

Key Stage 1 Long Term Planning: Year 2

	Autumn 1 8 weeks 2 nd September-25 th October	Autumn 2 7 weeks 5 th November-20 th December	Spring 1 6 weeks 6 th January-14 th February	Spring 2 6 weeks 24 th February-3 rd April	Summer 1 5 weeks 20 th April-22 nd May	Summer 2 7 weeks 1 st June-17 th July
School/World Events	Training Day (2.9.19) Black History Month (1.10.19-31.10.19) Harvest Festival (7.10.19) Cross-phase reading (24.10.19) British Summer Time Ends (27.10.19)	Training Day (5.11.18) Bonfire Night (5.11.19) Remembrance Day (11.11.19) St. Andrew's Day (30.11.19) Cross-phase reading (19.12.19) Christmas Party (17.12.19) Crafts and performances	New Year Chinese New Year (25.1.20- Year of the Rat) Burn's Night (25.1.20) Valentine's Day Cross-phase reading (13.2.20)	Shrove Tuesday (25.2.20) St. David's Day (1.3.20) World Book Day (5.3.20) Holi (9/10.3.20) St. Patrick's Day (17.3.20) World Poetry Day (21.3.20) Mother's Day (22.3.20) Cross-phase reading (26.3.20) British Summer Time begins (29.3.20) St. George's Day (23.4.20)	May Day (8.5.20) Northumberland Day (21.5.20) Cross-phase reading (14.5.20)	National Phonics Screening Check (8.6.19) Sports Day (10.6.20) Father's Day (21.6.20) Transition Day (8.7.20) Cross-phase reading (9.7.20) Reports to Parents (10.7.20)
Topic	This is Me (Explorers)	This is Me (Time Travelers)	Out of this World! (Scientists & Engineers)	Stomp in the Swamp! (Paleontologists)	Castle County (Northumberland Nobles & Historians)	Land Ahoy (Globe trotters & pathfinders)
Enquiry Questions	Why am I proud to live here?	Is fire always bad?	How far have we gone and where are we going?	Why isn't our world a Jurassic world?	Why don't we live in castles anymore?	Where might it be best to be cast-away?
Enrichment	Beamish <i>Pit Cottages: Help Clean Up</i> (22.10.19) Important local figure visit	Fire Brigade	Centre for Life <i>Alive in Space</i> (11.2.20)	Fossil dig	Bamburgh Castle	St. Mary's Lighthouse
Parent Link	Welcome to KSI Parent Meeting (10.9.19) Parents' Evenings (1/3.10.19)	Christmas Performances	Y1 Parent Assembly (21.1.20)	Parents' Evenings (25/27.2.20)	SATs Parents' Meeting	Sports Day (10.6.20) Celebration Market (26.6.20) Annual Reports (10.7.20)
Testing	Phonics Assessment 2018 SPaG SAT STAR Test	Phonics Assessment White Rose Maths Brave Writing	2018 Reading SAT 2018 Maths SAT 2019 SPaG SAT STAR Test	Phonics Assessment 2019 Reading SAT White Rose Maths Brave Writing	National SATs 2020	Phonics Screening Check (8.6.20) STAR Test Brave Writing White Rose Maths
	<p>Purpose of English: English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</p> <p>English Aims: The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Our English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • read easily, fluently and with good understanding • develop the habit of reading widely and often, for both pleasure and information • acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • appreciate our rich and varied literary heritage • write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences • use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas • are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate <p>Spoken Language Spoken language is important in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and should build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p> <p>Reading The teaching of reading focuses on developing pupils' competence in both word reading and comprehension. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds. It is essential that, by the end of Y6, all pupils are able to read fluently, and with confidence, in any subject.</p> <p>Writing The teaching of writing must develop pupils' competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition, pupils should be taught how to plan, revise and evaluate their writing. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.</p>					
Newsham Reading Spine	<ul style="list-style-type: none"> • Traction Man and Turbo Dog • The Robot and the Bluebird • Emily Brown and the Thing • Hedgehugs • A Dark, Dark Tale • Tuesday • Poor Old Lady (poem) • Willa and Old Miss Annie 	<ul style="list-style-type: none"> • Remember, Remember... Bonfire Night Rhyme • What Are Germs? • The Great Plague 1665 • Pumpkin Soup • 'Twas the Night Before Christmas • The Owl Who is Afraid of the Dark 	<ul style="list-style-type: none"> • Man on the Moon (class set) • Here We Are • The Darkest Dark • The Twits • Who's Afraid of the Big Bad Book • Amazing Grace • Dr Xargle Book of Earthlets 	<ul style="list-style-type: none"> • First Big Book of Dinosaurs (class set) • The Magic Finger • The Spider and the Fly (poem) • Pleasant Sounds (poem) • Flat Stanley • The First Big Book of Dinosaurs 	<ul style="list-style-type: none"> • Gorilla • The Day the Crayons Quit • Hodgehog • The Giraffe, the Pelly and Me • The Flower • Not Now Bernard 	<ul style="list-style-type: none"> • The Storm Whale • The Big Blue Whale • Fantastic Mr. Fox • The Storm Whale in Winter • Merekat Mail

