



Cornerstone
Academy Trust

Curriculum Objectives



English

Spoken Language

Children will be taught to . . .

- listen to statements made by adults and classmates, respond appropriately; ask relevant questions to clarify knowledge, to expand their knowledge and take opportunities to learn new vocabulary across all subjects
- explain what their opinions are and why they hold them; maintain attention and participate actively in short collaborative conversations, stay on topic and respond to comments
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (to a level appropriate to age)
- use spoken language to develop understanding through speculating, predicting, imagining and exploring ideas (to a level appropriate to age)
- speak audibly, with developing fluency and an increasing command of Standard English; participate in class discussions, role play, improvisations, presentations such as student voice, performances in the studio and to a live audience,
- attempt to gain the interest of the listener(s) and begin to think about the opinions and views of others; to be aware of formal & informal manners of speaking to an age appropriate level (registers of communication).

Reading

Word Reading

Children will be taught to . . .

- apply phonic knowledge and skills as the route to decode words
- be confident in the recall of ReadWrite Inc. sound sets 1, 2 & 3.
- read both real and pseudo words accurately by decoding and blending sounds in unfamiliar words containing GPCs that have been taught
- read common red words (sight vocabulary), noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings and read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words and re-read work to gain extra levels of meaning.



Reading

Reading - Comprehension

Engagement in group and class reading

Children will be taught to . . .

- listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently and will link what they read or hear read to their own experiences
- become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics, recognising and joining in with predictable phrases
- have knowledge of rhymes with repetitive patterns and poems, and to recite some by heart
- discuss word meanings, linking new meanings to those already known
- have experience of basic textual documents such as signs and lists. They will also have experience of basic information texts (reports, recounts and dictionaries)

Independent reading

Children will be taught to . . .

- 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 correct inaccurate reading
- discuss the significance of the title and events
- make inferences on the basis of what is being said and done and predict what might happen on the basis of what has been read so far
- participate in discussions about what is read to them, taking turns and listening to what others say and explain clearly their understanding of what is read to them



Writing

Spelling

Children will be taught to . . .

- spell words containing each of the 40+ phonemes already taught and common exception words, such as the days of the week
- name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs; use the prefix *un-* and use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as suggested by ReadWrite Inc.
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting

Children will be taught to . . .

- sit correctly at a table, holding a pencil comfortably and correctly; begin to form lower-case letters in the correct direction, starting and finishing them in the right place; form capital letters and forms digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these

Grammar

Children will be taught to . . .

- leave spaces between words
- join words and clauses; begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark; use capital letters for names of people, places, the days of the week, and the personal pronoun ‘I’
- the grammar appropriate to year 1 (as stated by the NC) and use the grammatical terminology in **English Appendix 2** in discussing their writing

Composition

Children will be taught to . . .

- write sentences by saying out loud what they are going to write about; compose a sentence orally before writing it; sequence sentences to form short narratives and re-read what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils and read aloud their writing clearly enough to be heard by their peers and the teacher.



Maths

Number and place value

Children will be taught to . . .

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count read and write numbers to 100 in numerals; count in multiples of twos, fives and tens and develop a recognition of patterns in the number system (eg odd and even numbers)
- identify one more and one less
- identify and represent numbers using objects and pictorial representations including a number line, and use the language of: equal to, more than, less than (fewer than), most, least
- read and write numbers from 1 to 20 in numerals and words

Number – addition and subtraction

Children will be taught to . . .

- read write and interpret mathematical statements involving addition (+) and subtraction (-) and equals signs (=) and use related vocabulary (eg take away, difference)
- represent and use number bonds and related subtraction facts within 20
- use mental methods to add and subtract one-digit and two digit numbers to 20 including zero
- solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.

Number – multiplication and division

Children will be taught to . . .

- solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
- make connections between arrays, number patterns, and counting in twos, fives and tens.
- use mental methods to solve simple problems explaining methods and reasoning orally (eg doubling/halving)

Number – Fractions

Children will be taught to . . .

- recognise, name and find a half as one of two equal parts of an object, shape or quantity
- recognise, name and find a quarter as one of four equal parts of an object, shape or quantity



Measurement

Children will be taught to . . .

Compare, describe and solve practical problems for:

- length and height (eg long/short, longer/shorter, tall/short, taller/shorter, double/half)
- mass/weight (eg heavy/light, heavier than/lighter than)
- capacity and volume (eg full/empty, more than/less than, half full, quarter)
- time (eg quicker, slower, earlier, later)

Measure and begin to record the following:

- lengths and heights
- mass/weight
- capacity and volume
- time (hours, minutes, seconds)
- suggest suitable standard or uniform non-standard units and measuring equipment to estimate, then measure a length, mass or capacity
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language (eg before, after, next, today, yesterday, tomorrow, morning afternoon, evening)
- recognise language relating to dates, including days of the week, weeks, months, years
- tell the time to the nearest hour and half past the hour

Geometry

Children will be taught to . . .

- recognise the name of common 2-D and 3-D shapes
- use everyday language to describe properties and positions of 2D and 3D shapes
- describe position, direction and movement, including whole, half, quarter and three quarter turns



Science

Work Scientifically

Children will be taught to . . .

Plan

- ask simple questions and recognise that they can be answered in different ways

Children will be taught to . . .

Do

- observe closely, using simple equipment
- perform simple tests
- identify and classify
- gather and record data to help in answering questions

Children will be taught to . . .

Review

- use their observations and ideas to suggest answers to questions

Biology

Plants

Children will be taught . . .

- to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- to identify and describe the basic structure of a variety of common flowering plants, including trees
- about animals, including humans
- to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- to identify and name a variety of common animals that are carnivores, herbivores and omnivores
- to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense



Chemistry

Everyday Materials

Children will be taught to . . .

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

Physics

Seasonal Changes

Children will be taught to . . .

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies



History

Children will be taught...

Historical Era – Ancient Wonders

- Ancient Egypt
- modern 7 Wonders

A Local Historical Study – Tudors

- Tudor Houses
- Tudor lifestyle
- how did they travel in Tudor times?
- medicine in Tudor times
- look at chronology and where Tudors are in history compared to Ancient Egypt

A theme in British History that extends pupils' chronological knowledge – Travel through time

- enquiry question: “has transport changed for the better?”
- investigate the different modes of transport throughout history
- continue to look at Chronology and what comes before and what comes after specific events - timeline



Geography

Children will be taught...

Human Geography – Where I live

- explain the route that is taken to get to school
- make comparisons between features of different places
- explain the order an address is written

Physical Geography – Looking at the world/ Farming

- name the world's Seven Continents and Five Oceans
- locate hot and cold areas of the world by looking at the Equator
- identify different weather types and how they are useful or hinder the growing of crops
- geographical similarities and differences
- where can food grow?

Geographical Skills – Map Reading

- use world maps, atlases, globes and pc maps to locate continents, countries and oceans
- use simple compass directions (N,E,S,W)



RE

Children will be taught...

Understanding Others

- understand that there are people different from ourselves.
- comparing similarities and differences between our culture and others.
- explore the concept of fairness - is it ok to be different? Do we all deserve the chance to be ourselves?
- **link with:** Looking at the World

Learning about Religion – What do people say about God?

- introduce some of the beliefs people hold (inc. Judaism, Islam, Sikhism, Christianity, Hinduism and Buddhism).
- recognise some of the groups to which they belong in their home and school life and what makes these groups special.
- name some of the religious texts associated with these religions.
- **link with:** Looking at the World



Computing

Children will be taught...

Digital Literacy & Online Safety: Documentary Making

- 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

Information Technology: PowerPoint & Yammer

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school

Coding (Computer Science): Growing, Animation and Scratch

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs

Music

Children will be taught to . . .

- use their voices expressively and creatively by singing songs and speaking chants and rhyme
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music



Art

Children will be taught to . . .

