

# A Bespoke Curriculum



December 2021 update

# Basic principles

1. Learning is a change to long-term memory.
2. Our aims are to ensure that our students experience a wide breadth of study and have, by the end of each key stage, long term memory of an ambitious body of procedural and semantic knowledge.

# Appropriate experiences

We have developed four curriculum drivers that shape our curriculum, bring about the aims and values of our school, and to respond to the particular needs of our community:

# Curriculum model

- Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.
- Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
- Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.



# **What drives our curriculum?**

**Which challenges and opportunities do the backgrounds of our pupil present?**

**How can we best champion the culture and climate we value?**

**Do we make the most of our local and regional location?**

# Our Recovery Curriculum for a Safe and Successful Return to School



# Developing Character through Commando Joe's

Intent

*'There is growing evidence showing that developing character traits in young people can help them achieve and develop'*

*'Character Education is at the heart of successful learning – acting as a foundation for both personal achievement and interpersonal relationships'*

COJO RESPECT Core Characters	COJO RESPECT Character Behaviour Traits
Resilience	Determined; self controlled; persistent; courageous; diligent; perseveres
Empathy	Just (fair); compassionate (forgiveness); kind; courteous; unselfish
Self Aware	Self confident; self-disciplined; honest; humorous; humility; adaptable
Passion	Gratitude; motivated; positive attitude; inspires; will power
Excellence	Creative; curious; inquires; pride; critical thinking
Communication	Listens: influences; feedback; reflective; evaluative; presence
Teamwork	Cooperates; responsible; cares; decision makes; helpful; unity; patient



Department  
for Education



COMMANDO  
JOE'S

# Cultural capital

Cultural capital is the background knowledge of the world pupils need to infer meaning from what they read. It includes vocabulary which, in turn, helps pupils to express themselves in a sophisticated, mature way.



# Every Child's Curriculum Breadth Entitlement During their WHPS Journey

**Intent**

1. Travel on a train
2. Go sightseeing in London
3. Walk on the beach with no shoes
4. Learn First Aid
5. Write to a penfriend
6. Travel on a boat
7. Have a sleepover in a tent, school or museum
8. Assemble flat pack furniture
9. Go fruit picking/foraging
10. Cook a meal
11. Make a den in the woods
12. Support a local charity
13. Attend a sporting event
14. Watch a sunset and sunrise
15. Cook on a campfire
16. Go crabbing
17. Check out the crazy creatures in a rock pool
18. Have a conker fight
19. Visit a theatre
20. Eat in a restaurant and use table etiquette
21. Perform to an audience outside school
22. Taste food from other cultures
23. Plant a tree
24. Organise a fundraising event
25. Visit an art gallery



26. Make a Speech
27. Fly a kite
28. Visit Parliament
29. Engage in philosophy
30. Go star gazing
31. Visit a World Heritage Site
32. Record a podcast
33. Visit a farm and feed an animal
34. Plant it, grow it, eat it
35. Enter a writing competition
36. Visit an old peoples home
37. Walk a dog
38. Host a social event for senior citizens
39. Go for a night walk
40. Light a fire
41. Visit a multi activity centre
42. Climb a tree
43. Find your way with a map and a compass
44. Go bird watching
45. Care for an animal
46. Carry out a random act of kindness
47. Do a litter pick
48. Have a teddy bears picnic in a park
49. Make a home for wildlife
50. Visit places of worship

## Educational Visits Overview

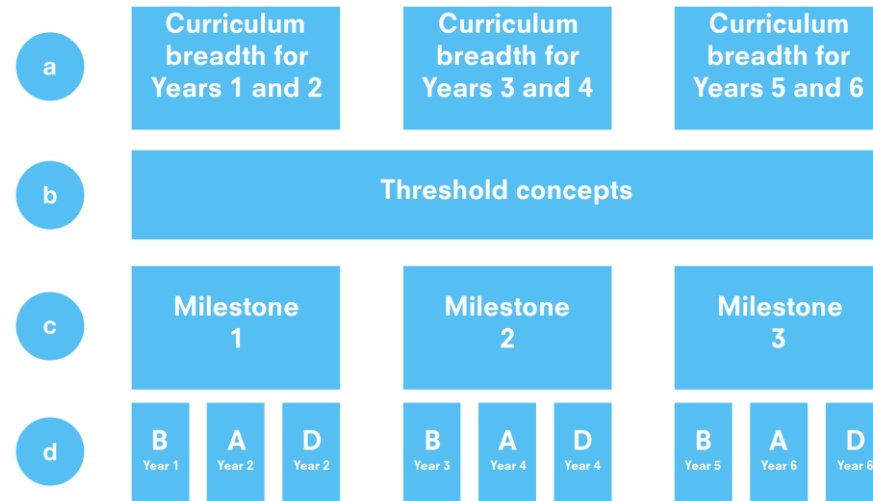
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR R</b>	Village Exploration			Farm Visit		Thorndon Country Park Woodland Visit
<b>YEAR 1</b>	Seaside Visit (Art)	Car Visit (Barnards Farm)	Woodland Visit	Visit Wind Turbine (STEAM)	Hyde Hall (The Beauty of Flowers)	Library Visit (Summer Reading)
<b>YEAR 2</b>	Church Visit (Special Places)	Coastal Scene (art)	Colchester Zoo	Chelmsford Museum (radio)	Visit the Monument (Great Fire of London)	Thetford (Art)
<b>YEAR 3</b>	Visit a Castle (Leeds Castle or Hever Castle)	Visit a Mandir	Day of Travel	Maritime Museum (Ernest Shackleton)	Mountfitchet Castle (Vikings & Anglo Saxons)	Visit a Theatre
<b>YEAR 4</b>		Visit a War Memorial	Gallery Visit	Visit a Synagogue	Visit a Mosque	School Sleepover
<b>YEAR 5 &amp; 6 A</b>	Globe Theatre & Golden Hinde Southwark (The Tudors)	Imperial War Museum (2 <sup>nd</sup> Word War & Conflict)	Multi Activity Overnight	Natural History Museum	Sports Event	Food and Farming Day
<b>YEAR 5 &amp; 6 B</b>	Ironbridge Residential	Maldon Military Museum (WW2)	Science Museum (Cross Curricular)	London Sight Seeing	Bletchley Park (Computing)	Restaurant Visit (STEAM – Come dine with me)

**A coherently planned academic curriculum underpinned by the four drivers, our academic curriculum sets out:**

- a clear list of the breadth of topics that will be covered;
- the ‘threshold concepts’ pupils should understand;
- criteria for progression within the threshold. concepts;
- criteria for depth of understanding.

# The diagram below shows model of our curriculum structure:

Intent



a) The curriculum breadth for each year group ensures each teacher has clarity as to what to cover. As well as providing the key knowledge within subjects it also provides for pupils' growing cultural capital.

b) Threshold concepts are the key disciplinary aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated many times in each topic.

c) Milestones define the standards for the threshold concepts.

d) Depth: we expect pupils in year 1 of the milestone to develop a Basic (B) understanding of the concepts and an Advancing (A) or Deep (D) understanding in Year 2 of the milestone. Phase one (Years 1, 3 and 5) in a Milestone is the knowledge building phase that provides the fundamental foundations for later application. LEARNING AT THIS STAGE MUST NOT BE RUSHED and will involve a high degree of repetition so that knowledge enters pupils' long-term memory. if all of the core knowledge is acquired quickly, teachers create extended knowledge.

# Sustained mastery

Nothing is learned unless it rests in pupils' long-term memories. This does not happen, and cannot be assessed, in the short term. Assessment, therefore answers two main questions: '***How well are pupils coping with curriculum content?***' and '***How well are they retaining previously taught content?***'

# Implementation

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- 1) Learning is most effective with spaced repetition.
- 2) Interleaving helps pupils to discriminate between topics and aids long-term retention.
- 3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.

Some of our content is subject specific, whilst other content is combined in a cross-curricular approach.

Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practise for previously learned content.

# What drives our curriculum?

Intent

## OUR CURRICULUM DRIVERS 2021 - 2022

Driver	Reason
<b>Mental Wellbeing &amp; Recovery</b>	<p>Some of our pupils lack:</p> <p>Good Mental Health      Digital/Real Life Balance      Good Self Esteem</p> <p>Strategies to stay Mentally Healthy      Character      Positive Recent Life Experiences</p>
<b>Problem Solving</b>	<p>Some of our pupils lack:</p> <p>Independence      Organisational Skills      Resilience</p> <p>Growth Mindset      Personal Responsibility</p>
<b>Possibilities</b>	<p>Some of our pupils lack:</p> <p>Aspiration      Ambition      The desire to challenge themselves</p> <p>Pride in their work      Breadth of Cultural Experiences</p>
<b>Global Identity</b>	<p>Some of our pupils lack:</p> <p>A sense of where they live      An awareness of the diversity in their community, the UK and the wider World</p> <p>Pride in their Heritage      Geographical Knowledge      An understanding of equality and equity</p>
<b>Social Skills</b>	<p>Some of our pupils lack:</p> <p>Confidence when Speaking      Social Confidence      An understanding of how to adapt their speech.</p> <p>Appropriate Manners and Courtesy.      Opportunities to talk in a range of social situations      Table Manners and Etiquette</p>