English Text, Overall Aims and Writing Outcomes	<p>Traction Man is Here Overall Aims</p> <ul style="list-style-type: none"> Explore, interpret and respond to a picture book Explore characters and draw inferences to aid our understanding of them Explore narrative plots and characters through role-play and play Broaden understanding and use of appropriate vocabulary Character descriptions Writing in Role Caption Writing Letter Writing Narrative Writing <p>The Dark Overall Aims</p> <ul style="list-style-type: none"> Talk confidently about picture books and responses individual to them Explore the story through a variety of teaching approaches including drama and role-play Write a recount in role as a fictional character To reflect on reading through keeping a reading journal write a story based on a known narrative Compose poetry in response to visual imagery, story and known poems 	<p>GFoL & Plague Overall Aims</p> <ul style="list-style-type: none"> Explore the features of a non-fiction text. Explore the features of a recount. Broaden understanding and use of appropriate vocabulary linked to the Plague & GFoL Write in role in order to explore and empathy for a person who has witnessed their family members. Describe the symptoms of the plague Instructions First person diary entry Fictional narrative Explanation text (Plague) Description (Plague doctor) Letter 	<p>Man on the Moon Overall Aims</p> <ul style="list-style-type: none"> Explore, interpret and respond to a picture book Explore characters and draw inferences to aid our understanding of them Broaden understanding and use of appropriate vocabulary Write for different purpose about fictional personal experiences Sequence events to write a short narrative based on a known model Labelled drawings Captions for labelled drawings Simple recount (postcard) Simple instructions (rules/ signs for moon tourists) Character fact file (or Top Trump card) Writing in role (thought or speech bubbles) A day in the life of an alien Biography of Helen Sharman Recount of the Centre for Life trip 	<p>Poems to Perform Overall Aims</p> <ul style="list-style-type: none"> Make choices in selecting poems for anthologies Explore, interpret and respond to poetry Explore rhythm, rhyme and pattern in a range of poems Respond to and play with language in poetry week Use poetry as a stimulus for art Perform in response to poetry Compose and perform own poetry <p>Writing to Inform</p> <ul style="list-style-type: none"> Explore the features of a non-chronological report. <p>Text Types</p> <ul style="list-style-type: none"> Non-chronological Report- Dinosaurs Poetry- Dinosaur poems Recount- Visitor or trip 	<p>Gorilla Author Study: Anthony Browne Overall Aims</p> <ul style="list-style-type: none"> Understand the themes of a text Draw inferences from the written and visual text to support understanding of character Understand how illustration and text contribute to meaning Write in role in order to explore and develop understanding of character. <p>Text Types</p> <ul style="list-style-type: none"> Letter- 1st person perspective Fictional Recount- Hannah's Adventure Science Investigation- Comparative test 	<p>The Storm Whale Overall Aims</p> <ul style="list-style-type: none"> Engage children with a story with which they will empathise. Explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives Develop creative responses to the text through play, drama, music and movement, storytelling and artwork. Compose a free verse poem Write in role in order to explore and develop empathy for a character Write with confidence for real purposes and audiences. <p>Text Types</p> <ul style="list-style-type: none"> Poetry- Storm Poem Instructions- Game for Noi Non-chronological Report- Blue Whales Narrative innovation- Link to non- European animals.
English Speaking and Listening	<ul style="list-style-type: none"> Participate in discussion about what is read, taking turns and listening to what others say Listen and respond appropriately to adults and peers Articulate and justify answers and opinions Speak audibly and fluently with an increasing command of Standard English Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama Ask relevant questions to extend knowledge and understanding; Consider and evaluate viewpoints, attending to and building on the contributions of others; Participate in discussions, performances, role play, improvisations and debate about what has been read; 	<ul style="list-style-type: none"> Participate in discussion about what is read, taking turns and listening to what others say; Listen and respond appropriately to adults and peers; Articulate and justify answers and opinions; Speak audibly and fluently with an increasing command of Standard English; Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama Participate in discussions, performances, role play, improvisations and debate about what has been read; Ask relevant questions to extend knowledge and understanding; Consider and evaluate viewpoints, attending to and building on the contributions of others 	<ul style="list-style-type: none"> Participate in discussion about what is read, taking turns and listening to what others say; Articulate and justify answers and opinions; Participate in discussions, performances, role play, improvisations and debate about what has been read; Ask relevant questions to extend knowledge and understanding; Consider and evaluate viewpoints, attending to and building on the contributions of others Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama. 	<ul style="list-style-type: none"> Listen and respond appropriately to adults and peers; Ask relevant questions to extend knowledge and understanding; Consider and evaluate viewpoints, attending to and building on the contributions of others; Participate in discussions, performances, role play, improvisations and debate about what has been read; Use spoken language to develop understanding through imagining and exploring ideas. 	<ul style="list-style-type: none"> Participate in discussion about what is read, taking turns and listening to what others say; Listen and respond appropriately to adults and peers; Articulate and justify answers and opinions; Speak audibly and fluently with an increasing command of Standard English; Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama Participate in discussions, performances, role play, improvisations and debate about what has been read; Ask relevant questions to extend knowledge and understanding; Consider and evaluate viewpoints, attending to and building on the contributions of others 	<ul style="list-style-type: none"> Participate in discussion about what is read, taking turns and listening to what others say; Listen and respond appropriately to adults and peers; Articulate and justify answers and opinions; Speak audibly and fluently with an increasing command of Standard English; Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama Participate in discussions, performances, role play, improvisations and debate about what has been read; Ask relevant questions to extend knowledge and understanding; Consider and evaluate viewpoints, attending to and building on the contributions of others;
English Reading	<p>Word reading / Comprehension</p> <ul style="list-style-type: none"> Increase familiarity with a range of books Explain and discuss understanding of books Discuss the sequence of events in books Answer and ask questions Predict what might happen on the basis of what has been read Draw inferences on the basis of what is being said and done Express views and opinions about reading Listen to, discuss and express views about books at a level beyond that which they can read independently; Discuss the significance of the title and events; Link what they hear or read to own experiences; Explain understanding of what is read; Discuss the sequence of events in books and how items of information are related. Discuss favourite words and phrases; Answer and ask questions; Predict what might happen on the basis of what has been read; Draw inferences on the basis of what is being said and done; Participate in discussion about what is read, taking turns and listening to others; Express views about reading. 	<p>Word reading / Comprehension</p> <ul style="list-style-type: none"> Be introduced to non-fiction books that are structured in different ways Discuss and clarify the meanings of words, linking new meanings to known vocabulary Draw on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read, and correcting inaccurate reading Make inferences on the basis of what is being said and done Answer and ask questions Predict what might happen on the basis of what has been read so far Participate in discussion about books and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books and other material, both those that they listen to and those that they read for themselves 	<p>Word reading / Comprehension</p> <ul style="list-style-type: none"> Increase familiarity with a range of books at a level beyond that which they can read independently; Discuss the significance of the title and events; Explain understanding of what is read; Discuss the sequence of events in books; Answer and ask questions; Predict what might happen on the basis of what has been read; Draw inferences on the basis of what is being said and done; Express views about reading. 	<p>Word reading / Comprehension</p> <ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding; Listen to, discuss and express views about a wide range of poems at a level beyond that at which they can read independently; Link what they read or hear read to their own experiences; Recognise and join in with predictable phrases in poems and to recite some by heart; Recognise simple recurring literary language in poetry; Discuss and clarify word meanings, linked to those already known; Discuss favourite words and phrases; Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear; Make inferences on the basis of what is said and done; Answer and ask questions; Explain and discuss understanding of poems; those they listen to and those read independently. 	<p>Word reading / Comprehension</p> <ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding; Listen to, discussing and expressing views about a contemporary narrative Discuss the sequence of events in books and how items of information are related Discuss and clarify the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases Draw on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read, and correcting inaccurate reading Make inferences on the basis of what is being said and done Answer and asking questions predict what might happen on the basis of what has been read so far Participate in discussion about books that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books 	<p>Word reading / Comprehension</p> <ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding; Listen to, discussing and expressing views about a contemporary narrative Discuss the sequence of events in books and how items of information are related Discuss and clarify the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases Draw on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read, and correcting inaccurate reading Make inferences on the basis of what is being said and done Answer and asking questions predict what might happen on the basis of what has been read so far Participate in discussion about books that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books