- develop painting: watercolours, water based paints
- know the primary colours and make secondary colours
- work with a range of scales
- use different brush sizes
- create textural effects with thickened paint, clocking in colour, slashes etc.
- Celebrate others work and say what they like and don't like
- Review what they and others have done and say what they think and feel about it
- Identify what they might change in their current work to develop in the future

Art Exhibition

- to use sketchbooks to explore and develop ideas based on the theme of 'depicting a narrative in art' using *illustration* as a stimulus for creativity

Ancient Egypt

- the children look at the natural flora and fauna themes in Egyptian art, inspired the Nile. Children discover the nature growing around our rivers and explore ways to represent it using the Egyptian artistic rules using a range of mediums. Each child develops their motif into a finished work which contributes towards a whole class banner made from natural fabrics reminiscent of papyrus
- children create- Site specific art using the principles found in *Anthony Gormley* and *Cristo*
- children learn about the process of making papyrus paper and make their own paper in class using paper pulp and a silk frame

Frozen planet

- Aurora Borealia art using wax resist methods.
- children create 'frozen planet' mobiles/hoops representing the colours and shapes found in the experience of icicles and snowflakes.
- children will collect and manipulating materials, selecting from a range of materials and cutting and attaching shapes and adornments



PE

Children will be taught to . . .

- master basic movements including running, jumping, throwing and catching, while developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

PSHE

Children will be taught to...

- give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions
- encourage and support the development of social skills and social awareness
- enable pupils to make sense of their own personal and social experiences
- promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle
- enable effective interpersonal relationships and develop a caring attitude towards others
- encourage a caring attitude towards and responsibility for the environment
- help our pupils understand and manage their feelings
- understand how society works and the rights and responsibilities involved
- develop good relationships with other members of the school and the wider community
- appreciate and inherit the Cornerstone Academy Trust School core values 'Fortune Favours the Brave' into their own philosophy
- develop positive learning behaviours



Design & Technology

Eggy Challenge — Create a Buggy Car

Children will be taught to...

- design appealing buggies based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing and computing
- use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.]
- use a wide range of materials and components, including construction materials and textiles, according to their characteristics
- explore and discuss a range of existing products
- evaluate their ideas and products against design criteria
- build structures
- explore and use wheels and axels in their products.

Sea Explorer Diaries—Creating tropical fruit punch

Children will be taught to...

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from



MFL (Spanish)

Project My Family

- to count to 20
- to know a range of basic conversation (age, where do you live, birthday)
- colours (+purple, pink, orange, grey, brown)
- months of the year
- family members (+aunt, uncle, grandma, grandad)
- pets

Children will be taught to....

- listen attentively to spoken language and show understanding by joining in and responding
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- appreciate stories, songs, poems and rhymes in the language
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words



Outdoor Learning

Children will be taught to...

- Identify some trees and plants in the Forest School Site
- Identify risks in the Forest School site and how we can overcome them.
- Identify the risks and benefits of using fire
- Use fire to make a hot drink
- Use tools to make specific items during Forest School – use drill bits to make forest cookies and pixie telescopes
- Grow the necessary vegetables to create this to create a main meal to eat

Project Based Learning

Children will complete projects:

- **Frozen Planet:** Pupils will learn about the animals, habitats and weather conditions at the coldest regions of the planet. They will produce documentaries about the Frozen Planet to share with their parents and classmates
- **Tudor Pop-Up Books:** Pupils will create pop-up books about the Tudors. These books will include factual information and fictional writing based in the Tudor times
- **GCP - Growing Project:** In teams pupils will learn about growing plants local to their community. They will experiment to find the best method for growing their plant and then collaborate to grow the best plant they can. They will share their understanding of growing with a school from another country



English

Spoken Language

Children will be taught to . . .

- listen to statements made by adults and classmates and respond appropriately
- ask relevant questions to clarify and expand their knowledge; take opportunities to learn new vocabulary across all subjects; explain what their opinions are and why they hold them, giving some evidence in ***an increasingly articulate manner***
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (to a level appropriate to age)
- maintain attention and participate actively in short collaborative conversations, staying on topic and responding to comments; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas (to a level appropriate to age)
- speak clearly and audibly, with developing fluency and an increasing command of Standard English; participate in class discussions, presentations such as student voice, performances in the studio and to a live audience, role play, improvisations
- attempt to gain the interest of the listener(s) and begin to think about the opinions and views of others; become aware of formal & informal manners of speaking to an age appropriate level

Reading

Word Reading

Children will be taught to . . .

- apply phonic knowledge and skills as the route to decode words and is automatically decoding a range of words
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above; read words containing common suffixes
- read red words (sight vocabulary), noting unusual correspondences between spelling and sound and where these occur in the word
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation as well as to re-read these books to build up their fluency and confidence in word reading



Reading

Reading Comprehension

Engagement in group and class reading

Children will be taught to . . .

- listen to, discuss and expresses views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related
- become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. To show an understanding that non-fiction books are structured in different ways
- recognise simple recurring literary language in stories and poetry
- discuss and clarify the meanings of words, link new meanings to known vocabulary and discuss their favourite words and phrases
- build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make the meaning clear

Independent reading

Children will be taught to . . .

- draw on what they already know or on background information and vocabulary provided by the teacher, checking that the text makes sense to them as they read and correct inaccurate reading
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves; 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



Writing

Spelling

Children will be taught to . . .

- spell words containing each of the 40+ phonemes already taught and common exception words, such as the days of the week
- name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes using the spelling rule for adding *-s* or *-es* as the plural marker for nouns and the third person singular marker for verbs; use the prefix *un-* and use *-ing*, *-ed*, *-er* and *-est* where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as suggested by ReadWrite Inc.
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting

Children will be taught to . . .

- sit correctly at a table, holding a pencil comfortably and correctly; begin to form lower-case letters in the correct direction, starting and finishing in the right place; form capital letters and form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

Grammar

Children will be taught to . . .

- leave spaces between words; joins words and joins clauses using, and beginning to punctuate sentences using, a capital letter and a full stop, question mark or exclamation mark; use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learn the grammar appropriate to year 1 (as stated by the NC) and use the grammatical terminology in English Appendix 2 in discussing their writing

Composition

Children will be taught to . . .

- write sentences by saying out loud what they are going to write about; compose a sentence orally before writing it; sequence sentences to form short narratives and re-read what they have written to check that it makes sense



Maths

Number and place value

Children will be taught to . . .

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- 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
- read and write numbers to at least 100 in numerals and in words
- describe and extend simple number sequences including odd and even numbers and counting on and back in steps of 1s, 2s, 3s, 5s, 10s and from any 2-digit number

Number – addition and subtraction

Children will be taught to . . .

- 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
- 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 addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems



Number – multiplication and division

Children will be taught to . . .

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- understand the operation of multiplication as repeated addition or as describing an array
- 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
- know and use halving as the inverse of doubling
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Number – fractions

Children will be taught to . . .

- 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 $\frac{1}{2}$



Geometry – Properties of shapes

Children will be taught to . . .

- 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

Geometry – position and direction

Children will be taught to . . .

- order and arrange combinations of mathematical objects in patterns and sequences
- 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)

Geometry – Statistics

Children will be taught to . . .

- 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



Science

Work Scientifically

Children will be taught to . . .

Plan

- ask simple questions and recognise that they can be answered in different ways

Do

- observe closely, using simple equipment
- perform simple tests
- identify and classify
- gather and record data to help in answering questions

Review

- use their observations and ideas to suggest answers to questions

Biology

Plants

Children will be taught to . . .

- 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
- find out about animals, including humans
- 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, air)
- describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene



Living things and their habitats

Children will be taught to . . .

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited
- 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
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different

Chemistry

Uses of everyday materials

Children will be taught to . . .

- 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

Physics

Forces

Children will be taught to . . .