# Curriculum Layers

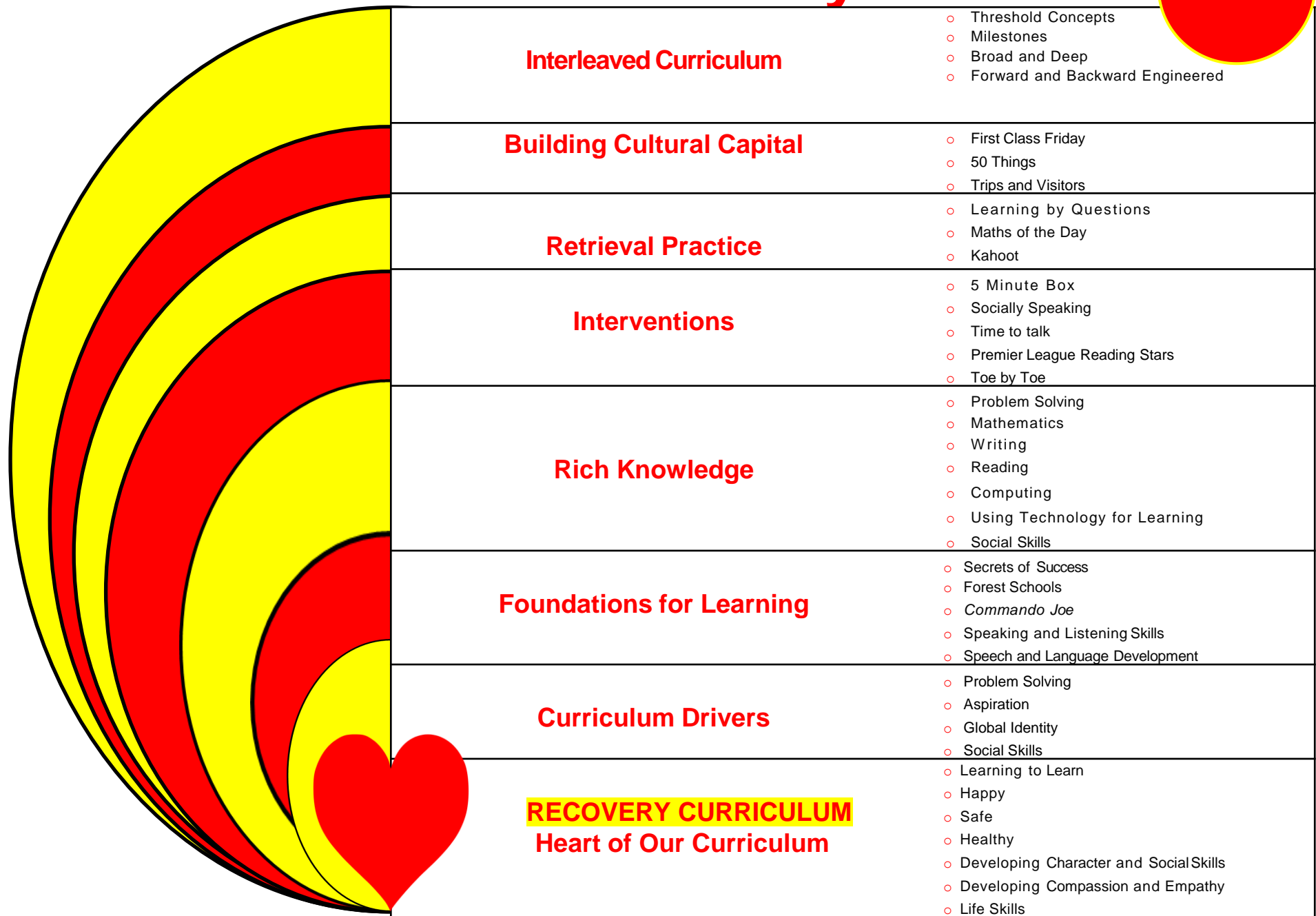
Intent





# Curriculum Layers

Implementation





Implementation

# *Curriculum Overviews*

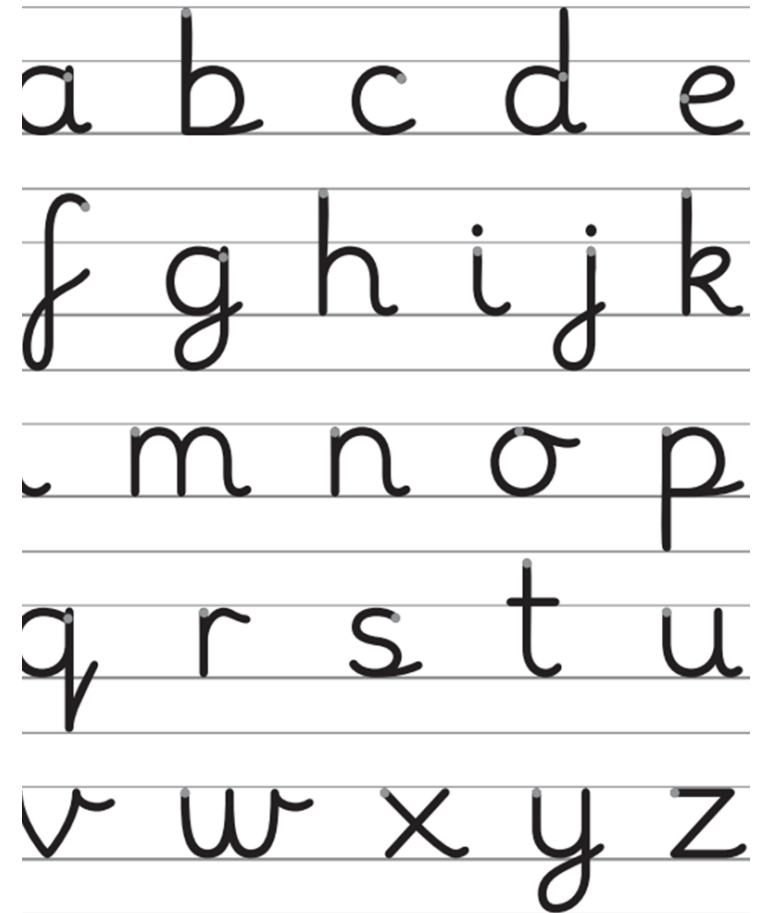
## SPECIAL EVENTS OVERVIEW September 2021 – July 2022

Autumn	<p>Teaching Assistants Day -September 16<sup>th</sup></p> <p>Recycle Week – 20<sup>th</sup> – 26<sup>th</sup> September</p> <p>October – Black History Month</p> <p>World teachers Day – 5<sup>th</sup> October</p> <p>Show Racism the Red Card Day -22<sup>nd</sup> October</p>   	<p>Armistice Day – 11<sup>th</sup> November</p> <p>Odd Socks Day – 15<sup>th</sup> November</p> <p>Anti Bullying Week – 15<sup>th</sup> – 19<sup>th</sup> November</p> <p>Children in Need Day – 19<sup>th</sup> November</p>    
Spring	<p>Spread the Happiness Award</p> <p>Number Day – 4<sup>th</sup> February</p> <p>Safer Internet Day – 9<sup>th</sup> February</p>   	<p>World Book Day – 3<sup>rd</sup> March</p> <p>British Science Week – 11<sup>th</sup>-20<sup>th</sup> March</p> <p>Red Nose Day – Friday 18<sup>th</sup> March 2022</p> <p>World Poetry Day -21<sup>st</sup> March</p> <p>Women in School Day – 25<sup>th</sup> March</p>     
Summer	<p>Earth Day – 22<sup>nd</sup> April</p> <p>World Bee Day – 20<sup>th</sup> May</p> <p>Queens Platinum Jubilee Celebration – 27<sup>th</sup> May</p>   	<p>Men in School Day – 17<sup>th</sup> June</p> <p>International Heritage Day – 8 June</p> <p>SPORTS DAYS – 22<sup>nd</sup> June</p> <p>Schools 60<sup>th</sup> Anniversary Celebrations</p>    

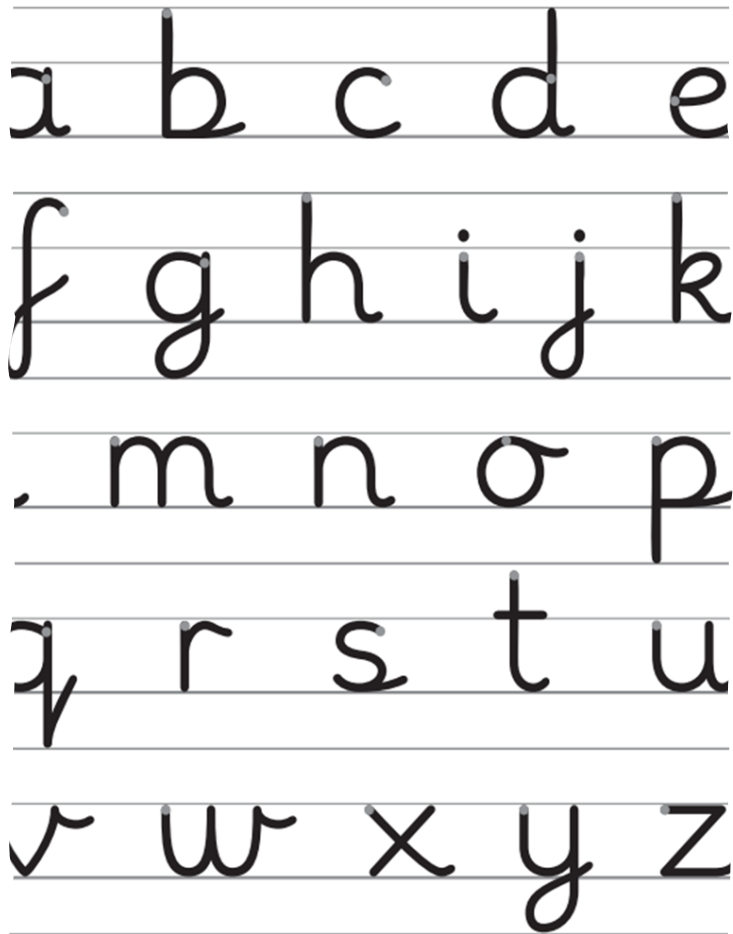
# Handwriting Progression

## FOUNDATION:

- For our youngest pupils we aim for two to three weekly sessions totalling 30 to 45 minutes that will include the following;
- Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.