English Writing	Transcription / Composition <ul style="list-style-type: none"> Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; Sequence sentences to form short narratives In narrative create settings, characters and plot Write for different purposes including about fictional personal experiences, poetry, fictional narratives, non-fiction and real events; Re-read writing to check it makes sense and make simple revisions Read writing aloud with appropriate intonation to make the meaning clear; Use new and familiar punctuation correctly; Use sentences in different forms; Expand noun phrases to describe and specify; Use past and present tense correctly and consistently; Use simple conjunctions to link subordinate and co-ordinating clauses. 	Transcription / Composition <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing Write narratives about the experiences of others (real and fictional) Write about real events Write for different purposes Consider what they are going to write before beginning Plan or saying out loud what they are going to write about Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing Evaluate their writing with the teacher and other pupils Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form; Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly); Read aloud what they have written with appropriate intonation to make the meaning clear. 	Transcription / Composition <ul style="list-style-type: none"> Draft and write by composing and rehearsing sentences orally; Sequence sentences to form short narratives; Write for different purposes including about fictional personal experiences and fictional narratives; Reread writing to check it makes sense and make simple revisions; Read writing aloud with appropriate intonation to make the meaning clear. Write, increasingly, at length and maintain accuracy throughout; Write down ideas and/or key words, including new vocabulary; Evaluate their writing with the teacher and other pupils Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form; Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly). 	Transcription / Composition <ul style="list-style-type: none"> Develop positive attitudes and stamina for writing by writing poetry; Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally; Write for different purposes including poetry; Reread and evaluate writing to check it makes sense and make simple revisions; Read writing aloud with appropriate intonation to make the meaning clear; Use new and familiar punctuation correctly; Use sentences in different forms; Expand noun phrases to describe and specify. 	Transcription / Composition <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing Write narratives about personal experiences and those of others (real and fictional) Write for different purposes Consider what they are going to write before beginning Plan or say out loud what they are going to write about Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing Evaluate their writing with the teacher and other pupils Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) Read aloud what they have written with appropriate intonation to make the meaning clear 	Transcription / Composition <ul style="list-style-type: none"> Develop positive attitudes towards and stamina for writing Write narratives about the experiences of others (real and fictional) Write about real events Write for different purposes Consider what they are going to write before beginning Plan or saying out loud what they are going to write about Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing Evaluate their writing with the teacher and other pupils Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form; Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly); Read aloud what they have written with appropriate intonation to make the meaning clear.
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Word Types- noun, adjective, verb, adverb Present Tense Expanded noun phrases Full Stops Capital Letters Proper nouns 	<ul style="list-style-type: none"> Word Types- noun, adjective, verb, adverb Powerful verbs & Imperative Verbs Past Tense Sub-ordination and Co-ordination. Commas for lists. 	<ul style="list-style-type: none"> Sub-ordination and Co-ordination. Sentence types Time conjunctions FS, CL, ?, ! Contractions and apostrophes 	<ul style="list-style-type: none"> Possession and apostrophes Plurals Adverbs Sentence types Applying suffixes 	<ul style="list-style-type: none"> Direct Speech- Speech Marks Possession and apostrophes 	<ul style="list-style-type: none"> Revision
Transcription: Handwriting	<p>Unit 1: Practising diagonal join to ascender: th, ch</p> <p>U2: : Practising diagonal join, no ascender: ai ay</p> <p>U3: : Practising diagonal join, no ascender: ir er</p> <p>U4: : Practising diagonal join to ascender: wh oh</p> <p>U5: Practising horizontal join, no ascender: ow, ou</p> <p>U6: Introducing diagonal join to e: ie ue</p> <p>U7: Introducing horizontal join to e: oe, ve</p>	<p>**U10: Writing numbers: 1-100</p> <p>U8: Introducing ee</p> <p>U9: Practising diagonal join, no ascender: ie</p> <p>Revise U1</p> <p>Revise U2</p> <p>Revise U3</p> <p>Revise U10</p>	<p>U11: Introducing diagonal join to anticlockwise letters: ea</p> <p>U12: Practising diagonal join to anticlockwise letters: igh</p> <p>U13: Practising diagonal join to anticlockwise letters: dg, ng</p> <p>U14: Introducing horizontal join to anticlockwise letters: oo, oa</p> <p>U15: Practising horizontal join to anticlockwise letters: wa, wo</p> <p>U16: Introducing mixed letter joins for three letters: air ear</p>	<p>U17: Practising mixed letter joins for three letters: oor, our</p> <p>U18: Practising mixed letter joins for three letters: ing</p> <p>U19: Size and spacing</p> <p>Revise U11 and U12</p> <p>Revise U13 and U14</p> <p>U20: End-of-term-check</p>	<p>U21: Building on diagonal join to ascender: ck al el at il ill</p> <p>U22: Building on diagonal join, no ascender ui ey aw ur an ip</p> <p>U23: Building on horizontal join to ascender: ok ot obo l</p> <p>U24: Building on horizontal join, no ascender: oi, oy, on, op, ov</p> <p>U25: Building on diagonal join to anticlockwise letters: ed cc eg ic ad ug dd ag</p>	<p>U26: Building on horizontal join to anticlockwise letters: oc, og, od, va, vo</p> <p>U27: Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks</p> <p>U28: Practising joining ed and ing</p> <p>Unit 30: Capitals</p> <p>Revise U25</p> <p>Revise U26</p> <p>Revise U27</p>
Phonics & Spelling	<ul style="list-style-type: none"> Phase 5 GPCs, inc. polysyllabic words Revise /ai/ spelt 'i' in common exception words (find, kind, climb etc.) Homophones (sea/see, be/bee, blue/blew, flour/flower, bear/bare, whole, hole) Homophones (to/two/too, here/hear, one/won, sun/son) Near homophones (quite/quiet) Homophones (new/knew, there/their/they're) Homophones (quite/quiet) Homophones (new/knew, there/their/they're) <p>Strategies at the point of writing:</p> <ul style="list-style-type: none"> using a GPC chart using the environment Have a go sheets <p>Strategies for learning words:</p> <ul style="list-style-type: none"> using spelling journals highlighting the tricky part in common exception words polysyllabic and common exception words tricky parts of words Look, cover, write, check <p>Proofreading:</p> <ul style="list-style-type: none"> Using word banks for common exception words <p>Using segmentation strategy for learning selected words</p>	<ul style="list-style-type: none"> Phase 5 GPCs, inc. polysyllabic words Adding endings -ing, -ed, -er, -est to words ending in 'e' with a consonant before it Adding 'y' to words ending in 'e' with a consonant before it Adding -ing, -ed, -er, -est and 'y' to words of one syllable ending in a single consonant after a single vowel Adding -ing, -ed, -er, -est and 'y' <p>Strategies at the point of writing:</p> <ul style="list-style-type: none"> Have a go Word sort Which one looks right? <p>Strategies for learning words:</p> <ul style="list-style-type: none"> Look, say, cover, write, check for common exception words Kinaesthetic and visual strategies for learning CEW Rainbow write Topic words Saying the word in a funny way <p>Proofreading:</p> <ul style="list-style-type: none"> CEW and HfW Using the environment and the working wall 	<ul style="list-style-type: none"> /ai/ spelt 'y' /i/ sound spelt 'ey' /r/ sound spelt 'wr' Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're) •Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're) /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y' /s/ sound spelt 'c' before 'e', 'i' and 'y' /n/ sound spelt 'kn' and 'gn' at the beginning of words <p>Strategies at the point of writing:</p> <ul style="list-style-type: none"> Have a go sheets Using a working wall <p>Strategies for learning words:</p> <ul style="list-style-type: none"> CEW and HfW (could, should, would, most, both, only, move, prove, improve) Polysyllabic and topic words <p>Proofreading</p> <ul style="list-style-type: none"> CEW and HfW Using the environment and the working wall 	<ul style="list-style-type: none"> /d/ spelt 'a' after 'w' and 'qu' The /ɔ/ sound spelt 'ar' after 'w' /ɜ:/ sound spelt 'or' after 'w' <p>•Segmentation and syllable clapping ending in 'y'</p> <p>•Adding '-es' to nouns and verbs ending in 'y'</p> <ul style="list-style-type: none"> Adding suffixes '-ful', '-less' and '-ly) Suffixes '-ment' and '-ness' <p>•Words ending '-tion'</p> <p>Strategies at the point of writing:</p> <ul style="list-style-type: none"> Using an alphabetically-ordered word bank <p>Strategies for learning words:</p> <ul style="list-style-type: none"> mnemonics Look, say, cover, write check <p>Proofreading:</p> <ul style="list-style-type: none"> Dictionary skills 	<ul style="list-style-type: none"> /l/ or /əl/ sound spelt '-le' at the end of words The /ɔ/ sound spelt 'a' before 'l' and 'll' /ɜ/ spelt 's' <ul style="list-style-type: none"> /l/ or /əl/ sound spelt '-al' at the end of words /l/ or /əl/ sound spelt 'il' at the end of words /l/ or /əl/ sound spelt '-le' at the end of words and following a consonant <p>Possessive apostrophe (singular nouns)</p> <p>Strategies at the point of writing:</p> <ul style="list-style-type: none"> Have a go sheets Using analogy (includes diction) <p>Strategies for learning words:</p> <ul style="list-style-type: none"> Look, say, cover, write and heck for CEW <p>Proofreading:</p> <ul style="list-style-type: none"> Using a dictionary/word bank 	<ul style="list-style-type: none"> /ʌ/ sound spelt 'o' <ul style="list-style-type: none"> Revision of all the content from Y2 Securing spelling strategies At the point of writing- introducing personal 'Have a go' sheets for all writing After writing- developing proofreading and checking skills inc. using a dictionary Learning spellings- developing children's personal spelling journals to reflect their growing independence in taught strategies to learn new words

Purpose of Mathematics

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Mathematics Aims:**Ensure that all pupils:**

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. Whilst most half terms are organised into distinct domains, pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

Week 1-3**Number: Place Value**

- Read and write numbers to at least 100 in numerals and in words.
- Recognise the place value of each digit in a two digit number (tens, ones)
- Identify, represent and estimate numbers using different representations including the number line.
- Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.
- Use place value and number facts to solve problems.
- Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.

Week 4-6**Number: Addition & Subtraction**

- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.
- Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Week 7-8**Measurement: Money**

- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts of money.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Week 1-2**Number: Multiplication & Division**

- Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) sign.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
- Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Week 3-4**Statistics**

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- Ask and answer questions about totalling and comparing categorical data.