- describe the changes in light, sound or movements, which result from actions such as switching on a simple electrical circuit, or pushing and pulling
- build a simple series circuit and identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- compare the movement of different objects in terms of speed or direction



History

Children will be taught...

A Historical Era – Ancient Greece

- use Y1 introduction of Greece through wonders of the world to investigate the culture and lives of Greeks.
- explore Greek myths and legends.
- understand why Greeks are still important now. (eg. Olympics, legends, democracy)

A Local Historical Study – World War Two

- life as an Evacuee
- comparing changes over time
- life during and after the War
- Exeter during the Blitz

A theme in British History that extends pupils' chronological knowledge – Disasters and Triumphs through time

- enquiry question: “are events solely a disaster or triumph?”
- investigate triumphs and disasters throughout history
- how has fire safety changed since GFoL? - refer back to Y1 studies on Tudor houses
- significant individuals: Samuel Pepys
- draw comparisons between our lives today and those of others in the past



Geography

Children will be taught...

Human Geography – Understanding Britain

- name and locate the four countries of Britain, capital cities and their seas
- look at similarities and differences between these countries through the study of human geography

Physical Geography – Natural Disasters/ Understanding Britain

- name and locate the four countries of Britain, capital cities and their seas
- describe and understand key aspects of physical geography, including: earthquakes, tsunami

Geographical Skills – Map Reading and Fieldwork

- use world maps, atlases, globes and pc maps to locate areas of the UK
- use aerial photographs to recognise landmarks and basic human and physical features
- devise a simple map; and use and construct basic symbols in a key



RE

Children will be taught...

British Council Themes for “Global Citizens” – Conflict and peace

- understand why conflict occurs when ideas, beliefs and attitudes clash
- learn how to resolve, avoid and work through conflict to achieve peace
- develop skills and attitudes that are essential in a globalised world
- **link with:** Triumphs and Disasters
- young people will almost certainly need to work and build friendships with people who hold different beliefs

Learning about Religion – What can religious stories teach us?

- listen to a range of special books, both personal and religious and explore their meanings
- understanding right and wrong, linking to a variety of religious scriptures.
- explore how religious stories mirror our relationships
- children should understand that there is no 'one story' but rather a range of different views and opinions



Computing

Children will be taught...

Digital Literacy & Online Safety: Sway booklet

- 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

Information Technology: Sway booklet, Email, Yammer & PowerPoint

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school

Coding (Computer Science): Around The World and Micro:Bit

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs

Music

Children will be taught to . . .

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music



Art

Children will be taught to . . .

- investigate tone by drawing light and dark lines
- create pictures from a variety of mediums
- arrange and glue materials to different backgrounds, collect, sort and match colour
- collage—create and select texture paper for an image
- celebrate others work and say what they like and don't like
- review what they and others have done and say what they think about it
- identify what might change in their current work to develop it in the future

Around the world

- **Ethiopia** – monastery painting: the children use fruit and veg from the allotments and create their own paints. They are inspired from some of the images found in Ethiopian monasteries and create their own painting using their homemade paints
- **India** – ‘line’ looking at mehndi designs and pattern
- **China** - dragons – studying the legends of the dragon, Pixiu, Qilin and Phoenix and their many forms. Children design the creature that would represent them and the symbols they contain. They create this as a 3D work
- **Spain** – inspired by Pablo Picasso, Georges Braque and Juan Gris the children are taught about early abstract painting and how cubism lead to abstraction. A still life is set up in the classroom with a musical instrument. The children develop their observational skills and the formation of the 3D form in shape and tone buy using a viewfinder to capture and record detail. The children break down the strong shapes in the drawings and move their work towards a still life collage inspired by ‘*Bottle of Vieux Marc, Glass, Guitar and Newspaper*’

Animals and habitats

- children use collage materials to give a sense of place to various habitats. They experiment with mix media, colour and layering to achieve effects

Art Exhibition

- to use sketchbooks to explore and develop ideas based on the theme of ‘depicting a narrative in art’ using *illustration* as a stimulus for creativity



PE

Children will be taught . . .

- master basic movements including running, jumping, throwing and catching, while developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Swimming

- swim competently, confidently and efficiently over a distance of at least 25 metres
- use a range of strokes effectively , including front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations

PSHE

Children will be taught to...

- give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- encourage and support the development of social skills and social awareness;
- enable pupils to make sense of their own personal and social experiences;
- promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- enable effective interpersonal relationships and develop a caring attitude towards others;
- encourage a caring attitude towards and responsibility for the environment;
- help our pupils understand and manage their feelings;
- understand how society works and the rights and responsibilities involved.
- develop good relationships with other members of the school and the wider community;
- appreciate and inherit the Cornerstone Academy Trust School core values 'Fortune Favours the Brave' into their own philosophy;
- develop positive learning behaviours



Design & Technology

Children will be taught . . .

Disasters & Triumphs through time– Building Tudor Houses

- 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 and textiles, according to their characteristics
- build structures, exploring how they can be made stronger, stiffer and more stable

Eggy Challenge—Create a Parachute

- design purposeful, functional, appealing parachutes based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- select from and use a wide range of materials and components, including construction materials and textiles, according to their characteristics
- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria
- explore and use mechanisms in their products

WW2 –Rationing

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from



MFL (Spanish)

Project: Me and my home

- to count to 30
- to ask and answer questions relating to basic conversation (family, pets)
- hobbies
- family members (cousins, step family)
- common animals
- where I live - rooms in the home
- how I look - descriptions

Children will be taught to . . .

- listen attentively to spoken language and show understanding by joining in and responding
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- appreciate stories, songs, poems and rhymes in the language
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help



Outdoor Learning

Children will be taught to:

- identify most trees and wildlife habiting in our Forest School site
- find out about the different kinds of plants & animals in the local environment.
- To describe shapes & differences between leaves.
- To make & use keys for tree identification.
- Grow the necessary vegetables to create this to create a main meal to eat

Project Based Learning

- **WWII Survival Guides:** Pupils will learn about the life of Britons during WWII and then they will produce Survival Guides to inform their classmates about how to stay safe during the war.
- **Great Fire of London Diaries:** Pupils will write diaries of people who lived during the Great Fire of London. These diaries be set with factual details of the time and contemporaneous details with a fictional character's life and daily activities.
- **GCP - Music Project:** Pupils will learn about music that is local to their country or community. In teams they will write music and lyrics to produce a song, which they can perform, featuring local values and music styles.



English

Spoken Language

Children will be taught to . . .

- ask relevant questions to extend their understanding and knowledge; take opportunities to learn new vocabulary across all subjects
- explain what their opinions are and why they hold them, giving evidence in ***an increasingly articulate manner***; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (to a level appropriate to age)
- maintain attention and participate actively in collaborative conversations such as working together on a curriculum activity, staying on topic and initiating and responding to comments; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas (to a level appropriate to age)
- speak clearly and audibly and fluently with an increasing command of Standard English; participates in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s); consider and evaluates different viewpoints, attending to and building on the contributions of others; select and use appropriate registers for effective communication

Reading

Word Reading

Children will be taught to . . .

- apply their knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and to understand the meaning of new words they meet
- read exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word



Reading

Reading Comprehension

Engagement in group and class reading

Children will be taught to . . .

- listen and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- read books that are structured in different ways and reading for a range of purposes
- use dictionaries to check the meaning of words that they have read
- increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retells some of these orally
- identify themes and conventions in a wide range of books
- prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discuss words and phrases that capture the reader's interest and imagination
- recognise some different forms of poetry [for example, free verse, narrative poetry]

Independent reading

Children will be taught to . . .

- check that the text makes sense to them, discuss their understanding and explains the meaning of words in context; ask questions to improve their understanding of a text
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence; predict what might happen from details stated and implied
- identify main ideas drawn from more than one paragraph and summarises these
- identify how language, structure, and presentation contribute to meaning



Writing

Spelling

Children will be taught to . . .