# Handwriting Progression



## YEARS 1 TO 3:

- Tuition will continue with two or three weekly sessions totalling 30 to 45 minutes covering:
- Gross and fine motor skills exercises.
- Cursive handwriting reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.

# Handwriting Progression

## YEARS 4 TO 6:

- More advanced handwriting techniques will be taught during two or three weekly sessions totalling 30 to 45 minutes teaching:
- Cursive handwriting re-enforcement.
- Form-filling/labelling using printed and capital letters.
- Dictation exercises to teach the need for quick notes and speedy handwriting writing



## Reading Overview

Implementation

KS1 Reading	KS2 Reading
<p style="text-align: center;"><u>Phonics book</u></p> <p><b>Age 4–5</b>  School Year: Reception  Band: Lilac, Pink, Red, Yellow, Light Blue</p> <p><b>Age 5–6</b>  School Year: 1  Band: Blue, Green, Orange</p> <p><b>Age 6 – 7</b>  School Year: 2  Band: Turquoise, Purple, Gold, White</p> <p>Children take 2 books home. One book matched to their phonics ability and a free choice comprehension book from the same colour band.</p> <p>Children move onto Accelerated Reader after white books ( band 11) .</p>	<p style="text-align: center;"><u>Accelerated reader</u></p> <p>The children will sit an assessment which will give them a <b>Zone of Proximal Development (ZPD)</b> which defines the readability range from which students should be selecting books in order to achieve optimal growth in <b>reading</b> skills. Children will then complete a quiz after each book which will demonstrate when they are ready to move to the next ZPD.</p>

## Reading Overview



Implementation

Whole class guided reading – at least once a week  
Individual reading - 4 x a week.

### **Whole class guided reading**

Instead of guided reading groups and a carousel of activities, pupils have reading lessons as a whole class.

These lessons are built around the teacher reading high-quality and challenging texts, which are dissected by the class through high-level questioning and discussion include a range of activities – not all of which have to have a written outcome – that enable pupils to develop their vocabulary and comprehension skills do not require you to group pupils by ability.

### **RIC reading lesson starters**

RIC starters are short tasks at the beginning of a whole-class reading session which help children practise the most important reading skills. RIC stands for retrieve, interpret and choice. These activities require children to read, watch, observe or listen to a stimulus, often a piece of media, and then answer some questions.

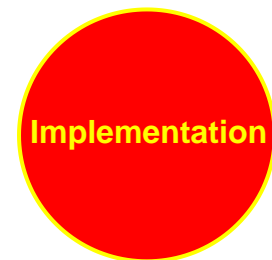




# Physical Education Overview

Implementation

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reception	Introduction to PE : Unit 1	Introduction to PE : Unit 2	Ball Skills	Target Games	Gymnastics	Athletics
	Fundamentals : Unit 1	Fundamentals : Unit 2	Fundamentals of Movement	Invasion Games	Net & Wall Games	Ball Skills
	+	Dance	+	+	+	+
Year 1	Fundamentals	Sending and Receiving	Ball Skills	Target Games	Gymnastics	Athletics
	Ball Skills	Gymnastics	Fundamentals of Movement	Invasion Games	Net and Wall	Ball Skills
	+	+	+	+	Dance	+
Year 2	Fundamentals	Ball Skills	Ball Skills	Target Games	Gymnastics	Athletics
	Dance	Sending and Receiving	Fundamentals of Movement	Invasion Games	Net and Wall	Ball Skills
	+	+	+	+	+	Dance
Year 3	Ball Skills Y3/4	Tag Rugby	Fitness	Netball	Cricket	Athletics
	Gymnastics	Dance	Football	Tag Rugby	Gymnastics	Rounders
	+	+	Dance	+	Dance	+
Year 4	Hockey	Football	Fitness	Netball	Cricket	Athletics
	Gymnastics	Dance	Football	Tag Rugby	Gymnastics	Rounders
	+	+	+	+	+	+
Year 5	Tag Rugby	Netball	Fitness	Netball	Tennis	Athletics
	Dodgeball	Dance	Football	Tag Rugby	Hockey	Rounders
	+	+	Swimming	Swimming	+	+
Year 6	Tag Rugby	Netball	Fitness	Netball	Tennis	Athletics
	Dodgeball	Dance	Football	Tag Rugby	Hockey	Rounders
	+	Swimming	+	+	+	Dance



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
AM <i>Barnards Farm</i> <i>Usually</i>	Year 6	Year 5	Year 4	Year 5	Year 4	Year 6
PM <i>On Site</i> <i>Usually</i>	Year 3	Year 1	Year 2	Year 3	Year 1	Year 2
	Year R to take part on Forest Schools with a Continuous Provision Approach					

# First Class Friday

Implementation

## Intent

- Enrich the curriculum (Drivers)
- Provide opportunities for integration
- Benefits of vertical grouping
- Relationship with a range of adults
- Teachers not 'pigeon holed'
- Raise the profile of LSA's
- Exploit hidden talents and passions
- Encourage trying new things
- Push through our 'Drivers'

## Implementation

- High Quality Curriculum Content.
- Consider BAD
- Plan ahead
- Consider DRIVERS
  - *Problem Solving*
  - *Aspiration*
  - *Social Skills*
  - *Global Identity*
- Opportunities for applying basic skills

## Implementation Ideas

- Games and social skills  
*e.g. board games, card games*
- A new sport or greater depth  
*e.g. speed stacks, table tennis, darts*
- An specific art or craft *e.g. knitting, crochet, origami*
- Collaborate with a visiting expert.
- Explore use of a resource we already have (Greater Depth)
- Delve into cupboards – what's forgotten
- FIND A PASSION!

# French Curriculum overview

	Year 1 & 2	Year 3	Year 4	Year 5/6 A	Year 5/6 B
Autumn					
Autumn 1	About me	How I look	Going to school	Useful phrases	More about school
Autumn 2			Going to work	More about food and mealtimes	Our world
Spring					
Spring 1	Hobbies and pets	Animals	Around the world	Around the house	Describing people and things
Spring 2			Healthy lifestyle	Music and celebrations	Technology
Summer					
Summer 1	Where I live	Food and drinks	Clothes and shopping	On the way to school	The environment
Summer 2			Weather	Seasons and holidays	Hygiene and healthcare

# COJO Overview

## 'Characters' as relevant role models

	TOPIC CHARACTER	TOPIC CHARACTER	TOPIC CHARACTER
Year 1 topic CHARACTERS	Traditional Tale 'Once Upon a Time'	Lion and me 'Circle of Life'	Steve Backshall 'A walk on the Wildside'
Year 23 topic CHARACTERS	The Queen 'The Longest Reign'	Pocahontas 'Troubles in the Tribe'	Samuel Pepys 'Londons Burning'
Year 3 topic CHARACTERS	Ed Stafford 'Walking the Amazon'	Ernest Shackleton 'Endurance'	Nellie Bly 'Around the World in 72 Days'
Year 4 topic CHARACTERS	Levison Wood 'Survival'	Kira Salak 'Gorilla in the Mist'	Leif Erikson 'Voyage of Discovery'
Year 5 topic CHARACTERS	Tim Peak 'Blast off!'	Ranulph Fiennes 'Transglobe Adventure'	Spartacus 'Romans Revolt'
Year 6 topic CHARACTERS	Nancy Wake 'The White Mouse'	Amelia Earhart 'Final Flight'	Ibn Battuta 'Eastern Odyssey'



# Performance overview



Year Group	Performances					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Harvest Festival	Nativity			Class Celebration	
1	Harvest Festival	Nativity (Props and Scenery)			Class Celebration	
2	Harvest Festival	Nativity (Narration)			Class Celebration	
3		Festival of Remembrance Christmas Concert		Easter Concert at Care Home		End of Year Show
4		Festival of Remembrance Christmas Concert		Easter Concert at Care Home		End of Year Show
5	Ironbridge Sing-a-long Ironbridge Celebration	Festival of Remembrance Christmas Concert & Carol Singing	Young Voices			End of Year Show
6	Ironbridge Sing-a-long Ironbridge Celebration	Festival of Remembrance Christmas Concert & Carol Singing	Christmas Concert & Carol Singing	Young Voices		End of Year Show