Week 5-7**Consolidation and Assessment****Week 1-3****Geometry: Shape**

- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]
- Compare and sort common 2-D and 3-D shapes and everyday objects.

Week 4-5**Number: Addition & Subtraction**

- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.
- Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Week 6**Number: Multiplication & Division**

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Week 1**Number: Multiplication & Division**

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Week 2-4**Number: Fractions**

- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Week 5**Measurement: Length & Height**

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
- Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.

Week 6**Consolidation & Assessment****Week 1-2****Measurement: Time**

- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- Know the number of minutes in an hour and the number of hours in a day.
- Compare and sequence intervals of time

Week 3-4**Problem solving using efficient methods****Week 5-6****Measurement: Mass, Capacity & Temperature**

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
- Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$

Week 1**Measurement: Mass, Capacity & Temperature**

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
- Compare and order lengths, mass, volume /capacity and record the results using $>$, $<$ and $=$

Week 2-3**Geometry: Position & Direction**

- Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three - quarter turns (clockwise and anti -clockwise).
- Order and arrange combinations of mathematical objects in patterns and sequences.

Week 4-5**Measurement: Time**

- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- Know the number of minutes in an hour and the number of hours in a day.
- Compare and sequence intervals of time.

Week 6-7**Investigations**

Science	<p>Purpose of Science: A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.</p> <p>Science Aims: <i>Ensure that all pupils:</i></p> <ul style="list-style-type: none"> develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future 					
	<p>Revisit and Revise (Autumn)</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. 	<p>Revisit and Revise (Winter)</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. 	<p>Space</p> <ul style="list-style-type: none"> Revise the concept of the Earth, and other planets, orbiting the sun Understand that the sun is a star and that life on Earth depends on its energy Revisit the planets and key characteristics. Understand that the planets can be categorised, e.g. gas giants. Explore ways in which humans have left Earth (e.g. unmanned satellites, Space Station, travel to the moon, future missions to Mars) 	<p>Revisit and Revise (Spring)</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. 	<p>Plants</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Designing Experiments</p> <ul style="list-style-type: none"> Suggest what might happen Suggest an idea to test from observations Follow demo, spoken & picture instructions <p>Analysis and Evaluation</p> <ul style="list-style-type: none"> Describe simple patterns in data, charts Describe changes that have happened Suggest a different way to do things 	<p>Revisit and Revise (Summer)</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.
	<p>Animals, including Humans</p> <ul style="list-style-type: none"> 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 (link to history) <p>Explaining Science</p> <ul style="list-style-type: none"> Remember simple facts about science Remember science words with help Use & add labels to diagrams <p>Data, Tables and Graphs</p> <ul style="list-style-type: none"> Measure with labelled divisions Use a simple table; record in numbers Construct block charts 	<p>Uses of Everyday Materials</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Classification</p> <ul style="list-style-type: none"> Group by difference, similarity or change. Link properties of materials to an application <p>Designing Experiments</p> <ul style="list-style-type: none"> Select equipment for a task from a list Notice obvious risk in my investigation Follow short written instructions 		<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Explaining Science</p> <ul style="list-style-type: none"> Remember simple facts about science Remember science words with help Use & add labels to diagrams <p>Classification</p> <ul style="list-style-type: none"> Use a spider key with obvious differences Group using differences, similarities or changes 	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including micro-habitats 	
History	<p>Purpose of History: A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <p>History Aims: <i>Ensure that all pupils:</i></p> <ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales 					
	<p>People in the Past <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p> <ul style="list-style-type: none"> Learn that people live in different sorts of homes and the changing roles people have within the home. Make inferences about aspects of home life in the past Apply their knowledge and understanding of home life in the past and communicate, through role-play, what they have learnt about home life Identify the differences between the roles of people within homes built at different times (Beamish) Consider the changing roles of women by comparing home life now and in the past. <p>What do we have to be proud of?</p> <ul style="list-style-type: none"> Identify some significant local figures and explain why they are important. <p>Chronological Understanding</p> <ul style="list-style-type: none"> Sequence artefacts Sequence photos from different periods of time <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> Find out about people and events in other times Confidently describe similarities and differences between household objects from the past and their modern day equivalent Develop empathy and understanding for the life of a woman in the past (hot seating) <p>Historical Enquiry</p> <ul style="list-style-type: none"> Use a source- why, what, who, how, where to ask questions and find answers (link to visit to Beamish) Discuss the effectiveness of sources 	<p>London's Burning <i>Events beyond living memory that are significant nationally or globally or events commemorated through festivals or anniversaries</i></p> <p>The Great Plague</p> <ul style="list-style-type: none"> Show an awareness of the difference in ways of living in 1665 compared to the present (linking to homes in the past and overcrowding) Know what the plague was, why it broke out and how the outbreak happened Know what people thought started the plague and how this is different to what we know now. Explain the symptoms of the plague and how people tried to cure it, including the role of a plague doctor. <p>Great Fire of London</p> <ul style="list-style-type: none"> Understand when, where and how the GFoL started and spread. Explain how we know about the GFoL from a variety of primary sources Show awareness of how London has changed, including its buildings, people and transport. Imagine and write about the experiences of people in different historical periods based on factual evidence (Covered in English) <p>1. London in the Past (linking to Homes in the Past- explore Tudor houses and streets, linking to science: materials) 2. Life in the 17th Century 3. The Events of the Great Fire 4. How do we know about the GF? 5. What happened after the GF? 6. London in the Present Day 7. What have we learned from the GF? How and why have homes changed?</p>	<p>Helen Sharman and Neil Armstrong <i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p>Chronological Understanding</p> <ul style="list-style-type: none"> Sequence events and place the space race/moon landing into a chronological framework of the historical periods and events studies in KS1 Describe memories of key events in lives. (doesn't fit as not events in their lives) <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> Find out about people and events in other times. Through drama, develop empathy and understanding of the significant achievements made by Helen Sharman and Neil Armstrong. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Identify different ways to represent the past (photographs, newspaper articles, interview, TV and film clips). 	<p>Linked to Dinosaurs <i>Inspire curiosity to know more about the past</i></p> <p>Chronological Understanding</p> <ul style="list-style-type: none"> Develop an awareness of the past, using common words and phrases relating to the passing of time. Develop an understanding of chronology by exploring the geological interval of time known as the Mesozoic Era (Subdivided into three major periods: the Triassic, Jurassic and Cretaceous) <p>Historical Enquiry</p> <ul style="list-style-type: none"> Discuss the reliability of fossils as sources of evidence, e.g. paleontologists can only make a limited hypothesis about the appearance of dinosaurs based on fossils alone. 	<p>Castles <i>Significant historical events, people and places in their own locality.</i></p> <p>Chronological Understanding</p> <ul style="list-style-type: none"> Sequence events, including those taught so far, chronologically Sequence the progression of castle development in chronological order (9 -10th C. ditch and rampart castle with wooden fences > 11th C. motte and bailey castle with wooden walls > 11-12th C. rectangular keep and curtain walls of stone > 13th C. concentric circle castle > 14-16th C. Courtyard castle surrounded by moat Compare and contrast the lives of people living in a castle to the lives of people today <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> Revise what a castle is and understand its purpose Explain the function of each part of the castle and diamond rank them by importance Explain the various methods of attacking a castle, their evolution and discuss their effectiveness. Convince others why one castle would be more effective in a battle than another. Discuss the history of Alnwick castle and link the Percy family to the Gunpowder Plot (1605) Understand and explain what the role of each person living in a castle was, how their experiences linked to their position in the feudal system and their importance. <p>Historical Enquiry</p> <ul style="list-style-type: none"> List three different ways to find out about the past (e.g. books, the internet, asking an adult). 	

Purpose of Geography:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography Aims:

Ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geography

Why am I proud to live here?

Locational Knowledge

- Introduce: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Use maps and globes to locate the UK.
- Be able to identify the four countries and label the capital cities.
- Explain the purpose of a capital city and form opinions on how this affects population size.

Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.
- Study pictures/videos of Blyth and other localities and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?
- Express own views about a place, people and environment.
- Draw and label pictures to show how places are different.
- Study pictures/videos of two differing localities, one in the UK and one in a contrasting country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?
- Study pictures of the localities in the past and in the present and ask 'How has it changed?'
- Draw pictures to show how places are different and write comparatively to show the difference.
- Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.

Geographical Skills and Fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Using maps

- Follow a route on a map
- Use simple compass directions (North, South, East, West)
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

Making maps

- Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)
- Use and construct basic symbols in a key

Where do I live?

- Learn the name of the county and country they live in
- Begin to understand the concept of town, county, country.
- Be able to point to Northumberland on a map of the UK

Mapping School

- learn how to devise a simple map of the school.
- learn why symbols are used on maps
- learn how to construct a simple key using simple symbols

Where is the school? How do I get to school?

- Use aerial photographs and plans to recognise landmarks and basic human and physical features (county)

What can we see in the streets around our county?

- Recognise some of the physical and human features in their locality
- Understand some of the ways in which the features are used
- Express views on the features

What do we have to be proud of?

- Identify significant and famous landmarks & buildings in the county.

Taught through history

Locational Knowledge

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Geographical Skills and Fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries linking to the spread of the plague.

Link to science and history (space)

Locational Knowledge

- Name and locate the world's seven continents and five oceans

Human and Physical Geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Begin to discuss climates and changing weather across the world

Geographical Skills and Fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (what can we see from space?)

Map knowledge

- Locate and name on a world map and globe the seven continents and five oceans.
- Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles

Link to PE:

Spotting Human and Physical Features from Space:

Human and Physical Geography

- Use basic geographical vocabulary to refer to:
- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Linked to Dinosaurs topic

Locational Knowledge

- Revisit: name and locate the world's seven continents and five oceans
- Explore the concept of continental drift

Geographical Skills and Fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries

Human and Physical Geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Begin to discuss climates and changing weather across the world
- Ask questions about the weather and seasons.
- Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.
- Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.
- Use both maps and globes: identify the coldest places in the world – The North and South pole, related to their study of the Arctic.
- Make predictions about where the hottest places in the world are

Coasts

Place Knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Africa and countries within)

Human and Physical Geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Begin to discuss climates and changing weather across the world
- Use basic geographical vocabulary to refer to:
- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical Skills and Fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries.
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

	<p>Purpose of Art and Design: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p> <p>Art and Design Aims: Ensure that all pupils:</p> <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 					
Art and Design	<p style="text-align: center;">Portraits</p> <p style="text-align: center;">Create different portraits using a range of techniques, including drawings, painting and collage.</p> <p style="text-align: center;">Talk about the work of a range of portrait artists and describe differences and similarities between different practices.</p> <p>1: Drawing self-portraits</p> <ul style="list-style-type: none"> Explain what a portrait is Understand that a portrait is a picture of one person or a small group of people Note similarities and differences between 3 famous portraits Draw their face as an egg shape Add features, such as eyes and nose, in the right place Choose the right colours for their skin, hair and features <p>2: Using colours in portraits</p> <ul style="list-style-type: none"> Explain that Picasso was a famous artist who painted portraits Talk about his colour choice Use colours to portray emotions as in a portrait Explain that different colours can be used to show different emotions Choose warm colours to convey happiness, and cold colours to convey sadness <p>3: Making collage portrait</p> <ul style="list-style-type: none"> Talk about Picasso's abstract portraits Know the difference between a realistic portrait and an abstract portrait Use collage materials to make an abstract portrait Cut and stick different materials onto my portrait Stick features onto my portrait in unusual places <p>4: Watercolour backgrounds</p> <ul style="list-style-type: none"> Talk about portraits by Paul Klee Explain that PK used watercolours in his portraits Use watercolours to create background Sweep watercolour paint across my page with my brush Dab their paintbrush on the page to create a pattern <p>5: Line drawings</p> <ul style="list-style-type: none"> Talk about the work of Paul Klee Explain that PK used line drawings and watercolours Create a line drawing Explain that a line drawing is created using only simple lines Draw a moving person from a photograph, using only lines Use straight or curved lines <p>6: Pop art portraits (Computing Link)</p> <ul style="list-style-type: none"> Talk about portraits by Pop Artist, Andy Warhol Explain that AW used repeated images and bright colours Create a Pop Art portrait Use oil pastels to add bright colours to a repeated image Use unrealistic colours in their portrait <p>Artists and Works of Art</p> <p>1: Leonardo da Vinci, Henri Matisse, Gustav Klimt, Vincent Van Gogh and Andy Warhol 2 and 3: Pablo Picasso 4 and 5: Paul Klee 6: Andy Warhol</p> <ul style="list-style-type: none"> Leonardo da Vinci, <i>Mona Lisa (Portrait of Lisa Gherardini)</i> 1503-06 (Louvre, Paris) Hans Holbein the Younger, <i>Edward VI as a Child</i>, 1538 (National Gallery of Art, Washington DC) Sir Anthony van Dyck, <i>Equestrian Portrait of Charles I</i>, 1637-38 Rembrandt van Rijn, <i>Self-portrait in a Flat Cap</i>, 1642 (Royal Collection, London) William Hogarth, <i>Self-portrait at an Easel</i>, 1757 Vincent van Gough, <i>Self-portrait</i>, 1889 (Musée d'Orsay) 		<p style="text-align: center;">Miró</p> <p style="text-align: center;">Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p style="text-align: center;">Talk about the colours, shapes, and marks that they have used, and identify at least one way in which their work is similar to Joan Miró and one way in which it is different.</p> <p><i>Use materials and tools effectively, such as using sculpting tools to add detail to a sculpture.</i></p> <p>1: Magical Realism</p> <ul style="list-style-type: none"> Draw people and objects from their memory and imagination Make a picture about them and their life Draw carefully so that their drawings are realistic Describe the Magical Realist paintings of Joan Miró <p>2: Surrealism</p> <ul style="list-style-type: none"> Draw a surrealist picture from their imagination that includes animals, objects, a body part etc. Use simple bold colours and shapes and lines to create a picture in the style of Miró <p>3: Artistic Books</p> <ul style="list-style-type: none"> Use relief printing to illustrate a page for a book Print by dipping an object into paint and pressing it on the page Create their own shapes to print with, using string or sponge Explain that Miró used printmaking to create artwork for special books <p>4: Surreal Sculpture Designs</p> <ul style="list-style-type: none"> Design a Surrealist sculpture Create an unusual combination of 3 objects which incorporate bright colours Explain why their design is similar to sculptures by Miró <p>5: Surrealist Sculptures</p> <ul style="list-style-type: none"> Make a Surrealist sculpture from clay Use hands to shape clay into individual pieces Score pieces, and use slip to join them together Add detail using tools Describe the sculptures of Miró, and identify how their work is similar <p>6: Painting Surrealist Sculptures</p> <ul style="list-style-type: none"> Paint my Surrealist sculpture using bright acrylic colours inspired by Miró Identify some similarities and difference between their own work and Miró's <p>Artists</p> <ul style="list-style-type: none"> Joan Miró <p>Works of art to discuss (use of colour):</p> <ul style="list-style-type: none"> Claude Monet, <i>The Beach at Trouville</i>, 1870 (The National Gallery, London) James A. McNeill Whistler, <i>Arrangement in Grey and Black No. 1 (Portrait of the Artist's Mother)</i>, 1871 (Musée d'Orsay, Paris) <p>Appreciating art: explain what they like/dislike about a piece of art, comparing it with other pieces of art</p>		<p style="text-align: center;">Nature Sculptures</p> <p style="text-align: center;">Learn to refine skills in sculpture and develop and share ideas</p> <p style="text-align: center;">Combine their experiences and their imagination.</p> <p style="text-align: center;">Develop and use a texture for effect.</p> <p style="text-align: center;">Create visual texture using different marks.</p> <p>1. Mini Models</p> <ul style="list-style-type: none"> Make a clay model of a natural object which includes a solid base Add detail to their model Talk about nature sculptures <p>2. Drawing from Nature</p> <ul style="list-style-type: none"> Draw an observational drawing of a natural object by looking closely and drawing what they see Discuss what a nature sculpture could be made of. <p>3. Woodland Walk</p> <ul style="list-style-type: none"> Collect material for my nature sculpture Say if an object is natural or not natural <p>4. Land Art</p> <ul style="list-style-type: none"> Create their own land art Choose natural materials for their land art sculpture Arrange materials carefully to make land art Talk about the artist Andy Goldsworthy and his sculptures <p>5. Big Build</p> <ul style="list-style-type: none"> Work in a group to make a Big Build nature sculpture Compare their sculptures to the work of Andy Goldsworthy <p>6. Showcase Collage</p> <ul style="list-style-type: none"> Make a collage about their work on nature sculpture Use good scissor control Put different materials together, considering colour, shape and texture Evaluate their work <p>Artists Andy Goldsworthy</p>	<p style="text-align: center;">Seascapes Collage and Painting (Geography Link)</p> <p style="text-align: center;">Use collage and painting to develop and share their ideas, experiences and imagination.</p> <p style="text-align: center;">Talk about the colours, shapes, and marks that they have used to create an atmosphere for their seascape.</p> <ul style="list-style-type: none"> Identify the human and physical features found at the coast Identify the basic geometric shapes within each feature Identify components of simple landscape or seascape paintings Tear paper to create simple geometric shapes that can be used to create coastal features Consider the desired mood and atmosphere of the image Apply watercolour paint to set the mood and atmosphere <p>Craft Create a range of crafts to sell at the <i>Beach Party Enterprise Market</i></p> <ul style="list-style-type: none"> African masks Seashell frames Salt dough seashell pendants Ocean themed biscuits <p>Works of art to discuss (use of shape-basic geometric shapes in nature and man-made objects):</p> <ul style="list-style-type: none"> Pablo Picasso, images of Sylvette David, 1954 (various) Leonardo Da Vinci, <i>Vitruvian Man</i>, 1492 (Gallerie dell'Accademia) Alexander Calder, <i>Standing Mobile</i>, 1937 (Tate Modern, London) David Hockney, <i>The Road to York Through Sledmere</i>, 1997 (artist's collection, on view Royal Academy of Arts, London) <p>Appreciating art: explain what they like/dislike about a piece of art, comparing it with other pieces of art</p>