- use prefixes and suffixes and understand how to add them (see English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting

Children will be taught to . . .

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

Grammar

Children will be taught to . . .

- extend sentences with more than one clause by using a wide range of conjunctions, including when, if, because, although
- use the present perfect form of verbs in contrast to the past tense; chooses nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- use conjunctions, adverbs and prepositions to express time and cause
- use fronted adverbials with commas
- use the possessive apostrophe with plural nouns; use and punctuate direct speech
- use the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading



Writing

Composition

Children will be taught to . . .

- plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discuss and record ideas
- compose sentences orally (including dialogue), progressively building a varied and rich vocabulary using an increasing range of sentence structures
- organise paragraphs around a theme; in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- create settings, characters and a plot (during narrative writing)
- evaluate and edit by assessing the effectiveness of their own and others' writing by suggesting improvements; propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences; proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.



Maths

Number – Number and place value

Children will be taught to . . .

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas

Number – addition and subtraction

Children will be taught to . . .

- add and subtract mentally a 'near multiple of 10' to or from a 2 digit number
- add and subtract numbers mentally, including:
 - A three-digit number and ones
 - A three-digit number and tens
 - A three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction
- know by heart all addition and subtraction facts to 20
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction



Number – multiplication and division

Children will be taught to . . .

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables (including know by heart 2, 5, 10 multiplication facts)
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which objects are connected to objects.
- understand division and to recognise that division is the inverse of multiplication

Number – Fractions

Children will be taught to . . .

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$)
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example, $+$ =]
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above



Measurement

Children will be taught to . . .

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks]

Geometry – Properties of shapes

Children will be taught to . . .

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- identify lines of symmetry in simple shapes and recognise shapes with no lines of symmetry
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines

Geometry – Statistics

Children will be taught to . . .

- gather, interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables



Science

Work Scientifically

Plan

Children will be taught to . . .

- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests

Do

Children will be taught to . . .

- make systematic and careful observations and where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gather, record, classify and present data in a variety of ways to help in answering questions
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Review

Children will be taught to . . .

- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- identify differences, similarities or changes related to simple scientific ideas and processes
- use straightforward scientific evidence to answer questions or to support their findings
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions



Biology

Plants

Children will be taught to . . .

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Animals, including humans

Children will be taught to . . .

- identify that animals, including humans, need the right types of and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement



Chemistry

Rocks

Children will be taught to . . .

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter

Physics

Light

Children will be taught to . . .

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by a solid object
- find patterns in the way that the size of shadows change

Forces and Magnets

Children will be taught to . . .

- compare how things move on different surfaces
- notice that some forces need contact between two objects but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others.
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing



History

Children will be taught...

A Historical Era – Mayan Culture

- enquiry question “who were the Mayans and when did they live?”
- explore Mayan culture: codes, calendar, counting systems and temples
- investigate the sacred nature of Mayan crops, such as maize and chocolate

A Local Historical Study – Roman Empire

- explore the Roman Empire at the height of its power
- understand the influence of the Romans on Britain
- explore the British resistance of Rome and Hadrian’s Wall
- trip: Roman Wall

A theme in British History that extends pupils’ chronological knowledge

- “Which invention has changed our lives the most?”
- investigate famous inventions and inventors throughout History – recording research into Sway and OneNote



Geography

Children will be taught...

Human Geography – Region Comparison

- understand geographical differences and similarities through the study of human features in these regions: United Kingdom, Italy, Central America

Physical Geography – Region Comparison

- understand geographical differences and similarities through the study of physical features in these regions: United Kingdom, Italy, Central America
- locate hot and cold areas of the world by locating the equator

Geographical Skills – Map Reading and Fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe studied features
- fieldwork and observational skills to compare the school grounds with the studied regions across the world
- ensure to locate human and physical geographical features in the local environment



RE

Children will be taught...

British Council Themes for “Global Citizens” – Identity and Belonging

- explore the concept of social identity –the identities they have and how the groups they belong to inform those identities
- gain an appreciation and understanding of global cultures
- the theme brings an awareness and respect for diversity.

Learning about Religion – How significant are symbols to faith?

- explore and handle some of the items of significance used in religious worship and lifestyle, exploring how they are used
- compare how important symbols are within the six core religions
- understand some of the similarities and differences between religions



Computing

Children will be taught ...

Digital Literacy & Online Safety: E-Safety Song

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Information Technology: Email & Skype

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Coding (Computer Science): Science Invention Scratch

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs



MFL (Spanish)

Project: School Life

- to count to 50
- to hold a conversation about themselves (including topics from previous years)
- sizes (short, long, thin etc.)
- food and drink (meals, fruits, vegetables, fruits, groceries)
- healthy lunch boxes
- transport
- subjects in school
- places in school

Children will be taught to...

- listen attentively to spoken language and show understanding by joining in and responding
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- appreciate stories, songs, poems and rhymes in the language
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing



Music

Children will be taught to . . .

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Art

Children will be taught to . . .

- Question and make thoughtful observations about starting points and select ideas to use in their work
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
- Make marks with a wide range of drawing implements eg: charcoal pencil, crayon, pastels pens etc.
- Experiment with ways in which texture and detail can be added to drawings Mono-printing to develop mark making in drawing
- create printing blocks using a relief or impressed method
- create repeating patterns
- compare ideas, methods and approaches in their own and others' work and say what they think and feel about them

Killerton Christmas tree Decorations: Wind and the Willows

- Children design and create decorations to adorn the tree in the chapel

Romans

- the children use clay to create tiles. They press on a chosen symbol to represent an Olympic sport and use *scraffito* and underglaze to create the design

Art Exhibition

- to use sketchbooks to explore and develop ideas based on the theme of 'depicting a narrative in art' using '*capturing change over time*' as a stimulus for creativity



PE

Children will be taught to . . .

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, such as basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming

- swim competently, confidently and efficiently over a distance of at least 25 metres
- use a range of strokes effectively, including front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations

PSHE

Children will be taught to...

- give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions
- encourage and support the development of social skills and social awareness
- enable pupils to make sense of their own personal and social experiences
- promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle
- enable effective interpersonal relationships and develop a caring attitude towards others
- encourage a caring attitude towards and responsibility for the environment
- help our pupils understand and manage their feelings
- understand how society works and the rights and responsibilities involved
- develop good relationships with other members of the school and the wider community
- appreciate and inherit the Cornerstone Academy Trust School core values 'Fortune Favours the Brave' into their own philosophy
- develop positive learning behaviours



Design & Technology

Children will be taught...

Mayans & Romans—Cooking Healthy Meals from other cultures

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Harvest—Creating a Class Quilt

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities

Light—Creating a shadow puppet show

- generate, develop, model and communicate their ideas through discussion and annotated designs

Forest School

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, levers and linkages]

Eggy Challenge—Build a Boat

- use research and design criteria to inform the design of functional, appealing products that are fit for purpose
- investigate and explore a range of existing products
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes
- understand how key events and individuals in design and technology have helped shape the world



Outdoor Learning

Children will be taught to..

Prepare for surviving in the outdoors during Forest School sessions

- learning how to tie different knots and understand their specific uses
- use knives to make tent pegs for their dens
- use knots to make a den to protect themselves
- light small 5 minute controlled fires
- first aid techniques

Residential

- to experience a residential for the first time
- develop their team – working and collaborative skills away from the school environment
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- grow the necessary vegetables to create this to create a main meal to eat

Project Based Learning

Children will complete projects:

- **Shadow Puppet Performance:** Pupils will learn about light, dark and shadow in creating a shadow puppet performance to perform in front of their class mates.
- **'Contraptions For Travel' Exhibition:** Pupils will work collaboratively to put on an exhibition showcasing methods of transport throughout the ages.
- **GCP - Art Project:** Pupils will learn about Art and Architecture local to their community and country. They will work in teams to produce a piece of art work depicting an architecturally iconic building in an art style locally recognised. They will also share these pieces with another country and compare art and architectural styles.