## Educational Visits Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR R</b>						
<b>YEAR 1</b>	Seaside Visit (Art)	Car Visit (Barnards Farm)	Woodland Visit	Visit Wind Turbine (STEAM)	Hyde Hall (The Beauty of Flowers)	
<b>YEAR 2</b>	Church Visit (Special Places)	Coastal Scene (art)	Colchester Zoo	Chelmsford Museum (radio)	Visit the Monument (Great Fire of London)	Flatford Mill (Art)
<b>YEAR 3</b>		Visit a Castle	Day of Travel	Maritime Museum (Ernest Shackleton)	Mountfitchet Castle (Vikings & Anglo Saxons)	Visit a Mandir
<b>YEAR 4</b>	School Sleepover		Gallery Visit	Visit a Synagogue	Visit a Mosque	
<b>YEAR 5 &amp; 6 A</b>	Globe Theatre & Golden Hinde Southwark (The Tudors)	Imperial War Museum (2 <sup>nd</sup> Word War & Conflict)	Multi Activity Overnight			Food and Farming Day
<b>YEAR 5 &amp; 6 B</b>	Ironbridge Residential	Maldon Military Museum (WW2)	Science Museum (Cross Curricular)	London Sight Seeing	Bletchley Park (Computing)	Restaurant Visit (STEAM – Come dine with me)



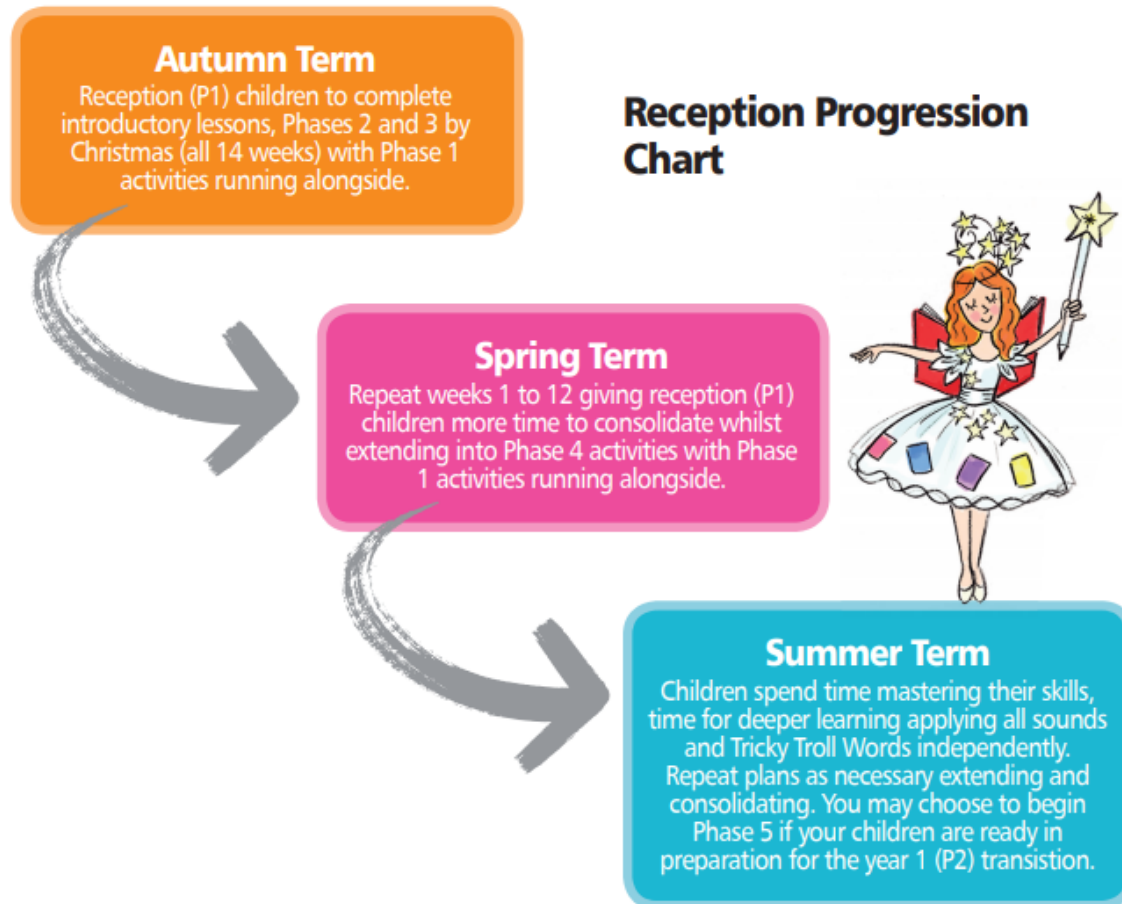
Implementation

# ***Acorn Class***

## **Year R**



## Phonics Progression - Reception



Term Creative Theme	Autumn 1 I am a superhero	Autumn 2 Celebrations
Communication and language	I will listen to superhero stories. I will respond to instructions. I can use language in my superhero role play.	I will be learning to take turns in conversations and during activities with other children. I will use talk to sequence events.
Physical development	I can move in different superhero ways. I can jump and land correctly. I can move around an outside space carefully. I can show how to remain healthy.	I will be learning how to use a range of tools effectively. I will begin to form letters correctly. I will travel with confidence.
Personal, social, and emotional development	I can talk about my own superpowers. I can follow classroom rules. I can listen to others.	I will be learning how to express my emotions, views and thoughts in an appropriate way.
Learning to Learn	Circle Time	
Literacy	I will continue rhyming stings. I will hear and say initial sounds. I will begin to read some words I will use emergent writing.	I will be learning to speak to a range of audiences speaking confidently. I will be learning to read a range of sounds, letters and words including high frequency words. I will be writing a range of letters and beginning to write some words.
Quality Texts (this list is not exhaustive)	Supertato Shhh! – to share with parents on a Spread the Happiness day Superworm Michael Recycle and Litterbug Doug Eliot, Midnight Superhero	Handa's Surprise Rameena's Ramadan Lighting a Lamp Amma, Tell me about Diwali Hanukkah Bear Email Jesus @Bethlehem Dear Santa
Mathematics	We follow White Rose Maths, Maths of the Day & Spread the Happiness Make Maths Magic ELG	
Understanding the world	I will discuss some of the things which make me unique. I will use a simple computer programme to type my name.	I will be learning how to celebrate a range of festivals. I will be learning to show respect for others beliefs, religions and cultures.
Now Press Play	People who help us	Christmas Story
COJO	Resilience Incy Wincy Spider	Empathy Jack and Jill
Expressive arts and design	I will mix colours. I can use different materials. I can make representations of people. I can use the correct colour in my work. I can play superheroes in my role play.	I will perform a range of songs and dances. I will explore instrumental sounds. I will use a range of tools independently. I will learn to combine my creative skills and imagination. I will perform as part of a collaborative group.
Awesome Art		Wassily Kandinsky Squares with Concentric Circles

Term Creative Theme	Spring 2 Deadly Dinosaurs	Spring 1 Once upon a time
Communication and language	I will mostly use past, present and future forms accurately when talking about events. I will listen and do for a short period of time. I will extend vocabulary.	I will answer 'how' and 'why' questions in response to stories or events. I will follow stories without props or pictures/ I will use a storyline with in my play.
Physical development	I will show increasing control over an object in pushing, patting, throwing, catching or kicking it. I can transport equipment safely around the classroom. I will learn about different dinosaurs and their food choices.	I will be using simple tools to effect change to materials. I will jump off an object and land appropriately. I will manage some risks.
Personal, social, and emotional development	I will take steps to resolve conflict with other children.	I will explain my own knowledge and understanding. I will try new activities and explore new ideas.
Learning to Learn	Learning to Learn	
Literacy	I will enjoy an increasing number of books. I will know that information can be retrieved from books and computers. I will attempt to write short sentences.	I will label. I will write captions. I will recognise rhyme and repetition. I will use my phonic knowledge to decode.
Quality Texts (this list is not exhaustive)	Tyrannosaurus Drip Crunch Crunch Dinosaur Lunch The Dirty Great Dinosaur The National Geographic Dinosaurs Gigantosaurus	
Mathematics	We follow White Rose Maths, Maths of the Day & Spread the Happiness Make Maths Magic ELG	We follow White Rose Maths, Maths of the Day & Spread the Happiness Make Maths Magic Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding the world	I will learn about change and why we no longer have dinosaurs. I will make observations of animals and plants and why some things occur.	I will explain why some things occur and talk about changes. I will respond to open-ended questions, such as "How can we...?" or "What would happen if...?".
Now Press Play	Dinosaurs	Gingerbread man
COJO	Positivity Humpty Dumpty	Excellence Twinkle Twinkle Little Star
Expressive arts and design	I will play cooperatively as part of a group to develop and act out a narrative. I will use appropriate resources and adapt work where necessary.	I will construct with a purpose in mind.
Awesome Art		Vincent Van Gogh Starry Night

Term Creative Theme	Summer 1 – ELG Life at sea	Summer 2 - ELG Minibeasts
<b>Communication and language</b>	<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	
<b>Physical development</b>	<p>Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	
<b>Personal, social, and emotional development</b>	<p>Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.</p> <p>Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Children play cooperatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p>	
<b>Learning to Learn</b>	Secrets of Success	
<b>Literacy</b>	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	
<b>Quality Texts (this list is not exhaustive)</b>	The Rainbow Fish Goodnight Pirate Plunge into the Pirate Pool Commotion in the Ocean	
<b>Mathematics</b>	<p>We follow White Rose Maths, Maths of the Day &amp; Spread the Happiness Make Maths Magic</p> <p>Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	
<b>Understanding the world</b>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	
<b>Now Press Play</b>	Under the Sea	Minibeasts
<b>COJO</b>	Teamwork Row Row Row Your Boat	Communication Three Blind Mice
<b>Expressive arts and design</b>	<p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	
<b>Awesome Art</b>		Claude Monet Water Lilies

Implementation

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11 Week 12

Autumn

Place Value - Numbers to 5  
Addition and Subtraction - Sorting  
Place Value - Comparing groups  
Addition and Subtraction - Change within 5  
Measurement - Time

Spring

Addition and Subtraction - Numbers to 5  
Place Value - Numbers to 10  
Addition and Subtraction - Addition to 10  
Geometry - Shape and space

Summer

Geometry - Exploring patterns  
Addition and Subtraction - Count on and back  
Place Value - Numbers to 20  
Multiplication and Division - Numerical patterns  
Measurement - Measure

# Reception Overview

Implementation

Year

Reception

## Numbers

**Children count reliably with numbers from 1 to 20, place them order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.**

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

## Shape, space and measures

**Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore 12 characteristics of everyday objects and shapes and use mathematical language to describe them.**

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as '*behind*' or '*next to*'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.



