and bearings<br/>         Use wide range of atlas and globe information to collect information for place and thematic investigations.<br/>         Use index and keys accurately<br/> <b>Enquiry</b><br/>         To name and locate counties and cities of</p> |

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|       |  | <p>To identify the location of hot and cold countries around the world</p> <p><b>Human and Physical</b></p> <p>Recognise the physical features of the local area</p> <p>Identify why these are features in the area</p> <p>Recognise and identify the use of human features of an area</p> <p>Identify seasonal weather patterns in the UK</p>   | <p>obliques and low level verticals</p> <p><b>Enquiry</b></p> <p>To understand geographical similarities and differences through studying the human and physical geography of an area</p> <p>To identify seasonal and daily weather patterns</p> <p>To locate hot and cold countries around the world</p> <p>To use simple fieldwork and observational skills to study the school, its grounds and surrounding environment</p> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>Comparing and contrasting a non- European country</li> <li>Weather</li> <li>Key human and physical features of local environment – <i>school grounds</i></li> </ul> <p>Local area study- Wellow</p> <p>Distant locality study- Africa</p> <p>Contrasting UK locality- Seaside- Lepe</p> | <p>the study of human and physical geography of a region or area of the UK and a region or area in a European country</p> <p>To be taught physical geography including volcanoes, earthquakes and biomes</p> <p><b>Human and Physical</b></p> <p>Volcanoes, Earthquakes and Tsunami</p> <p>European Country</p> <p>-holiday destination</p> <p>-famous cities</p> <p>European area study</p> <p>North and/or South America study- focus on natural disasters in this region.</p> | <p>identified on globes and atlases</p> <p>Locate areas of study- extract information from maps to support investigations</p> <p><b>Enquiry</b></p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region or area of the UK and a region or area in a European country- Southampton, Local area study- Wellow and Food Glorious Food</p> <p>To investigate where our food comes from by locating the world's countries focusing on the key physical and human characteristics.</p> <p><b>Human and Physical</b></p> <p>To describe and understand rivers, climate zones, biomes and the water cycle</p> <p>To describe and understand types of land use, economic activity including trade links and the distribution of natural resources: food</p> <p>Local area study</p> <p>Physical local area study</p> <p>Environmental study</p> | <p>Use globes to explore geographical interconnections and patterns</p> <p>Use low level satellite images</p> <p><b>Enquiry</b></p> <p>To locate the world's countries using maps concentrating on the environmental regions, key physical and human characteristics, countries and major cities</p> <p>To identify the position of the equator, Northern and Southern hemisphere, Arctic and Antarctic Circle</p> <p>To understand geographical similarities and differences through a study of the human and physical geography of a region in the UK, and a region in North or South America.</p> <p><b>Human and Physical</b></p> <p>Brazil – trade and growing economy</p> <p>- Fair Trade</p> <p>Rainforests of the Amazon</p> <p>Brazil – physical features</p> <p>To describe and understand climate zones, biomes and vegetation belts, and the water cycle</p> <p>To describe and understand types of settlement and land use, economic activity including trade links</p> <p>To suggest how we can maintain and improve an area</p> <p>North and/or South America study and Environmental issue - Brazil</p> <p>Contrasting UK study- New Forest</p> | <p>the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns ; and understand how some of these aspects have changed over time.</p> <p><b>Human and Physical</b></p> <p>To identify the position and significance of latitude, longitude, Equator, Northern, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</p> <p>To describe and understand the physical geography of the Isle of Wight and the local area</p> <p>To describe and understand types of settlement, land use, economic activity and the distribution and importance of raw materials such as water</p> <p>Small Area of the UK- Isle of Wight</p> <p>Local/Environmental study- Survival Special</p> |
| D/T   | <p><b>EXPRESSIVE ARTS &amp; DESIGN</b></p> <p><b>Media and materials</b></p> <p>Sing songs, make music and dance. Experiment with ways of changing them.</p>               |  | <p>Cooking and Nutrition</p> <p>Textiles</p> <p>Mechanisms</p> <p>Use of Materials and Construction</p>  | <p>Mouldable materials</p> <p>Stiff and flexible sheet materials</p> <p>Textiles</p> <p>Cooking and nutrition</p>  | <p>Mouldable materials</p> <p>Stiff and flexible sheet materials</p> <p>Electrical and mechanical components</p> <p>Cooking and nutrition</p>   | <p>Mouldable materials</p> <p>Stiff and flexible sheet materials</p> <p>Electrical and mechanical components</p> <p>Cooking and nutrition</p>   | <p>Mouldable materials</p> <p>Electrical and mechanical components</p> <p>Textiles</p> <p>Cooking and nutrition</p>  |