Purpose of Design and Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Design and Technology Aims:

Ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.

Design and Technology

Materials & Mechanisms

Creating a Fire Cart

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products

Skill

- I can measure and mark out to nearest cm.
- I can demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).
- I can create products using winding mechanisms.

Electronics

Skill

- I can diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).

Materials

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable

Skills

- I can demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).

Building different types of Castles

Food Technology & Textiles

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Skills

- I can cut, peel or grate ingredients safely and hygienically.
- I can measure or weigh using measuring cups or electronic scales.
- I can join textiles using running stitch.
 - I can colour and decorate textiles using a number of techniques

African Food - Kedgire

African Textiles- Tie dying

Computing Science and Information Technology	<p>Purpose of Computing:</p> <p>A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.</p> <p>Computing Aims:</p> <p>Ensure that all pupils:</p> <ul style="list-style-type: none"> • can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation • can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems • can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems • are responsible, competent, confident and creative users of information and communication technology 					
	<p>Computer Art (Art link)</p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a computer program to recreate an artistic style.</i></p> <ol style="list-style-type: none"> 1. Pixel Pointillism <ul style="list-style-type: none"> • Use computer software to recreate art • Change the colour and size of the dots 2. Mastering Mondrian <ul style="list-style-type: none"> • Use a range of tools in a computer program to reproduce a style of art • Insert lines that are different in size to their work • Fill spaces with different colours to recreate a piece of art 3. Producing Picasso <ul style="list-style-type: none"> • Make and edit shapes to create a piece of art • Produce at least 3 different shapes using a computer program • Rotate, resize and colour shapes • Arrange different shapes 4. Colour Coding <ul style="list-style-type: none"> • Change the shade of a colour for effect, producing lighter and darker shades • Match colours to particular moods and emotions 5. PC Pop Art <ul style="list-style-type: none"> • Retrieve a picture file to edit in a computer program • Duplicate an image • Alter the colours of each image to recreate a piece of Pop Art 6. Creating a Masterpiece <ul style="list-style-type: none"> • Use a range of skills to create a piece of art • Combine the styles of at least two artists to create their own art work • Recall and use computer skills to produce artwork <p>Review the work of others and suggest improvements</p>	<p>Using the internet (History link)</p> <p><i>To use technology purposefully to retrieve digital content in the context of using a search engine, links on the internet, and an online blog</i></p> <p><i>To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies</i></p> <ol style="list-style-type: none"> 1. One Word Search <ul style="list-style-type: none"> • Type in an address for a search engine • Type one word into a search engine and return results • Recognise some information about returned results • Stay safe when using the internet by using a child friendly search engine and avoid using private or personal information • Know that they must tell an adult if anything on the internet makes them feel uncomfortable 2. For Kids <ul style="list-style-type: none"> • Search the internet to find results suitable for children • Search for information safely online by choosing sensible words to search for 3. Links <ul style="list-style-type: none"> • Follow links to another web page • Recognise links on a webpage • Click once to follow a link • Go back to the previous page or pages • Look at where a link will take me before they click on it 4. Taking Photos for Our Blog <ul style="list-style-type: none"> • Create content for the Newsham Y2 class blog • Choose something interesting to photograph that would be interesting to others • Download and save photo and explain where it is saved • Use a camera safely by not taking a photograph of themselves or friends and explain why it is important to think carefully before posting a photo on the internet 5. Blogging <ul style="list-style-type: none"> • Upload the photo to the blog • Add text • Avoid mentioning names to keep people safe 6. Comments <ul style="list-style-type: none"> • Navigate to a blog • Post positive comments and responses on a blog • Answer a question or respond to what somebody else has said 	<p>Presentation Skills (Space link)</p> <p><i>Use technology safely and respectfully.</i></p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i></p> <p><i>Use technology safely and respectfully</i></p> <ol style="list-style-type: none"> 1. Folders <ul style="list-style-type: none"> • Use basic computer skills • Switch on, checking the monitor first • Log on and log off • Manipulate windows • Shut down • Create a folder • Use a folder • Save a file in the folder 2. What is a Presentation? <ul style="list-style-type: none"> • Organise ideas for a space themed presentation • Identify the main features of a presentation • Name some of the most popular presentation applications • Organise their presentation into main ideas 3. New Slide, Slide Layout <ul style="list-style-type: none"> • Create a simple presentation with text • Add a new slide • Set out or change the slide layout • Insert a text box • Type in a text box • Change the background • Change the outline • Use an appropriate font and colour 4. Add and Format an Image <ul style="list-style-type: none"> • Add and format an image that was saved in a folder • Copy an image from another source • Resize an image 5. Reorder Slides and Present <ul style="list-style-type: none"> • Reorder slides and present a presentation • Access Slide Sorter View • Drag slides to reorder • Use different options to present 6. Searching and Printing <ul style="list-style-type: none"> • Search for files and applications <p>Print using different options</p>	<p>Algorithms and Coding Programming Blocks</p> <p><i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i></p> <p><i>Create and debug simple programs</i></p> <ul style="list-style-type: none"> • Know that computers need precise instructions. • Understand what an algorithm is. • Show care and precision to avoid errors • Know that algorithms are implemented on digital devices as programs. • Know that all software executed on digital devices is programmed • Know how programs specify the function of a general-purpose computer. • Express simple algorithms using symbols. • Use j2code to create a simple program • Know that computers need precise instructions. • Use logical reasoning to predict the behaviour of programs • Use logical reasoning to predict outcomes. 	<p>Using and Applying</p> <p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p> <ol style="list-style-type: none"> 1. Pointillism <ul style="list-style-type: none"> • Use a specific computer skill to reproduce a style of art • Find and open software for creating computer art • Control the mouse to produce different effects (dots/lines) 2. Cubism Castle <ul style="list-style-type: none"> • Compare skills needed to reproduce different styles of computer art • Comment on effective ways of using Paint software • Use computer skills in a new context 3-5. Perfect Presentations <ul style="list-style-type: none"> • Create a presentation including text and images • Add text and images to a presentation • Include a title slide • Add new slides with a main idea on each slide 6. Retrieve, Edit and Present <ul style="list-style-type: none"> • Retrieve/open a file from a saved location • Review and edit their presentation • Insert and reorder slides • Present finished work to an audience 	
Digital Literacy and E-Safety	<p>Digital Literacy www.digital-literacy.org.uk Staying Safe Online</p>	<p><i>Safer Internet Day</i></p>	<p>Follow the Digital Trail</p>	<p>Screen Out the Mean</p>	<p>Using Keywords</p>	<p>Sites I Like</p>