1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Implementation

Making Relationships	Lessons
<ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say (DM 40-60 months) It's all about...taking part!</li> <li>Explains own knowledge and understanding (DM 40-60 months) It's all about... taking part!</li> <li>Asks appropriate questions of others (DM 40-60 months) It's all about... being smart!</li> <li>Takes steps to resolve conflicts with other children by finding compromises (DM 40-60 months) It's all about...where to start!</li> <li>Plays co-operatively, taking turns with others (ELG) It's all about... taking part!</li> <li>Takes account of one another's ideas about how to organise an activity (ELG) It's all about... having heart!</li> <li>Shows sensitivity to others' needs and feelings and form positive relationships with adults and other children (ELG) It's all about... having heart!</li> </ul>	<p>Lesson 7 'An Old Friend'</p> <p>Lesson 16 'All Join In'</p> <p>Lesson 23 'Eid Mubarak!'</p> <p>Lesson 11 'I Feel Poorly'</p> <p>Lesson 18 'A Piece of Cake'</p> <p>Lesson 4 'It's Your Turn'</p> <p>Lesson 4 'It's Your Turn'</p> <p>Lesson 24 'Playtime Games'</p> <p>Lesson 25 'Litter Bug!'</p> <p>Lesson 10 'Rainy Days'</p> <p>Lesson 19 'Busy Body'</p> <p>Lesson 1 'Hide and Seek'</p> <p>Lesson 7 'An Old Friend'</p> <p>Lesson 14 'Family Fun'</p> <p>Lesson 23 'Eid Mubarak!'</p>

Self Confidence / Awareness	Lessons
<ul style="list-style-type: none"> <li>Confident to speak to others about own needs, wants, interests and opinions (DM 40-60 months) It's all about... being smart!</li> <li>Can describe self in positive terms and talk about abilities (DM 40-60 months) It's all about... being smart!</li> <li>Confident to try new activities (ELG) It's all about...being smart!</li> <li>Says why they like some activities more than others (ELG) It's all about... being smart!</li> <li>Confident to speak in a familiar group (ELG) It's all about... taking part!</li> <li>Talks about their ideas (ELG) It's all about... being smart!</li> <li>Chooses resources they need for their chosen activities (ELG) It's all about... being smart!</li> <li>Says when they do or don't need help (ELG) It's all about... being smart!</li> </ul>	<p>Lesson 3 'I Like...'</p> <p>Lesson 10 'Rainy Days'</p> <p>Lesson 25 'Litter Bug!'</p> <p>Lesson 8 'Me and You'</p> <p>Lesson 15 'One Gold Star'</p> <p>Lesson 6 'Taking the Plunge'</p> <p>Lesson 2 'Nan's House'</p> <p>Lesson 10 'Rainy Days'</p> <p>Lesson 10 'Rainy Days'</p> <p>Lesson 18 'A Piece of Cake'</p> <p>Lesson 6 'Take the Plunge'</p> <p>Lesson 17 'I'm Stuck'</p> <p>Lesson 21 'Dressing Up'</p> <p>Lesson 22 'E-Safety, Be Safe'</p>

Managing Feelings / Behaviour	Lessons
<ul style="list-style-type: none"> <li>Beginning to be able to negotiate and solve problems without aggression (DM 40-60 months) It's all about...where to start!</li> <li>Talks about how they and others show feelings (ELG) It's all about... having heart!</li> <li>Talks about their own and others' behaviour and its consequences (ELG) It's all about... being smart!</li> <li>Works as part of a group or class, and understands and follows the rules (ELG) It's all about... taking part!</li> </ul>	<p>Lesson 5 'What a Problem'</p> <p>Lesson 25 'Litter Bug!'</p> <p>Lesson 2 'Nan's House'</p> <p>Lesson 20 'The New Pet'</p> <p>Lesson 12 'Clean and Tidy'</p> <p>Lesson 13 'Bully Boy'</p> <p>Lesson 24 'Playtime Games'</p> <p>Lesson 9 'Stick to the Rules'</p>





# ***Birch Class***

## **Year 1**



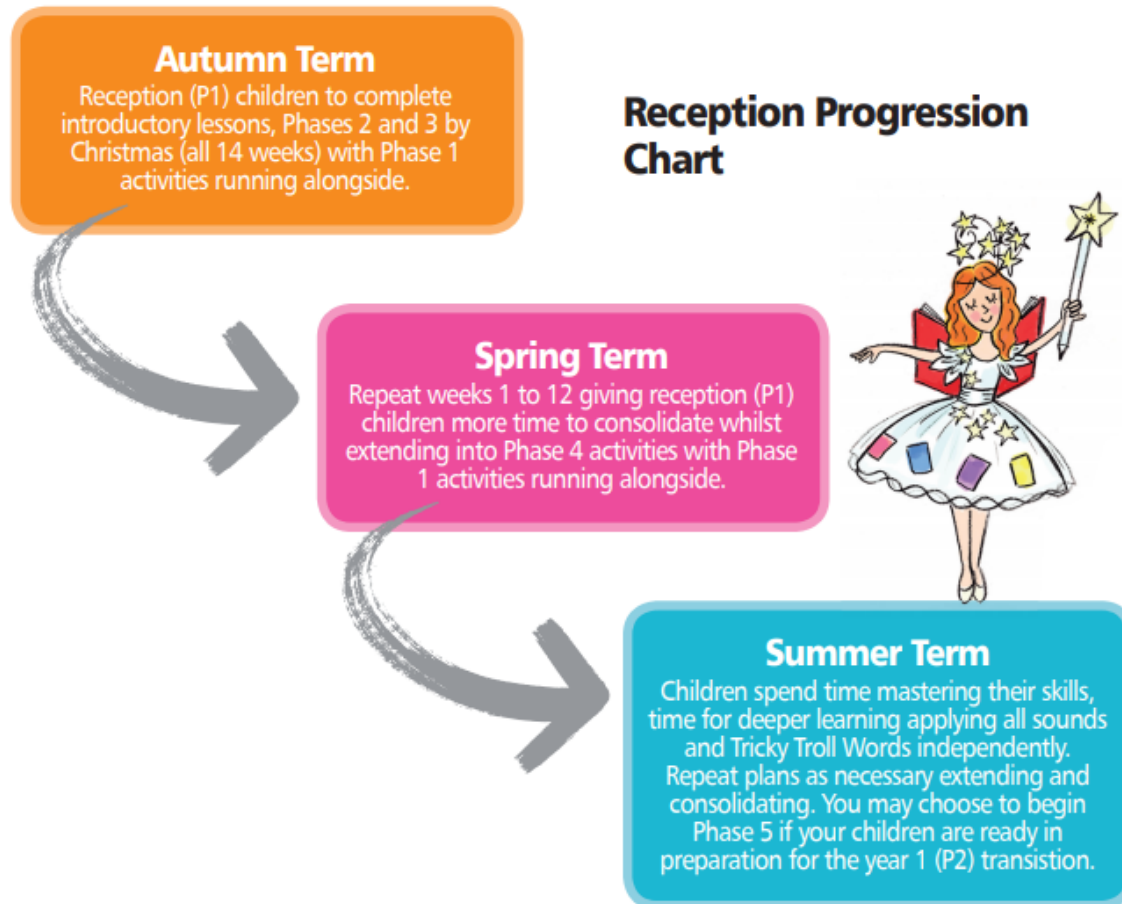
Year 1 (Milestone 1)				
	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
Autumn 1				
Weekly	Computing	Getting started	Computer, login, navigate, mouse, drag, drop, click, cursor	
Weekly	French	About Me	tbc	
Week 1	Wellbeing	My World	Feelings, Healthy, Relax	NPP Superheroes
Week 2	Scientists	Sound	Ears, Hear, Sound, High, Low, Questions	
Week 3	Musicians	Hey You!	Pulse, Rhythm, Pitch, Singer	
Week 4	Artists	At the Seaside	Inspiration, Artist, Brush, Create, Impressionist	Seaside Visit
Week 5	Geographers	Mapping the World	Place, Map, Atlas, World, Compass, North, East, South, West	NPP Maps No. 18 Have a conker fight
Week 6	Theologists	Special Words and Stories	Special, Bible, Story, Sacred, Holy	No. 12 Support a charity No.26 Make a speech
Week 7	COJO	Traditional Tale ‘ Once Upon a Time’	Dilemmas, Characters attributes, Treasure	
Week 8				
Autumn 2				
Weekly	Computing	Programming: Bee-Bot	Programming, bee-bot, programmer, instruction,	
Weekly	French	About Me	tbc	
Week 1	Historians	Rosa Parks	Past ,Present, Future, Law, Segregation	
Week 2	Scientists	Light	Light, Dark, Electric, Answers	
Week 3	Artists	Portraits	Paint, Tones, Self-portrait, Contours	
Week 4	Geographers	United Kingdom: England	Country, United Kingdom, Archipelago, Human features, Physical features	NPP The UK VR Geography – Europe - UK
Week 5	STEAM	Mechanisms: Wheels and axles	Mechanism, design, test, wheel, axel, diagnose	Car Exhibit Visit – Barnards Farm
Week 6	Musicians	Rhythm In the Way we walk and the Banana rap	Rap,  Improvise, Compose, Melody, Reggae	
Week 7	Performers	Nativity Narration	Rehearse, Narrator, Act, Volume	