English

Spoken Language

Children will be taught to . . .

- ask relevant questions to extend their understanding and knowledge; take opportunities to learn new vocabulary across all subjects
- explain what their opinions are and why they hold them, giving evidence in ***an increasingly articulate manner***; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (to a level appropriate to age)
- maintain attention and participate actively in collaborative conversations such as working together on a curriculum activity, staying on topic and initiating and responding to comments; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas (to a level appropriate to age)
- speak clearly and audibly and fluently with an increasing command of Standard English; participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s); consider and evaluate different viewpoints, attending to and building on the contributions of others; select and use appropriate registers for effective communication

Reading

Word Reading

Children will be taught to . . .

- apply their knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and to understand the meaning of new words they meet
- read exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word



Reading

Engagement in group and class reading

Children will be taught to . . .

- listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- read books that are structured in different ways and reading for a range of purposes
- use dictionaries to check the meaning of words that they have read
- is beginning to increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retells some of these orally
- identify themes and conventions in a wide range of books
- prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discuss words and phrases that capture the reader's interest and imagination
- recognise some different forms of poetry [for example, free verse, narrative poetry]

Independent reading

Children will be taught to . . .

- check that the text makes sense to them, discuss their understanding and explain the meaning of words in context; ask questions to improve their understanding of a text
- draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with evidence; predicts what might happen from details stated and implied
- identify main ideas drawn from more than one paragraph and summarises these
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Writing

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Children will be taught to . . .

- Use prefixes and suffixes and understand how to add them (see English Appendix 1)
- spells further homophones
- spells words that are often misspelt (English Appendix 1)
- places the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
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- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

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- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
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Writing

Grammar

Children will be taught to . . .

- extend sentences with more than one clause by using a wide range of conjunctions, including when, if, because, although
- use the present perfect form of verbs in contrast to the past tense; choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- use conjunctions, adverbs and prepositions to express time and cause
- use fronted adverbials with commas
- use the possessive apostrophe with plural nouns; use and punctuates direct speech
- use the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Composition

Children will be taught to . . .

- plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discuss and record ideas
- compose sentences orally (including dialogue), progressively building a varied and rich vocabulary using an increasing range of sentence structures
- organise paragraphs around a theme; in non-narrative material, use simple organisational devices [for example, headings and sub-headings]
- create settings, characters and a plot (during narrative writing)
- evaluate and edit by assessing the effectiveness of their own and others' writing by suggesting improvements; propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences; proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, use appropriate intonation and controlling the tone and volume so that the meaning is clear



Maths

Number and Place Value

Children will be taught to . . .

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers and decimals
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value

Number – addition and subtraction

Children will be taught to . . .

- add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- use mental recall of addition and subtraction facts to 20 (although I think we should change this to 100)
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why



Number – multiplication and division

Children will be taught to . . .

- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Number – fractions (including decimals)

Children will be taught to . . .

- recognise and show, using diagrams, families of common equivalent fractions including that several parts make a whole
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator and recognise mixed numbers (fractions)
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places



Measurement

Children will be taught to...

- convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- begin (although perhaps should say continue to.... to understand standard and non-standard metric units of length, capacity and mass
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

Geometry – Properties of shapes

Children will be taught to . . .

- compare and classify regular and irregular geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

Geometry – Position and direction

Children will be taught to . . .

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.

Geometry – Statistics

Children will be taught to . . .

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs



Science

Work Scientifically

Plan

Children will be taught to . . .

- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests

Do

Children will be taught to . . .

- make systematic and careful observations and where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gather, record, classify and present data in a variety of ways to help in answering questions
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Review

Children will be taught to . . .

- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- identify differences, similarities or changes related to simple scientific ideas and processes
- use straightforward scientific evidence to answer questions or to support their findings
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions



Biology

Animals, including humans

Children will be taught to . . .

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey

Living things and their habitats

Children will be taught to . . .

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things

Chemistry

States of Matter

Children will be taught to . . .

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature



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Physics

Sound

Children will be taught to . . .

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and strength of the vibrations that produce it
- recognise that sounds get fainter as the distance from the sound source increases

Electricity

Children will be taught to . . .

- identify common appliances that run on electricity
- construct a simple series circuit identifying and naming its basic parts and their purposes, including cells, wires, bulbs, switches and buzzers
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors



History

Children will be taught...

A Historical Era – Viking and Anglo-Saxon Britain

- how the Roman's fell from Britain in 410AD
- Britain's settlement by the Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (1066)

A Local Historical Study – Victorian Britain

- explore everyday life in Victorian times and how it differs from contemporary living
- understand the important role of Industrial Revolution and the British Empire
- explore the role of women and children in the Victorian era
- using Y3 knowledge, investigate the key inventions of this era
- **GCP:** Photograph local buildings from the Victorian era

A theme in British History that extends pupils' chronological knowledge

- enquiry question: "What would the world be like today without these women?"
- investigate famous and important women within History – recording research into Sway and OneNote



Geography

Children will be taught...

Human Geography – Climate

- how to locate countries on a world map, concentrating on their key human features and major cities

Physical Geography – Climate

- locate world countries concentrating on their environmental regions, the climate of these areas and key physical features
- describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts
- identify daily weather patterns in the UK

Geographical Skills – Map Reading

- identify the position of latitude, longitude, equator, northern hemisphere, southern hemisphere, tropics of Capricorn and Cancer, Arctic and Antarctic circles and Greenwich time zones
- use the 8 points of a compass and 4 and 6 figure grid references to build their knowledge of the United Kingdom and the wider world



RE

Children will be taught...

British Council Themes for “Global Citizens” – Sustainable Living

- become more eco-aware and informed about sustainability.
- what causes climate change?
- how can we be more environmentally aware?
- this theme encourages students to think about what causes climate change and how we can be more ecologically and environmentally aware

Learning about Religion – Does worship have to happen in a special place?

- explore the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
- recognising that shared feelings are part of worship
- understand how religious festivals are related to key figures, events and stories and how these are celebrated within families and religious communities



Computing

Children will be taught to...

Digital Literacy & Online Safety: Story

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Information Technology: Sway, TV Studio & Yammer

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Coding (Computer Science): Kingfisher and Micro:Bit

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs



MFL (Spanish)

Project: Holidays

- Numbers to 100
- To hold a conversation about themselves (including topics from previous years)
- Jobs and professions (where people work and what they do)
- Telling the time (hours, times in the day, morning, afternoon)
- Countries around the world
- Compass points
- Holiday locations
- Packing for a holiday
- At the airport
- Seasons/weather

Children will be taught to...

- listen attentively to spoken language and show understanding by joining in and responding
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- appreciate stories, songs, poems and rhymes in the language
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing



Music

Children will be taught to . . .

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Art

Children will be taught to . . .