| ART   | <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Being Imaginative</b></p> | <ul style="list-style-type: none"> <li><b>Design</b> and make <b>products</b> using range of materials</li> <li><b>Drawing, painting</b> and <b>sculpture</b> –experience and imagination</li> <li>Develop wide range of art and design techniques in colour, pattern, texture, line, shape, form and space</li> <li>Learn about work of range of <b>artists, craft makers</b> and <b>designers</b></li> </ul> | <ul style="list-style-type: none"> <li><b>Drawing, painting</b> and <b>sculpture</b> with range of materials</li> <li>Create sketchbooks</li> <li>Learn about great <b>artists, architects</b> and <b>designers</b> in history</li> </ul>  |  |   |   |  |
| MUSIC | <p>Use what they have learnt about media &amp; materials in original ways, thinking about uses and purposes.</p>   | <p><b>Performing</b> – use their voices expressively by singing songs and speaking chants and rhymes</p> <p><b>Composing (incl notation)</b> - play tuned and untuned instruments musically</p>  | <p><b>Performing</b> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p><b>Composing (incl notation)</b>- improvise and compose music using the inter-related dimensions of music</p> <p><b>Appraising</b> - listen with attention to detail and recall sounds with increasing aural memory</p>   |  |   |   |  |

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|      | Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.  | <b>Appraising</b> - listen with concentration and understanding to a range of high-quality live and recorded music<br><b>Challenging</b> - make and combine sounds using the inter-related dimensions of music  |   | -appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians<br><b>Challenging</b> - use and understand staff and other musical notations<br>- develop an understanding of the history of music. |   |  |  |
| RE   | (SEE UNDERSTANDING WORLD)  | <b>Special places</b><br>Specialness<br><b>Candlelight at Divali and Advent</b><br>Symbol of light<br><b>People Jesus met</b><br>Change<br><b>Easter</b><br>Sadness to happiness<br><b>Ganesh</b><br>Power<br><b>Water</b><br>Ritual  | <b>Special food</b><br>Specialness<br><b>Nativity journeys</b><br>Journey's end<br><b>Key events in the life of Jesus</b><br>Authority<br><b>Easter</b><br>Belief<br><b>Ideas about God</b><br>God<br><b>Janmashtami (Krishna's birthday)</b><br>Remembering  | <b>Trees as a symbol</b><br>Symbol<br><b>Hannukah</b><br>Symbol<br><b>Death Ceremonies</b><br>Ceremony<br><b>Passover and Moses</b><br>Freedom<br><b>Prayer</b><br>Ritual<br><b>Belonging in Judaism</b><br>Belonging  | <b>Sukkot</b><br>Ritual<br><b>Mary, Mother of God</b><br>Holy<br><b>Purim</b><br>Identity<br><b>Paschal Candle</b><br>Ritual<br><b>Sacred texts (Torah)</b><br>Authority !!!!!<br><b>Christian miracle stories</b><br>Jesus as Divine | <b>Ramadan and Eid-ul-Fitr</b><br>Ritual<br><b>The Magi and their Gifts</b><br>Prophecy<br><b>Flight</b><br>Symbol<br><b>The empty cross</b><br>Resurrection<br><b>Places of worship</b><br>Sacred place<br><b>Creation</b><br>Stewardship | <b>Muhammad and the Qu'ran</b><br>Submission<br><b>Christmas: the two birth narratives</b><br>Interpretation<br><b>Jesus, his teachings and his message</b><br>The message of Jesus C<br><b>What does Easter mean?</b><br>Sacrifice<br><b>Eucharist</b><br>Symbol<br><b>God talk</b><br>Interpretation |
| P.E. | <b>PHYSICAL DEVELOPMENT</b><br><br><b>Moving &amp; Handling</b><br>Show good control and coordination in large and small movements. Move confidently in a range of ways, safely negotiating space, handle tools and equipment effectively, including pencils for writing.<br><b>Health &amp; Self Care</b><br>Know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. Manage their own basic hygiene and personal needs successfully including dressing and going to the toilet independently. | <b>Acquiring and developing skills</b><br><b>master basic movements such as</b> running, jumping, throwing, catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities<br><b>Evaluating and improving</b><br><br><b>Health and fitness</b><br><br><b>Dance</b><br><i>perform dances using simple movement patterns</i><br><br><b>Games</b><br><i>participate in team games, developing simple tactics for attacking and defending</i><br><br><b>Gymnastics</b> | <b>Acquiring and developing skills</b><br><b>Evaluating and improving</b><br><i>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i><br><b>Health and