### Year 1 (Milestone 1)

Year 1 (Milestone 1)				
	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
Spring 1				
Weekly	Computing	Algorithms unplugged	Algorithm, virtual, steps, input, output, debug	
Weekly	French	Hobbies and Pets		
Week 1	Secrets of Success	Learning to Learn	Goal, Listen, Rules	
Week 2	Geographers	United Kingdom: Scotland	Locate, City, Village, Town	VR Geography – Europe – UK
Week 3	Theologists	Special Things in Nature	Creation, Nature, Festival	
Week 4	Scientists	Habitats	Habitats, Woodland, Pond, Dessert, Equipment	NPP Habitats Woodland Visit No. 23 Plant a tree No.34 Plant it. Grow it, Eat it No.44 Go Bird Watching
Week 5	COJO	Lion and me ‘Circle of Life’	Stampede, Habitat, Terrain, Territory	
Week 6				
Spring 2				
Weekly	Computing	Digital imagery	Image, capture, digital, photography, edit, collage	
Weekly	French	Hobbies and Pets		
Week 1	STEAM	Structures: Constructing a Windmill	Windmill, turbine, construct, template	
Week 2	Artists	In the Dark of the Night	Tones, Symbolise, Expressive, Visual	
Week 3	Scientists	Earth and Space	Summer, Spring, Autumn, Winter, Sun, Day, Moon, Results	NPP Seasons VR – Physics – Space 3D
Week 4	Historians	Neil Armstrong & The Moon Landing	Exploration, Observe , Recent, Timeline	NPP Neil Armstrong
Week 5	Musicians	In the Groove	Latin, Irish Folk, Funk, Pulse, Rhythm	

Year 1 (Milestone 1)				
	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
Summer 1				
Weekly	Computing	Introduction to Data	Data, gather, database, record	
Weekly	French	Where I Live		
Week 1	STEAM	Textiles: Puppets	Fabric, textile, join, design	No. 48 Have a Teddy Bears Picnic
Week 2	Geographers	United Kingdom: Wales	Surrounding, Environment, Characteristic	VR Geography – Europe – UK
Week 3	Scientists	Plants	Leaves, Flowers, Petals, Fruit, Roots, Bulb, Seed, Trunk, Branches, Stem, Observe	NPP Plants Visit Hyde Hall VR – Biology - plants
Week 4	Artists	The Beauty of Flowers	Visual, Symmetrical, Charcoal, Abstract	Hyde Hall Visit
Week 5	Historians	Florence Nightingale	Legacy, Significant, Change	
Week 6	COJO	Steve Backshall ‘A Walk on the Wildside’	Mission, Expedition, Endangered, Zoologists, Character attributes, Species.	
Week 7				
Summer 2				
Weekly	Computing	Rocket to the Moon	Digital content, online, computational thinking, spreadsheet	
Weekly	French	Where I Live		
Week 1	Historians	Queen Victoria	Decade, Coronation, Monarch, Government	
Week 2	Artists	Food	Experiment, Effect, Baroque, Layers	
Week 3	Scientists	Living Things	Living, Dead, Alive, Sort	NPP Humans VR - Biology
Week 4	Musicians	Your Imagination	Groove, Audience, Imagination.	
Week 5	Geographers	United Kingdom: Northern Island	Rural, Countryside, Investigate	VR Geography – Europe – UK & Ireland
Week 6	Theologists	Special Ways of Living	Charity, Fundraising, Prayers, Good Samaritan	No. 22 Taste food from other countries

## Phonics Progression - Reception



English - Year 1						
	Autumn 1 Key Author 	Autumn 2 Key Author 	Spring 1 Key Author 	Spring 2 Key Author 	Summer 1 Key Author 	Summer 2 Key Author 
<b>Text</b>	<b>Shirley Hughes</b>	<b>Julia Donaldson</b> <i>The Highway Rat</i> <i>The Guffalo</i> <i>The Gruffalo's child</i> <i>Zog</i> <i>Room on the Broom</i> <i>The smeds and smoos</i>	<b>Dr Suess</b> <i>Cat in the hat</i> <i>Green eggs and Ham</i> <i>All the places you will go</i> <i>How the Grinch stole Christmas</i> <i>Fox in socks</i> <i>Horton hears a hoo</i>	<b>Drew Daywalt</b> <i>The day the crayons quit</i> <i>The day the crayons came home</i> <i>The Crayon's Christmas</i> <i>Love from the crayon's</i>	<b>Anthony Browne</b> <i>The Gorilla</i> <i>Into the forest</i> <i>Voices in the park</i> <i>Silly Billy</i>	<b>Allan Ahlberg</b> <i>Funny bones</i> <i>Please Mrs Butler</i> <i>Burglar Bill</i> <i>Each Peach Pear Plum</i> <i>The jolly postman</i> <i>Mrs Wobble the waitress</i>
<b>Fiction Writing</b>	<ul style="list-style-type: none"> <li>Descriptive Writing – sentences / paragraph</li> <li>Traditional tale - COJO</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Poems</li> </ul>	<ul style="list-style-type: none"> <li>Adventure Story</li> </ul>	<ul style="list-style-type: none"> <li>Fantasy Story</li> </ul>	<ul style="list-style-type: none"> <li>Repetitive Narrative Story</li> <li>Compare Stories</li> <li>Descriptive Writing- COJO</li> </ul>	<ul style="list-style-type: none"> <li>Traditional &amp; Ballad Poems</li> </ul>
<b>Non – Fiction Writing</b>	<ul style="list-style-type: none"> <li>Letters - Persuasive</li> <li>Wanted Poster</li> </ul>	<ul style="list-style-type: none"> <li>Instructions</li> <li>Explanation Text</li> <li>Christmas Letter</li> </ul>	<ul style="list-style-type: none"> <li>Instructions</li> <li>Explanation Text</li> <li>Diary - COJO</li> </ul>	<ul style="list-style-type: none"> <li>Explanations</li> <li>Wanted Posters</li> <li>Instructions</li> </ul>	<ul style="list-style-type: none"> <li>Instructions</li> <li>Recounts</li> <li>Explanations</li> </ul>	<ul style="list-style-type: none"> <li>Postcards</li> <li>Instructions</li> <li>Explanations</li> </ul>
<b>Drama /Speaking Opportunities</b>	<ul style="list-style-type: none"> <li>Perform as a character</li> </ul>	<ul style="list-style-type: none"> <li>Perform a Poem</li> <li>Nativity Narration</li> </ul>	<ul style="list-style-type: none"> <li>Act out a Story</li> </ul>	<ul style="list-style-type: none"> <li>Read Story</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate Performances</li> </ul>	<ul style="list-style-type: none"> <li>Perform a Poem</li> </ul>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)				NUMBER BONDS Number: Addition and Subtraction (within 10)					Geometry: Shape	Number: Place Value (within 20)	
Spring	Consolidation	Number: Addition and Subtraction (within 20)			Number: Place Value (within 50)			Measurement: Length and Height	Measurement: Weight and Volume		Consolidation	
Summer	Consolidation	Number: Multiplication and Division			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time	

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

## Year One Overview

Implementation

<b>Autumn 1</b>	Core Theme 3 Unit 1 LESSON 1: Rules / Expectations - We Expect ... Core Theme 3 Unit 1 LESSON 2: Rules / Expectations - Class Charter Core Theme 1 Unit 5 LESSON 6: Internet Safety - E-Safety Core Theme 2 Unit 4 LESSON 1: Friendship - Forever Friends Core Theme 2 Unit 4 LESSON 2: Friendship - Make Friends Core Theme 3 Unit 1 LESSON 3: Taking Turns - It's Your Turn!
<b>Autumn 2</b>	Core Theme 2 Unit 1 LESSON 7: Good Manners - How Rude! Core Theme 1 Unit 4 LESSON 1: Happiness - Smile! Core Theme 1 Unit 4 LESSON 2: Anger - Grrrr! Core Theme 2 Unit 1 LESSON 1: Feelings - How I Feel Core Theme 2 Unit 1 LESSON 2: Responses - You and Me Core Theme 2 Unit 1 LESSON 3: Opinions - I Think...
<b>Spring 1</b>	Core Theme 1 Unit 2 LESSON 4: Washing Hands - Meet Grub! Core Theme 1 Unit 1 LESSON 1: Healthy Eating - Vote Green! Core Theme 1 Unit 1 LESSON 2: Healthy Eating - Meat Eaters Core Theme 1 Unit 1 LESSON 3: Healthy Eating - Party Time! Core Theme 1 Unit 1 LESSON 4: Physical Activity - Get Physical! Core Theme 2 Unit 3 LESSON 2: Comparisons - All the Same
<b>Spring 2</b>	Core Theme 2 Unit 2 LESSON 1: Definition - A Bully is... Core Theme 2 Unit 2 LESSON 2: Unkindness - Blame Game Core Theme 2 Unit 2 LESSON 3: Behaviour - Bullying is... Core Theme 2 Unit 2 LESSON 4: Behaviour - + and - Core Theme 1 Unit 5 LESSON 4: Personal Safety - Secret Surprise Core Theme 1 Unit 5 LESSON 5: Emotional Safety - Getting Help
<b>Summer 1</b>	Core Theme 2 Unit 3 LESSON 6: Kindness - Give a Little Core Theme 2 Unit 4 LESSON 5: Family - My Family Core Theme 2 Unit 4 LESSON 6: Family - Special People Core Theme 3 Unit 1 LESSON 6: Caring - Talking to Plants Core Theme 3 Unit 1 LESSON 4: Lending / Borrowing - The Borrowers Core Theme 3 Unit 1 LESSON 5: Sharing - Share the Booty
<b>Summer 2</b>	Core Theme 1 Unit 5 LESSON 1: Sun Safety - It's a Cover Up! Core Theme 1 Unit 5 LESSON 2: Road Safety - Green X Code Core Theme 3 Unit 3 LESSON 1: Money - Grows on Trees? Core Theme 3 Unit 3 LESSON 2: Money - Coining it in! Core Theme 3 Unit 3 LESSON 3: Money - Keep Money Safe