- experiment with crosshatching
- begin to show perspective using a single focal point and a horizon
- work from a variety of sources including observation
- using Digital Media: photography, drawing package, manipulating images in Photoshop and using layers

Grimms Fairy Tales/ Hans Christian Anderson

- Perspective – layering papers, observing the colours and learning about foreground, middle ground, background. Creating the illusion of perspective inspired by traditional etchings in fairy tale books
- Design and illustration – Children look at the papercuts of Hans Cristian Anderson and how he used them to illustrate his stories. Children learn about folding and cutting papers to create a papercut. Children learn about how these has become modernised in the introduction of laser cuts and the work of Rob Ryan. – how this has extended to textile and design of functional objects
- The Paper doll Augusta Snorifass – children learn about the retelling of stories using props and the paper doll collection by Hans Christian Anderson. Children create a paper doll using collage techniques, depicting the traditional dress and costume design of the 1800's



Victorians

- artist study: The Impressionists - capturing a moment in art and how an artwork can capture change over time

Monet

- Haystacks – Monet depicting time and change.
- Sunset in Venice – capturing a moment in time children create their own painting of.. (real landscape) they create the work with the intention of capturing the narrative behind the visual qualities – i.e mood / weather / actions
- Water Lillies – how art informs us about the artist

Kingfisher: *Based on the given theme*

- 3D collaboration – structure made from cling film, tissue paper and wire.
- mod Rock representation of a theme found in nature.
- water colour painting, or a setting/creature
- rubbings/prints taken from nature
- digital art

Art Exhibition

- to use sketchbooks to explore and develop ideas based on the theme of 'depicting a narrative in art' using '*capturing change over time*' as a stimulus for creativity



PE

Children will be taught ...

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, such as basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

PSHE

Children will be taught...

- to give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions
- to encourage and support the development of social skills and social awareness
- to enable pupils to make sense of their own personal and social experiences
- to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle
- to enable effective interpersonal relationships and develop a caring attitude towards others
- to encourage a caring attitude towards and responsibility for the environment
- to help our pupils understand and manage their feelings
- to understand how society works and the rights and responsibilities involved
- to develop good relationships with other members of the school and the wider community to appreciate and inherit



Design & Technology

Children will be taught...

Kingfisher Award

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
- use research and develop design criteria to inform the design of innovative, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion and annotated sketches

Flight—Build Kites and Gliders

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Eggy Challenge—Build a Water Rocket

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products



Outdoor Learning

The Escot residential is intended to be a continuation of the skills they developed whilst at Forest School, allowing them to engage with the outdoors with the entire year group.

Children will be taught to...

- Engage with the outdoors through swamp walk and night hikes – working together to identify noticeable plants and animals.
- Learn about animals of Britain and how they are useful to the ecosystem.
- take part in outdoor and adventurous activity challenges both individually and within a team
- recognise that environments can change and that this can sometimes pose dangers to living things.
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- grow the necessary vegetables to create a main meal to eat

Project Based Learning

Children will complete projects:

- **Kingfisher Biological Field Study:** Pupils will compete against other schools to produce and present a display to a team of biologists about a given topic. Pupils will learn about the animals, habitats and weather in the local British Countryside.
- **Morse Code Machines:** Pupils will collaborate to send a Morse code message across the school. They will learn about the creation of Morse code and the circuits and components they will need to build their relay devices.
- **GCP - Photography Project:** In teams pupils will create photographic journeys through their local community. They will work together to choose the most important parts of their community, photograph them well and caption the photographs to share with another school in the world. They will compare and contrast both local communities.



English

Spoken Language

Children will be taught to . . .

- listen and respond to statements and questions posed by adults and other learners; ask relevant questions to extend their understanding and knowledge; take opportunities to learn new vocabulary across all subjects
- articulate and justify answers, arguments and opinions; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English; participate in discussions, presentations, performances, role play, improvisations and debates; gains, maintains and monitors the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others; selects and uses appropriate registers for effective communication

Reading

Word Reading

Children will be taught to . . .

- apply a growing knowledge of root words, prefixes and suffixes (as listed in English Appendix 1), both to read aloud and to understand the meaning of new words that they meet



Reading

Reading Comprehension

Children will be taught to . . .

- read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text-books; read books that are structured in different ways and reading for a range of purposes
- recommend books that they have read to their peers, give reasons for their choices
- identify and discuss themes and conventions in and across a wide range of writing, making comparisons within and across books
- learn a wide range of poetry by heart; prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- check that the book makes sense to them, discuss their understanding and explore the meaning of words in context; asks questions to improve their understanding
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence; predict what might happen from details stated and implied
- summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas; identifies how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion; retrieves, records and presents information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously; explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary; provides reasoned justifications for their views



Writing

Spelling

Children will be taught to . . .

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- distinguish between homophones and other words which are often confused; spells of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words; use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary; uses a thesaurus

Handwriting

Children will be taught to . . .

- write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; chooses the writing implement that is best suited for a task

Grammar (See English Appendix 2 for guidance)

Children will be taught to . . .

- recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- use passive verbs to affect the presentation of information in a sentence; uses the perfect form of verbs to mark relationships of time and cause
- use expanded noun phrases to convey complicated information concisely; use modal verbs or adverbs to indicate degrees of possibility
- use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learn the grammar for years 5 and 6 in English Appendix 2
- use commas to clarify meaning or avoid ambiguity in writing
- use hyphens to avoid ambiguity; use brackets, dashes or commas to indicate parenthesis
- use semi-colons, colons or dashes to mark boundaries between independent clauses; use a colon to introduce a list
- punctuate bullet points consistently



Writing

Composition

Children will be taught to . . .

- identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- note and develop initial ideas, drawing on reading and research where necessary
- write narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
- select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- how narratives, describes settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précise longer passages
- use a wide range of devices to build cohesion within and across paragraphs; using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- proof-read for spelling and punctuation errors; ensure the consistent and correct use of tense throughout a piece of writing; correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear



Maths

Number - number and place value

Children will be taught to . . .

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- use calculator methods to include several digits

Number – addition and subtraction

Children will be taught to . . .

- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- calculate mentally a difference such as $8006 - 2993$
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why



Number – multiplication and division

Children will be taught to . . .

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- know multiplication facts up to 12×12 (In old Curriculum was 10×10 but think it should be to 12)
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates



Number – fractions (including decimals and percentages)

Children will be taught to . . .

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25



Measurement

Children will be taught to . . .

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use with increasing accuracy approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles using a formula (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Geometry – properties of shapes

Children will be taught to . . .

- the identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees ($^\circ$)
- identify:
 - angles at a point and one whole turn (total 360°)
 - angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°)
 - other multiples of 90°
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- recognise parallel and perpendicular lines



Geometry –position and direction

Children will be taught to . . .

- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not change
- draw common 2D and 3D shapes in different orientations on grids

Geometry – statistics

Children will be taught to . . .

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.
- understand and use Mode and Median



Science

Working Scientifically

Plan

Children will be taught to . . .

- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Do

Children will be taught to . . .

- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate
- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Review

Children will be taught to . . .

- report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- use test results to make predictions to set up further comparative and fair tests
- identifying scientific evidence that has been used to support or refute ideas or arguments



Biology

Animals including humans

Children will be taught to . . .

- describe the changes as humans develop to old age
- use scientific names for major organs of body systems, including the circulatory system and identify these organs in the human body

Living things in their environment

Children will be taught to . . .

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- use keys based on observable external features to help them identify and group living things systematically
- recognise that feeding relationships exist between plants and animals in a habitat, and describe these relationships, using food chains



Chemistry

Properties and changes of materials

Children will be taught to . . .

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Physics

Forces

Children will be taught to . . .

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

Earth and Space

Children will be taught to . . .

- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies



History

Children will be taught...

A Historical Era – Stone Age to Iron Age

- explore the Neolithic hunter-gatherers of the Stone Age
- investigate the Bronze Age with a focus on religion, building, invention and travel
- explore how this changes moving into the Iron Age, investigating hill forts, tribes, farming and art

A Local Historical Study – Killerton House

- a walking theatre performance at the Killerton estate on a chosen historical context, selected from key historical events that took place at the house and grounds

A theme in British History that extends pupils' chronological knowledge

- enquiry question: "Who has shaped the Britain we have today?"
- investigate famous and important political leaders throughout History – recording research into Sway and OneNote
- use the idea of the Earth's rotation to explain day and night and that apparent movement of the sun across the sky



Geography

Children will be taught...