fitness</b><br><b>Dance</b><br><i>perform dances using a range of movement patterns</i><br><b>Games</b><br><i>play competitive games, modified where appropriate, (for example badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending</i><br><b>Gymnastics</b><br><i>develop flexibility, strength, technique, control and balance, (for example through gymnastics and athletics)</i><br><b>Athletics</b><br><b>Outdoor/ Adventurous</b><br><i>take part in outdoor and adventurous activity challenges both individually and within a team</i><br><b>Swimming</b><br><i>swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively, (for example front crawl, backstroke and breaststroke)</i><br><i>perform safe self-rescue in different water-based situations.</i> |  |   |  |  |

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| <b>PSHE<br/>CITIZENSHIP</b> | <b>PERSONAL SOCIAL<br/>EMOTIONAL DEVELOPMENT</b><br><b>MAKING RELATIONSHIPS</b><br>Play cooperatively, taking turns with others. Take account of one another's ideas about how to organise their activity. Show sensitivity to others' needs and feelings. Form positive relationships with adults and other children.<br><b>SELF CONFIDENCE &amp; SELF AWARENESS</b><br>Be confident to try new activities and say why they like some activities more than others. Be confident to speak in a familiar group. Talk about their ideas and choose the resources they need for their chosen activities. Say when they do or don't need help.<br><b>MANAGING FEELINGS &amp; BEHAVIOUR</b><br>Talk about how they & others show feelings. Talk about their own & others' behaviour and the consequences. Know that some behaviour is unacceptable. Work as part of a group or class and understand & follow the rule. Adjust behaviour to different situations and take changes of routine in their stride. | <ul style="list-style-type: none"> <li>• Myself</li> <li>• Safety</li> <li>• Right and wrong</li> <li>• Fair and unfair</li> <li>• Health and hygiene</li> <li>• Feelings and peer pressure</li> </ul> | <ul style="list-style-type: none"> <li>• Friendships</li> <li>• Bullying</li> <li>• Sex and relationships</li> <li>• Rights and responsibilities</li> <li>• Communities</li> <li>• Getting to know ourselves (understanding others)</li> <li>• Goals and the future</li> </ul> | <ul style="list-style-type: none"> <li>• Getting to know ourselves</li> <li>• Feelings</li> <li>• Friendships</li> <li>• Safety</li> </ul>  | <ul style="list-style-type: none"> <li>• Similarities and differences</li> <li>• Health, fitness and hygiene</li> <li>• Growing up</li> <li>• Communities</li> </ul>  | <ul style="list-style-type: none"> <li>• Understanding other people</li> <li>• Goals and the future</li> <li>• Rights and Respect</li> <li>• SRE?</li> </ul>  | <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Right and wrong</li> <li>• Fair and unfair</li> <li>• Challenges and problems</li> <li>• SRE</li> <li>• Peer pressure</li> <li>• Drugs and medicines</li> </ul>   |
| <b>LANGUAGES</b>            |   |  |  | <b>Listening and responding</b><br><b>Speaking</b><br><b>Reading and responding</b><br><b>Writing</b> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Numbers 1-31</li> <li>• Body parts</li> <li>• Feelings</li> <li>• Weather</li> <li>• Days of the week</li> <li>• Pencil case equipment</li> <li>• Alphabet</li> <li>• Family</li> </ul> | <b>Listening and responding</b><br><b>Speaking</b><br><b>Reading and responding</b><br><b>Writing</b> <ul style="list-style-type: none"> <li>• Families</li> <li>• Animals &amp; pets</li> <li>• Greetings and names</li> <li>• Pronouns</li> <li>• Puppet show</li> <li>• Clothing</li> <li>• Story-telling</li> <li>• Time</li> <li>• numbers in tens</li> <li>• number and quantity</li> <li>• food and drink</li> <li>• masculine and feminine</li> <li>• plurals</li> <li>• directions and places</li> </ul> | <b>Listening and responding</b><br><b>Speaking</b><br><b>Reading and responding</b><br><b>Writing</b> <ul style="list-style-type: none"> <li>• Adjectives – colours and sizes</li> <li>• Describing appearance</li> <li>• Story reading</li> <li>• Pronunciation – alphabet and phonics</li> <li>• Story writing</li> <li>• Town</li> <li>• Directional instructions</li> <li>• Sports/hobbies</li> <li>• Like/dislikes</li> <li>• Fairy tales</li> <li>• travel</li> </ul> | <b>Listening and responding</b><br><b>Speaking</b><br><b>Reading and responding</b><br><b>Writing</b> <ul style="list-style-type: none"> <li>• Buildings and rooms</li> <li>• Where I and others live</li> <li>• Masculine/feminine</li> <li>• Numbers to 100</li> <li>• Irregular number patterns</li> <li>• Prepositions</li> <li>• Independent story reading</li> <li>• Story writing</li> <li>• Detailed times</li> <li>• Daily routines</li> <li>• School</li> <li>• Like/dislike</li> <li>• Detailed answers to questions</li> <li>• Timetables</li> <li>• Cultural comparisons</li> </ul> |