Music	<p>Purpose of Music: Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p> <p>Music Aims <i>Ensure that all pupils:</i></p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations 					
	<p>Friendship Song</p> <p>Listen and Appraise</p> <ul style="list-style-type: none"> Begin to recognise styles, find the pulse, recognize instruments, listen, discuss other dimensions of music. <p>Musical Activities</p> <ul style="list-style-type: none"> Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble. Playing - start to play a classroom instrument in a group/band/ensemble. Improvisation - begin to explore and create your own responses, melodies and rhythms. Composition - begin to create your own responses, melodies and rhythms and record them in some way. <p>Performance</p> <ul style="list-style-type: none"> Begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. <p>Mixed Styles:</p> <ul style="list-style-type: none"> Friendship song by Joanna Mangona Count on Me by Bruno Mars We Go Together (from Grease soundtrack) You Give a Little Love from Buggy Malone That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John You've Got a Friend in Me by Randy Newman 	<p>Christmas Performance Songs</p> <p><i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></p> <p>GFoL</p> <p><i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></p> <p><i>Play tuned and untuned instruments musically</i></p> <p><i>Listen with concentration and understanding to a range of high-quality live and recorded music</i></p> <p><i>Experiment with, create, select and combine sounds using the inter-related dimensions of music</i></p> <ul style="list-style-type: none"> Build confidence in singing, saying chants and rhymes and simple use of instruments. Foster appraising skills across a range of music styles and discriminate between different sounds and instruments. Include clapping-games and dance-rhythms to join in with; melodies going high, low, up, down and in zigzags; harmonies to hum, and a famous round to sing in two parts Discover musical textures through hearing 'early' instruments; find out how keyboards and the orchestra developed and create 'sound-pictures' using body percussion and voices - develop as group compositions with classroom instruments Sing songs based on tunes that the children will be familiar with already including 'London's burning!' and 'London Bridge has fallen down'. 		<p>Zootime</p> <p>Listen and Appraise</p> <ul style="list-style-type: none"> Begin to recognise styles, find the pulse, recognize instruments, listen, discuss other dimensions of music. <p>Musical Activities</p> <ul style="list-style-type: none"> Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble. Playing - start to play a classroom instrument in a group/band/ensemble. Improvisation - begin to explore and create your own responses, melodies and rhythms. Composition - begin to create your own responses, melodies and rhythms and record them in some way. <p>Performance</p> <ul style="list-style-type: none"> Begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. <p>Song structure</p> <p>Reggae music</p> <ul style="list-style-type: none"> Kingston Town by UB40 Shine by ASWAD IGY by Donald Fagen Feel Like Jumping by Marcia Griffiths I Can See Clearly Now by Jimmy Cliff 		<p>Hands, Feet, Heart</p> <p>Listen and Appraise</p> <ul style="list-style-type: none"> Begin to recognise styles, find the pulse, recognize instruments, listen, discuss other dimensions of music. <p>Musical Activities</p> <ul style="list-style-type: none"> Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble. Playing - start to play a classroom instrument in a group/band/ensemble. Improvisation - begin to explore and create your own responses, melodies and rhythms. Composition - begin to create your own responses, melodies and rhythms and record them in some way. <p>Performance</p> <ul style="list-style-type: none"> Begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together. <p>Music from South Africa, Freedom Songs</p> <p>South African music:</p> <ul style="list-style-type: none"> Hands, Feet, Heart by Joanna Mangona The Click Song sung by Miriam Makeba The Lion Sleeps Tonight sung by Soweto Gospel Choir Bring Him Back by Hugh Masekela You Can Call Me Al by Paul Simon Hiokoloza by Arthur Mofokate
Physical Education	<p>Purpose of PE: A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p> <p>PE Aims: <i>Ensure that all pupils:</i></p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives 					
	<p>Throwing and Catching</p> <p><i>Use running, jumping, throwing and catching in isolation and in combination</i></p> <ul style="list-style-type: none"> Roll and stop a ball (along a line, to a target) React quickly Bounce a ball with control whilst moving Throw and catch a ball (on their own and with a partner) Catch a ball thrown from different directions/heights Balance on one leg Keep their balance when pushed Bounce a ball to a partner Change the height of a bounce pass Bounce under an obstacle Pitch a quiet sideways Use an underarm sling <p>Hit a target</p>	<p>Dance: GFoL</p> <p><i>Master basic movements and develop balance, agility and co-ordination</i></p> <p><i>Perform dances using simple movement patterns</i></p> <p>Body:</p> <ul style="list-style-type: none"> Hands and arms, bending, travelling, reaching <p>Action:</p> <ul style="list-style-type: none"> Stirring, kneading, flickering fingers and hands <p>Space:</p> <ul style="list-style-type: none"> Straight pathways, contrasting levels, proximity (around) partner, using all the space available <p>Dynamics:</p> <ul style="list-style-type: none"> Steady, sustained, controlled <p>Relationships:</p> <ul style="list-style-type: none"> Working alone, in pairs and in groups. Working in unison. 	<p>Gymnastics Geography Link</p> <p>Landscapes and Cityscapes</p> <p><i>To master basic movements such as developing balance, agility and co-ordination, and begin to apply these in a range of activities in the context of 'use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</i></p> <ul style="list-style-type: none"> Move and balance with agility and coordination Successfully complete three types of roll Roll from one role into another Make a shape and hold it to give movements a clear finish Roll with control and coordination Make long, thin shapes with my body Straight jump Hurdle step on to a springboard Balance in a long thin shape (with and without a partner) Make a forwards bridge shape Make a backwards bridge shape Move in a bridge shape Travel along equipment with their hands and feet at different levels Share their weight across different points of contact Complete a movement that takes the weight off both feet Support another in attempting a handstand Compose their own movement sequence Perform their sequence Evaluate their own performance and the performance of others Improve their own movements 	<p>Tennis</p> <p><i>School's Sport Partnership Coach</i></p> <p><i>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i></p> <p>Basic skills covered: hitting, movement, spatial awareness, throwing, running, jumping, foot work</p>	<p>Invasion Games</p> <p><i>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i></p> <p><i>Participate in team games, developing simple tactics for attacking and defending.</i></p> <ul style="list-style-type: none"> Kick a ball whilst moving (in a game) Dodge a moving object Use space when passing and receiving in a game Use throwing and catching to pass and receive a ball in a game Use an overhead pass Use an underarm throw Know how to make or deny space when attacking and defending in a game Deny space by marking an opponent Use attacking and defending skills in a game Shoot at a target when attacking Intercept or stop a ball to protect a target when defending Follow rules to play a game Work as part of a team 	<p>Athletics</p> <p><i>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</i></p> <ul style="list-style-type: none"> Perform basic running, jumping and throwing skills Select a suitable running pace for the required distance Know the importance of having a good arm and leg action for sprinting Know the importance of having an efficient running technique for sprinting Identify, practice and give feedback on the best running technique for sprinting Understand the terms lead leg and trail leg Focus on their stride pattern and length Run with coordination and rhythm over obstacles Identify and use the correct technique for the standing long jump Jump as far as possible using a learnt technique Throw underarm with control and accuracy Throw overarm for distance and control Identify, use and describe how to perform a one and a two-handed push throw Develop their ability to throw for distance and accuracy

Purpose of Religious Education:

RE provokes challenging questions about the ultimate meaning and purpose of life; beliefs about God, the self and the nature of reality; issues of right and wrong; and what it means to be human. Religions and worldviews must be explored from the perspectives of those who subscribe to them as well as from those who do not. To acquire a complete picture it is not enough to merely know about different religions and worldviews; it is also important to understand what can be learned from such religions and worldviews.