# ***Willow Class***

## **Year 2**



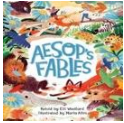





Year 2 (Milestone 1)				
	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Autumn 1</b>				
Weekly	Computing	What is a Computer?	Battery, Buttons, Computer, Desktop, Device, Input, Mouse, Monitor, Output, Technology, Wires	NPP Online Safety
Weekly	French	About Me		
Week 1	Wellbeing	Looking Out	Emotions, Empathy, Growth Mind-set	NPP Mental Health
Week 2	Scientists	Electricity	Series, Circuit, Bulb, Switch, Battery, Wire, Gather	
Week 3	Musicians	Hands, Feet, Heart	Rhythm, Pitch, Improvise, Compose,	
Week 4	Artists	Weather	Texture, Technique, Landscape, Palette knife	No. 11 Make a den in the woods.
Week 5	Geographers	Weather	Atmosphere, Weather, Seasonal, Symbols	No. 27 Fly a kite
Week 6	Theologists	Special Places	Church, Alter, Lectern, Font, Synagogue, Mosque	VR – RE – Places of Worship Local Church Visit No. 50 Visit places of worship
Week 7	STEAM	Structures: Baby Bear's Chair	Materials, strengthening, reinforce, stability	
Week 8	Performers	Harvest Festival	Audience, Purpose, Script, Expression	No. 9 Go fruit picking / foraging No. 10 Cook a meal. No. 18Have a conker fight
<b>Autumn 2</b>				
Weekly	Computing	Word Processing	Touch-type, word processing, edit, cut, copy, paste, document	
Weekly	French	About Me		
Week 1	Historians	The Gunpowder Plot	Parliament, Treason, Democracy, Century	
Week 2	Historians	The First World War	Invade, Artefact, Chronology, Historian, Conflict	VR History – American History VR History – British History
Week 3	Artists	Scenes of the Sea	Line, Primary colours, Secondary colours, Seascape	Coastal Visit No. 3 Walk on the beach bare foot. No. 16 Go crabbing. No. 17 Rock pool No.47 Do a litter pick
Week 4	Geographers	Climate	Temperature, Polar, Equator, Climate	NPP Arctic
Week 5	COJO &History	The Queen 'The Longest Reign'	Decade, Century, Monarch, Coronation, Commonwealth	
Week 6		Queen Elisabeth II		
Week 7	Musicians	Ho Ho Ho	Audience, Question, Answer, Melody, Pulse	

**Year 2 (Milestone 1)**

	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Spring 1</b>				
Weekly	Computing	Programming: Scratch JR	Program, dragging, blocks, sequence	
Weekly	French	Hobbies and Pets		No. 34 Plant it, eat it, grow it
Week 1	Secrets of Success	Learning to Learn	Achieve, Success, Reflect	
Week 2	Scientists	Animals and Humans	Survival, Water, Air, Food, Adult, Baby, Offspring, Hygiene, Identify	NPP Animals No.44 Go Bird Watching No.45 Care for an animal No.37 Walk a dog
Week 3	Scientists	Animals and Humans	Amphibians, Reptiles, Mammals, Carnivores Herbivores, Omnivores, Classify	VR Biology – Animals & Animals 3D VR Biology – Human Anatomy VR Biology – Skulls and Skeletons
Week 4	Musicians	Zootime	Reggae, Dynamics, Tempo, Rhythm	Colchester Zoo Visit
Week 5	Geographers	Australia	Inland, Remote, Plateau, Settlement, Coast	
Week 6	Artists	In the Jungle	Explore, Method, Foreground, Background, Contrast	
<b>Spring 2</b>				
Weekly	Computing	Algorithms and Debugging	Algorithm, prediction, debugging	
Weekly	French	Hobbies and Pets		
Week 1	Historians	The invention of Radio	Influential, Communicate	Chelmsford Museum
Week 2	STEAM	Mechanisms: Fairground Wheel	Wheel, material, assemble, frame, rotate	
Week 3	Theologists	Special People	Characteristics, Sacred, Practices	VR – RE Pilgrimages
Week 4	COJO	Pocahontas	Navigate, Comrade, Mission, Tribe, Heroine, Journey, Explorer	
Week 5		‘Troubles in the tribe’		

**Year 2 (Milestone 1)**

Year 2 (Milestone 1)				
	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
Summer 1				
Weekly	Computing	International Space Station	Sensors, monitors, data	
Weekly	French	Where I live		
Week 1	Geographers	Continents and Oceans	Ocean, Continent, Species	
Week 2	STEAM	Textiles: Pouches	Pouch, running stitch, decoration	
Week 3	Scientists	Forces	Push, Pull, Force, Movement, Gravity, Direction, Evidence	VR Physics – Forces & Motion
Week 4	Geographers	London	Capital City, Population, Cultural, Government	
Week 5	Historians	The Great Fire of London	Eye Witness, Extract	No. 40 Light a fire
Week 6	COJO	Samuel Pepys ‘London’s Burning’	Primary Source, Evidence , Evacuate, Ferocity, Civilians, Extinguish	NPP Great Fire of London
Week 7				
Summer 2				
Weekly	Computing	Stop Motion	Shot, stop motion, animation	
Weekly	French	Where I live		
Week 1	Theologists	Special Symbols and Objects	Symbol, Represent, Crucified	VR – RE – Arts and Culture 3D
Week 2	Artists	Love of Landscape	Landscape, Shadow, Tint, Blend	Thetford No. 42. Climb a tree
Week 3	STEAM	Food: A balanced diet	Combination, ingredient, categorise	No. 34 Plant it, grow it, eat it. No. 48 Teddy bears picnic
Week 4	Musicians	I want to play in a band	Dynamics, Tempo, Perform/Performance, Glockenspiel	
Week 5	Historians	The Plague (Black Death)	Ancient, Recount, Chronicles	
Week 6	STEAM	Mechanisms: Making a moving Monster	Lever, linkage, pivot	

English - Year 2						
	Autumn 1 Key text 	Autumn 2 Author 	Spring 1 Key text 	Spring 2 Read, write, perform 	Summer 1 Key text 	Summer 2 Read, write, perform 
<b>Text</b>	<b><i>Aesop's Fables</i></b> <i>The Fox and the Crow, The Hare and the Tortoise, The Boy who cried Wolf and The Goose that Laid the Golden Eggs.</i>	<b><i>Dick King Smith</i></b> <i>The Hodgeheg</i>	<b><i>Michael Rosen</i></b> <b><i>Poetry</i></b>	<b><i>Crazy Creatures</i></b> <i>Non fiction texts</i>	<b><i>Twisted Tales</i></b> <i>The wolf story – what really happened to little Red Riding Hood. The true story of the three pigs The three little wolves and the big bad pig.</i>	<b><i>London's Burning</i></b> <i>Non-fiction texts.</i>
<b>Fiction Writing</b>	<ul style="list-style-type: none"> <li>Fables</li> <li>Book Review</li> </ul>	<ul style="list-style-type: none"> <li>Adventure Story</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Poems</li> <li>Shape Poems Calligrams</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive Writing</li> <li>Traditional Tales – Pocahontas-COJO</li> </ul>	<ul style="list-style-type: none"> <li>Traditional Story with a twist</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive Writing</li> <li>Rhyme- COJO</li> </ul>
<b>Non – Fiction Writing</b>	<ul style="list-style-type: none"> <li>Explanation Text</li> <li>Letter</li> <li>Instructions</li> </ul>	<ul style="list-style-type: none"> <li>Non – Chronological Report</li> <li>Letter - COJO</li> </ul>	<ul style="list-style-type: none"> <li>Explanation Text</li> <li>Recounts</li> </ul>	<ul style="list-style-type: none"> <li>Non- Chronological Report</li> <li>Instructions</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive Speech</li> <li>Non-chronological Report</li> </ul>	<ul style="list-style-type: none"> <li>News Report</li> <li>Diary</li> <li>Recounts</li> </ul>
<b>Drama / speaking opportunities</b>	<ul style="list-style-type: none"> <li>Harvest Performance</li> <li>Consider thoughts and feelings of characters</li> </ul>	<ul style="list-style-type: none"> <li>Create a Video</li> </ul>	<ul style="list-style-type: none"> <li>Perform a Poem</li> <li>Evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Perform Story</li> <li>Evaluate</li> </ul>	<ul style="list-style-type: none"> <li>News Broadcast</li> </ul>