Human Geography – Features of Britain

- name and locate cities in the UK, alongside their geographical regions and human characteristics, such as canals, railways and buildings

Physical Geography – Rivers and Coasts

- describe and understand key aspects of physical geography, such as rivers and coasts and the water cycle.
- name and locate cities in the UK, alongside their geographical regions and physical characteristics, such as valleys, rivers, coastline and weather

Geographical Skills – Fieldwork

- use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including: sketch maps, plans and graphs, and digital technologies



RE

Children will be taught...

British Council Themes for “Global Citizens” – Fairness and Equality

- understand the concepts of equal opportunities, freedom and discrimination
- discussion around why equality should exist and an exploration of why it doesn't
- this theme encourages attitudes and mind-sets that will be vital for young people who want to shape the world they live in and become positive global citizens

Learning about Religion – What does it mean to be good?

- understanding how to treat others fairly and linking this to a variety of religious scriptures
- explore roles and responsibilities of authority figures within their own lives and of religious leaders in different faith communities
- reflecting on ideas of right and wrong and their own responses to them



Computing

Children will be taught ...

Digital Literacy & Online Safety: Sway and Adobe Premiere

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Information Technology: Documentaries

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Coding (Computer Science): Micro:Bit, Minecraft, Kodu

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs



MFL (Spanish)

Project: Healthy Living

- Numbers to 100
- To hold a conversation about themselves (including topics from previous years)
- Sports
- Healthy eating
- Keeping fit
- Clothes
- Going shopping - shops (butcher, corner shop, clothes shop, supermarket etc.)
- Weather - temperature, dressing for the weather, extreme conditions, weather reports
- Opposites
- Illnesses

Children will be taught . . .

- listen attentively to spoken language and show understanding by joining in and responding
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- appreciate stories, songs, poems and rhymes in the language
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing



Music

Children will be taught . . .

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music



Art

Children will be taught to . . .

- experiment with graded pencils and other implements to achieve variation in tone
- use view finders to develop close observation skills
- use recycled, natural and man-made materials to create sculptures
- develop skills in using clay, including slabs, coils and slips
- produce intricate patterns and textures in a malleable media

Cautionary Tales

- The children are inspired by the work of German expressionists – August Macke, Kirchner. Alongside Edvard Munch to investigate how mood, and feelings are depicted through line and print.

Symbolism

- children focus on symbolism found within the *Pre-Raphaelite Brotherhood, Frida Kahlo, Gustav Klimt, Odilon Redon, Paul Gauguin*
- children design and create their symbol in relief using mod rock and card.

Dale Chihuly

- children select colours to represent sea forms and create a collaborative piece from created out of plastic bottles
- this will lead to a collaborative hanging sculpture using recycled materials

Environmental Art

- Artists that use plastics: Alejandro Durán: *Washed Up & Shoots*, Max Liboion: *Sea Globes*, Sue Lipscombe: *Bristol Whales*, Calder Kamin, *Plastic Planet*
- children focus on the creation and reduction of plastic waste and how it impacts on the planet discuss how artists have made comment on this in their art and what is the impact
- children design and create a 2D/3D artwork commenting on our impact on the environment

Art Exhibition

- Use sketchbooks to explore and develop ideas based on the theme of 'depicting a narrative in art,' using *Symbolism* as a stimulus for creativity



PE

Children will be taught ...

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate, such as basketball, cricket, football, netball, rounders and tennis, and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team

PSHE

Children will be taught to...

- give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions
- encourage and support the development of social skills and social awareness
- enable pupils to make sense of their own personal and social experiences
- promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- enable effective interpersonal relationships and develop a caring attitude towards others
- encourage a caring attitude towards and responsibility for the environment
- help our pupils understand and manage their feelings;
- understand how society works and the rights and responsibilities involved
- develop good relationships with other members of the school and the wider community
- appreciate and inherit the Cornerstone Academy Trust School core values 'Fortune Favours the Brave' into their own philosophy
- develop positive learning behaviours



Design & Technology

Children will be taught...

Creating Audiobooks

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes and computer-aided design
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- understand and use electrical systems in their products
- apply their understanding of computing to program, monitor and control their products using a Micro:Bit

Eggy Challenge—Create a Catapult

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- investigate and analyse a range of existing and historical models
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, pulleys, cams, levers and linkages.]

Killerton Living History Project—Producing meals from the era

- understand and apply the principles of a healthy and varied diet.
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed



Outdoor Learning

Children will be taught to...

- use keys based on observable external features to help them identify and group living things systematically
- use maps, atlases, globes and digital/computer mapping.
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)
- grow the necessary vegetables to create this to create a main meal to eat

Project Based Learning

Children will complete projects:

- **Killerton 'Living History' Performance:** Pupils will perform a piece of Promenade Theatre, based in a historical period, at Killerton Estate. Pupils will learn about the history of the period and write scripts to perform about a day in the life of the Killerton Estate.
- **Cautionary Tales For Children:** Pupils will create their own Cautionary Tales based on the book by Hilaire Belloc. These books will be written in the style of the author and be illustrated in the style of German Expressionism.
- **GCP - Documentary Project:** In teams pupils will create a Documentary about a current issue or question they feel is important in their community. They will conduct research, experiment and survey, interview and film their conclusions based on the facts and opinions they have gathered. They will collaborate to edit the finished film together and share it in a screening to their classmates and another school in the world.



English

Spoken Language

Children will be taught to . . .

- listen and respond to statements and questions posed by adults and other learners; ask relevant questions to extend their understanding and knowledge; take opportunities to learn new vocabulary across all subjects
- articulate and justify answers, arguments and opinions; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English; participate in discussions, presentations, performances, role play, improvisations and debates; gains, maintains and monitors the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others; selects and uses appropriate registers for effective communication.

Reading

Word Reading

Children will be taught to . . .

- apply a growing knowledge of root words, prefixes and suffixes (as listed in English Appendix 1), both to read aloud and to understand the meaning of new words that they meet.



English

Spoken Language

Children will be taught to . . .

- listen and respond to statements and questions posed by adults and other learners; ask relevant questions to extend their understanding and knowledge; take opportunities to learn new vocabulary across all subjects
- articulate and justify answers, arguments and opinions; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
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- consider and evaluate different viewpoints, attending to and building on the contributions of others; selects and uses appropriate registers for effective communication

Reading

Word Reading

Children will be taught to . . .

- apply a growing knowledge of root words, prefixes and suffixes (as listed in English Appendix 1), both to read aloud and to understand the meaning of new words that they meet



Reading

Reading Comprehension

Children will be taught to . . .

- read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text-books; read books that are structured in different ways and reading for a range of purposes
- recommend books that they have read to their peers, giving reasons for their choices
- identify and discuss themes and conventions in and across a wide range of writing, making comparisons within and across books
- learn a wide range of poetry by heart; prepares poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; ask questions to improve their understanding
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; predicts what might happen from details stated and implied
- summarises the main ideas drawn from more than one paragraph, identifies key details that support the main ideas; identifies how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion; retrieves, records and presents information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously; explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary; provides reasoned justifications for their views



Writing

Spelling

Children will be taught to . . .

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- distinguish between homophones and other words which are often confused; spells of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words; uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary; uses a thesaurus.

Handwriting

Children will be taught to . . .

- write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; chooses the writing implement that is best suited for a task.



Grammar (See English Appendix 2 for guidance)

Children will be taught to . . .

- recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- use passive verbs to affect the presentation of information in a sentence; uses the perfect form of verbs to mark relationships of time and cause
- use expanded noun phrases to convey complicated information concisely; uses modal verbs or adverbs to indicate degrees of possibility
- use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learn the grammar for years 5 and 6 in English Appendix 2
- use commas to clarify meaning or avoid ambiguity in writing
- use hyphens to avoid ambiguity; uses brackets, dashes or commas to indicate parenthesis
- use semi-colons, colons or dashes to mark boundaries between independent clauses; uses a colon to introduce a list
- punctuate bullet points consistently

Composition

Children will be taught to . . .

- identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- note and develop initial ideas, drawing on reading and research where necessary
- when writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
- select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- recognise narratives, describes settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- precise longer passages
- uses a wide range of devices to build cohesion within and across paragraphs; using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning



Maths

Number – number and place value

Children will be taught to . . .

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number and practical problems that involve all of the above

Number – addition, subtraction, multiplication and division

Children will be taught to . . .

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- derive quickly division and multiplication facts up to 12×12 (was 10×10 in old curriculum)
- check solutions by applying inverse operations or estimating using approximations



Number – fractions (including decimals and percentages)

Children will be taught to . . .

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- use a fraction as an operator to find fractions of quantities eg $\frac{5}{8}$ of 32
- compare and order fractions, including fractions > 1
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{2} \times \frac{3}{4} = \frac{3}{8}$]
- divide proper fractions by whole numbers [for example, $\frac{3}{4} \div 2 = \frac{3}{8}$]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different context

Ratio and proportion

Children will be taught to . . .

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- understand and use vocabulary associated with probability



Algebra

Children will be taught to . . .

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables

Measurement

Children will be taught to . . .

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes and calculate the area and perimeter of compound shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]

Geometry – Properties of shapes

Children will be taught to . . .

- draw 2-D shapes using given dimensions and angles on grids linking faces and edges
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise and draw angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles



Geometry – Position and direction

Children will be taught to . . .

- describe positions on the full coordinate grid (all four quadrants)
- draw, translate and rotate simple shapes on the coordinate plane, and reflect them in the axes

Geometry – Statistics

Children will be taught to . . .

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average
- use and understand mode and median (Perhaps we should also include Mean as the most important type of average and range)
- collect discrete data and record them using a frequency table
- group data in equal class intervals



Science

Work Scientifically

Plan

Children will be taught to . . .

- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Do

Children will be taught to . . .

- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate
- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Review

Children will be taught to . . .

- report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- use test results to make predictions to set up further comparative and fair tests
- identifying scientific evidence that has been used to support or refute ideas or arguments



Biology

Children will be taught to . . .

Animals, including humans

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Living things and their habitats

Children will be taught to . . .

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

Evolution and Inheritance

Children will be taught to . . .

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution



Physics

Children will be taught to . . .

Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Electricity

Children will be taught to . . .

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram



History

Children will be taught...

A Historical Era – Kings and Queens of Britain

- continuing upon learnt knowledge in Year 4, create a timeline that investigates the British Monarchy from 1066 to present day
- debate on key monarchs and their actions
- **Trip:** Parliament and Tower of London

A Local Historical Study – Kings and Queens of Britain

- explore the Kings and Queens who visited Exeter and the surrounding area

A theme in British History that extends pupils' chronological knowledge

- enquiry question: "Who is Britain's most influential monarch?"
- investigate monarchs throughout History and the political choices they made – recording research into Sway and OneNote



Geography

Children will be taught...

Human Geography – Trade and Economy

- describe and understand key aspects of human geography, including: economic activity, trade links, distribution of natural resources including energy, food, minerals and water

Physical Geography – Changing Landscapes

- explain what weathering and erosion means, describing how erosion changes rock
- name some of the features of a coastline, utilising prior Year 5 knowledge
- describe how physical changes have shaped the Earth since the 1800s
- list some physical changes to the Earth predicted to occur by 2050

Geographical Skills – Map Reading

- use the 8 points of the compass, 6 figure grid references and symbols and keys on an Ordnance Survey Map to build their knowledge of the United Kingdom and the wider world



RE

Children will be taught...

British Council Themes for “Global Citizens” – Rights and Responsibilities

- Engage in discussion on whether human rights can be absolute or conditional.
- How we are all responsible for upholding the rights of others.
- This theme encourages thinking about what it is to live in a society, where rights in one country are different to those in another.

Learning about Religion – In what ways is religious faith like a journey?

- understanding that religions may hold the answers, for some people, to life’s mysteries
- learning about religious codes of conduct and rules of living, considering the effect these have on any individuals’ journey through life
- drawing on examples of how personal and religious beliefs may influence behaviour



Computing

Children will be taught to...

Digital Literacy & Online Safety: Sway and Adobe Premiere

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Information Technology: Web Design, Personal sites and GEC

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Coding (Computer Science): Micro:Bit, Minecraft, Kodu

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs



MFL (Spanish)

Project: Our World

- Numbers to 100
- Ordinal numbers
- To hold a conversation about themselves (including topics from previous years)
- Celebrations/festivals
- Musical instruments
- Technology - computers, games, music, video
- Continents
- Around the town - places/points of interest

Children will be taught to...

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to



Music

Children will be taught to . . .

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Art

Children will be taught to . . .

- start to develop their own style using tonal contrasts and mixed media. Look at composition, scale and proportion
- be aware of the foreground, middle ground and background
- use sketchbooks to develop ideas and identify artists who have worked in a similar way to their own work

Art Exhibition

- to use sketchbooks to explore and develop ideas based on the theme of 'depicting a narrative in art' using **action** as a stimulus for creativity

GEC

- children design and create a product with a strong design to a specific brief.
- children are taught to be problem solvers, take and give constructive criticism, be reflective of their own practise and evaluate the outcomes within their design

Dutch Art

- children are taught about the Dutch artwork of the narratives found within them
- Rembrandt *'the night watch'*
- Vermeer: *'Girl with a pearl earring'*, *'Officer and a laughing girl'*
- Utrecht School and the influence of Caravaggio
- children look at how light effects art work and changes the effect of a work
- children create a coiled pot and decorate it in a traditional delftware style



PE

Children will be taught ...

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, such as basketball, cricket, football, netball, rounders and tennis, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

PSHE

Children will be taught to...

- give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- encourage and support the development of social skills and social awareness
- enable pupils to make sense of their own personal and social experiences
- promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle
- enable effective interpersonal relationships and develop a caring attitude towards others
- encourage a caring attitude towards and responsibility for the environment
- help our pupils understand and manage their feelings
- understand how society works and the rights and responsibilities involved
- develop good relationships with other members of the school and the wider community
- appreciate and inherit the Cornerstone Academy Trust School core values 'Fortune Favours the Brave' into their own philosophy
- develop positive learning behaviours



Design & Technology

Children will be taught ...

Global Enterprise Competition

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Eggy Challenge—Create a Powered Buggy

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- understand how key events and individuals in design and technology have helped shape the world
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages.]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] to power or decorate their buggy
- apply their understanding of computing to program, monitor and control their products

Broadclyst Cook-Off

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed



Outdoor Learning

Developing crucial life skills

Children will be taught to....

- make emergency phone calls
- use beeches safely
- maintain good levels of hygiene
- act responsibly around electricity
- avoid creating fire hazards
- take part in outdoor and adventurous activity challenges both individually and within a team at Heatree.
- grow the necessary vegetables to create this to create a main meal to eat

Project Based Learning

Children will complete projects:

- **Global Enterprise Challenge** Pupils will learn about the workings of a business and become young entrepreneurs when designing and selling a product of their own creation. They will make complete product research, design prototypes and take them to the 'Dragon's Den' to apply for money. They will then produce their product and compete to sell the most against teams from around the globe.
- **Extreme Animal Illustrated E-book:** Pupils will create E-Books about a chosen extreme animal. They will research facts about the animal's habitat, diet and ecology. They will also use Fresh Paint digital art programme to illustrate their E-Book.
- **Kings & Queens:** Pupils will visit Parliament, Buckingham Palace and the Tower of London and learn about the Kings and Queens of Britain throughout the ages. They will create biographies in the style of Horrible Histories and timeline the Monarchs on the throne.