Religious Education Aims:

Ensure that all pupils:

- know about and understand a range of religions and worldviews, so that they can:
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
 - identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews;
 - appreciate and appraise the nature, significance and impact of different ways of expressing meaning.
- express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
 - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
 - appreciate and appraise different dimensions of a religion or worldview.
- acquire and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
 - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
 - enquire into what enables different individuals and communities to live together respectfully for the well-being of all;
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Religious Education

<p>Christianity Communities (Unit 3)</p> <ul style="list-style-type: none"> • Learn about belonging and being part of a community • Know what they belong to • Know that belonging can assume many forms including belonging to a religious family or community • Understand that belonging implies rights as well as responsibilities • Learn that Christians express their sense of belonging and being part of a community in many ways such as through worship in churches • Discuss and/or write about how Christians belong to the Christian family or community • Identify what Christians do or wear to show that they belong to Christianity • Understand that baptism is an important Christian practice • Know about Jesus' baptism • Begin to understand the importance of worship for Christians and that worship takes many forms • Begin to understand that the church is the people who belong to the community of believers 	<p>Christianity Festival and Celebrations (Unit 5)</p> <ul style="list-style-type: none"> • Learn about aspects of the festival of Christmas • Discuss the significance of Advent as a season of preparation for Christmas • Know that Christmas is important to Christians because it celebrates the birth of Jesus • Know that Christmas is a special and happy time of the year involving special stories, events, artefacts and traditions • Consider ways in which Christians think of Jesus as God's gift to the world, and of how he brought • Hope, happiness, joy, peace, etc. • Know that the Bible is the source for information about Jesus' birth 	<p>Judaism Festivals and Celebrations Unit 1</p> <ul style="list-style-type: none"> • Learn about aspects of Shabbat • Discuss with the children why it is important to rest (or not work) • Discuss different ways that people rest (or do not work) • Explain that the Jewish people have a day of rest every week because of the creation story in the Torah • Discuss what the Torah means when it says rest (or do not work) on Shabbat • Examine the havdalah candle and candlestick and explain their use • Consider what Jewish people might eat during the Friday evening meal by discussing kosher and non-kosher food • Examine a kippah and a tallit worn by men and boys in the synagogue • Know that Shabbat is important to Jewish people because it is the weekly day of rest • Know that Shabbat involves special events, artefacts and traditions • Know that the Torah is the main source for information about Shabbat • Learn About aspects of Hanukkah • Explain that the Jewish people celebrate Hanukkah because of Judah the Maccabee and the miracle of oil • Tell a simplified version of the Hanukkah story • Identify Hanukkah traditions and explain their significance and origins • Compare and contrast Hanukka with other festivals of light such as Divali • Know that Hanukkah is important to Jewish people because it recalls an occasion when God helped • them with a miracle • Know that Hanukkah involves special events, artefacts and traditions • Know that Hanukkah is a happy family occasion with an emphasis on the children 	<p>Christianity Festival and Celebrations (Unit 5)</p> <ul style="list-style-type: none"> • Learn about aspects of the festival of Easter • Discuss the significance of Lent as a season of preparation for Easter • Discuss the significance of Shrove Tuesday and Carnival • Discuss the events during Holy Week leading up to Jesus' crucifixion • Know that Easter is important to Christians because it celebrates the resurrection of Jesus • Know that Easter is a special and happy time of the year involving special stories, events, artefacts and traditions, although it is preceded by a solemn time when Christians prepare for and reflect on the crucifixion of their founder • Know that the Bible is the main source for information about Jesus' crucifixion and resurrection 	<p>Synagogue Visit Judaism Lifestyles Unit 2</p> <ul style="list-style-type: none"> • Learn about aspects of Jewish lifestyle and what makes Jewish lifestyle distinctive • Examine the different artefacts Jewish people have in their home because they are religious and • Compare such artefacts with significant objects the children have at home • Examine a mezuzah, explain its significance and study the Shema • Know that Jewish lifestyle has some familiar as well as distinctive characteristics • Know that Jewish lifestyle involves special events, artefacts and traditions • Know that Jewish lifestyle revolves around the family and the home • Learn about some of the ways in which the Torah shapes Jewish lifestyle • Know that Jewish lifestyle has some familiar as well as distinctive characteristics • Know that Jewish lifestyle is shaped by the content of the Torah • Know that the commandments contained in the Torah help make Jewish lifestyle distinctive
--	--	--	---	---

PSHE	<p style="text-align: center;">Health and Wellbeing</p> <p>Learn:</p> <ul style="list-style-type: none"> about growing, changing and becoming more independent about the opportunities and responsibilities that independence brings about biological differences between male and female animals including humans and their roles in the life cycle about the importance of respecting differences and similarities between boys and girls about different kinds of change that have occurred since starting school about the kinds of loss that can make us feel sad (loss of a pet, moving house, loss of a relative) about people who take care of them and the different groups they belong to about ways of helping those who look after us <p style="text-align: center;">Living in the Wider World</p> <p>Learn:</p> <ul style="list-style-type: none"> about groups and communities that they belong to (RE link) <p style="text-align: center;">Relationships</p> <p>Learn:</p> <ul style="list-style-type: none"> about appropriate and inappropriate touch 	<p style="text-align: center;">Health and Wellbeing</p> <p>Learn:</p> <ul style="list-style-type: none"> about the benefits of a healthy lifestyle different ways to stay healthy About basic personal hygiene routines About the importance of taking care of personal hygiene About the importance of taking care of their own health About what happens if they don't take care of their health About what it means to make a real and informed choice about what can influence our choices how choices influence the way we look and feel about the role of medicines <p style="text-align: center;">Anti-Bullying Week</p> <p>Learn:</p> <ul style="list-style-type: none"> about ways to resist teasing and bullying how coping strategies can be used 	<p style="text-align: center;">Health and Wellbeing</p> <p>Learn:</p> <ul style="list-style-type: none"> about ways to improve and learn from experience how to recognise and celebrate what they are good at. how to set challenging goals about the importance of keeping safe in different situations about the different rules for keeping safe (road, environment, online, in unfamiliar situations) about the shared responsibility for keeping themselves and others safe about the steps they can take to ensure their safety in class, on the playground, around the school and at home <p>about responses they can give to ensure their</p>	<p style="text-align: center;">Relationships</p> <p>Learn:</p> <ul style="list-style-type: none"> about a wide range of feelings and how to manage them about different kinds of feelings that are good and not so good about how to be sensitive to the feelings of other about how different types of behaviour affects others how we can use simple strategies to manage feelings how we can help ourselves and others manage sad feelings about the vocabulary we can use to describe feelings to others • About how special people make a difference to our lives How people's bodies and feelings can be hurt about the importance of not keeping adults' secrets, only surprises about the importance of listening to other people and find ways to resolve disagreements about what fair and unfair means about the impact of kindness and unkindness on self and others about right and wrong 		<p style="text-align: center;">Relationships</p> <p>Learn:</p> <ul style="list-style-type: none"> about ways in which constructive support and feedback can help others and themselves About sharing opinions and explaining personal viewpoints How to take part in a simple class debate <p style="text-align: center;">Living in the Wider World</p> <p>Learn:</p> <ul style="list-style-type: none"> about what improves and harms their local, natural and built environments (science link) about what money can be used for <p>about the role of money in their lives</p>