## Rising stars Spelling – Year 2

Implementation

### Autumn term

#### Can you make a wish?

Focus: revision of Year 1 material

#### Can you create a wish?

Focus: revision of Year 1 material

#### Can you make a mnemonic?

Focus: common exception words

#### Can you help Geoff the giraffe?

Focus: /dʒ/ sound spelled -ge and -dge at the end of words

#### Can you use the /s/ sound?

Focus: /s/ sound spelled 'c' before 'e', 'i' and 'y'

#### Can you guess the silent letter?

Focus: /n/ sound spelled kn- and gn-

#### Can you pair the homophones?

Focus: homophones

#### Can you write words using 'wr'?

Focus: /r/ sound spelled 'wr' at the beginning of words

#### Can you sort the treasure?

Focus: /n/ sound spelled 'o', as in *other, mother, brother*

#### Can you find contractions?

Focus: contractions

#### Can you find your contraction match?

Focus: more contractions

#### Can you find a gerbil in peril?

Focus: words ending -il, as in *pencil, fossil, nostril*

### Spring term

#### Can you link the chain?

Focus: revision of Autumn term

#### Can you complete the word challenge?

Focus: revision of Autumn term

#### Can you guess my word?

Focus: common exception words

#### Can you find the ending?

Focus: the /l/ or /əl/ sound, spelled -le at the end of words

#### Can you compose a story?

Focus: the /l/ or /əl/ sound spelled -el at the end of words

#### Can you find your way through the maze?

Focus: the /l/ or /əl/ sound spelled -al at the end of words

#### Can you match the homophones?

Focus: homophones

#### Can you help the butterfly spell?

Focus: the /ai/ sound spelled -y at the end of words

#### Can you change my 'y'?

Focus: adding -es to nouns and verbs ending in -y

#### Can you help the lazy princess?

Focus: adding -ed, -ing, -er and -est to a root word

#### Can you help the hiker reach the top?

Focus: adding the endings -ing, -ed, -er, -est and -y

#### Can you help the runner?

Focus: adding -ing, -ed, -er, -est and -y to one syllable words

### Summer term

#### Can you reach the jewels?

Focus: revision

#### Can you join four-in-a-row?

Focus: revision

#### Can you find a tricky one?

Focus: common exception words

#### Can you make a rhyme?

Focus: the /ɑ:/ sound spelled 'a' before 'l' and 'll'

#### Can you help the jockey?

Focus: the /i:/ sound spelled -ey, as in *key, donkey, valley*

#### Can you find a path through the swamp?

Focus: the /ɒ/ sound spelled 'a' after 'w' and 'qu'

#### Can you help the worm spell?

Focus: the /ɜ:/ sound spelled 'or' after 'w'

#### Can you give my homework an award?

Focus: the /ɔ:/ sound spelled 'ar' after 'w'

#### Can you find the bubble's secret?

Focus: the /ɜ:/ sound spelled 's', as in *television*

#### Can you spy a suffix?

Focus: suffixes -ment, -ness, -ful, -less and -ly

#### Can you find who it belongs to?

Focus: the possessive apostrophe (singular nouns)

#### Can you help Carnation?

Focus: words ending in -tion, as in *station, fiction, motion*

\* Each focus is a weeks planning.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			NUMBER BONDS Number: Addition and Subtraction					Measurement: Money	Number: Multiplication and Division		Consolidation
Spring	Number: Multiplication and Division				Statistics		Geometry: Properties of Shape		Number: Fractions			
Summer	Measurement: Length and Height		Geometry: Position and Direction		Consolidation and problem solving		Measurement: Time		Measurement: Mass, Capacity and Temperature			Consolidation

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

## Year Two Overview

Implementation

<b>Autumn 1</b>	Core Theme 2 Unit 4 LESSON 3: Friendship - Hola! Bonjour! Core Theme 2 Unit 4 LESSON 4: Friendship - Share Alike Core Theme 2 Unit 3 LESSON 1: Fair and Unfair - It's Not Fair! Core Theme 3 Unit 2 LESSON 1: Our School - Common Goals Core Theme 3 Unit 2 LESSON 2: Belonging - I Belong ... Core Theme 3 Unit 2 LESSON 3: Belonging - Join Our Club! Core Theme 2 Unit 5 LESSON 7: Staying Safe – I Don't Know You
<b>Autumn 2</b>	Core Theme 2 Unit 3 LESSON 4: Right and Wrong - In the Right Core Theme 1 Unit 4 LESSON 5: Consequences - Good v Bad Core Theme 1 Unit 4 LESSON 6: Aspirations - It's a Goal! Core Theme 2 Unit 1 LESSON 4: Co-operation – Negotiation Core Theme 2 Unit 1 LESSON 5: Co-operation - Want to Play? Core Theme 2 Unit 1 LESSON 6: Co-operation - Let's Debate!
<b>Spring 1</b>	Core Theme 1 Unit 2 LESSON 5: Keeping Clean - Bath-time Core Theme 1 Unit 2 LESSON 6: Skin - Skinny Tips Core Theme 1 Unit 2 LESSON 1: Dental Hygiene - Brushing Up! Core Theme 1 Unit 2 LESSON 2: Dental Hygiene - Bright White Core Theme 1 Unit 2 LESSON 3: Dental Hygiene - Top Teeth Core Theme 1 Unit 5 LESSON 3: Drug Safety - Magic Medicine
<b>Spring 2</b>	Core Theme 1 Unit 3 LESSON 1: Similarities and Differences - Boys v Girls Core Theme 1 Unit 3 LESSON 2: The Human Body - Body Bits Core Theme 1 Unit 3 LESSON 3: Growing Up - All Grown Up Core Theme 1 Unit 3 LESSON 4: Changing Needs - I Need Core Theme 1 Unit 1 LESSON 5: Physical Activity - Mighty Muscles Core Theme 1 Unit 1 LESSON 6: Exercise - Workout!
<b>Summer 1</b>	Core Theme 2 Unit 2 LESSON 5: Behaviour - Help Me! Core Theme 2 Unit 3 LESSON 3: Behaviour - In My Shoes Core Theme 2 Unit 3 LESSON 5: Teasing - Cry Baby! Core Theme 3 Unit 2 LESSON 4: Local Citizenship - Our Local Area Core Theme 3 Unit 2 LESSON 5: Local Citizenship - Community Care Core Theme 1 Unit 3 LESSON 5: Responsibility - Who's at Fault?
<b>Summer 2</b>	Core Theme 1 Unit 3 LESSON 6: Emotions – Mood Swings Core Theme 1 Unit 4 LESSON 3: Love - Three Little Words Core Theme 1 Unit 4 LESSON 4: Sadness - How to Cope Core Theme 3 Unit 3 LESSON 4: Money - Shopping List Core Theme 3 Unit 3 LESSON 5: Choices - This or That? Core Theme 3 Unit 3 LESSON 6: Enterprise - Dragons' Den







# ***Sycamore Class***

**Years 3**









Year 3 (Milestone 2)				
	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Autumn 1</b>				
Weekly	Computing	Emailing	Email, sending, attachment, digital	
Weekly	French	How I look	.	
Week 1	Wellbeing	Getting to know me	Wellbeing, Resilience, Communication	
Week 2	Scientists	Light <ul style="list-style-type: none"> <li>• Look at sources, seeing, reflections and shadows.</li> <li>• Explain how light appears to travel in straight lines and how this affects seeing and shadows.</li> </ul>	Reflections, Shadows, Reflective, Prediction, Observations	VR Physics – Sources of lights The Northern Lights
Week 3	Musicians	Glockenspiel Stage 1	Structure, Intro/Introduction, Verse, Chorus	
Week 4	Artists	Abstract Art	Abstract, Geometrical, Spectrum, Hues, Gouache	No. 25 Visit an Art Gallery
Week 5	Geographers	Landscapes	Summit, Magma, Tectonics plates, Landforms	
Week 6	Theologists	Christianity	Advent, Baptism, Disciple, Worship, Vicar, Priest	VR – RE – Weddings
Week 7	Historians	Ancient Egypt	Ancient, BCE, Historical source, Archaeologists, Excavate	NPP Ancient Egypt VR History – Ancient Egypt
Week 8	Geographers	Earthquakes and Volcanoes	Erupt, Dormant, Collision, Meteoric	NPP Natural Disasters
<b>Autumn 2</b>				
Weekly	Computing	Programming: Scratch	Tinker, remix, debug	
Weekly	French	How I look		NPP French Animals
Week 1	Performers	Remembrance	Audience, Purpose, Script, Expression	
Week 2	COJO	'Ed Stafford' Walking The Amazon	Amazon, Rainforest, Adventurer, Determination, Multitude	
Week 3				
Week 4	STEAM	Constructing a castle	Castle, structure, curtain wall	Leeds Castle
Week 5	Musicians	Three Little Birds	Backing vocals, Hook, Riff, Melody, Reggae	No. Bird Watching
Week 6	STEAM	Food: Eating Seasonally	Climate, seasonal	No. 34 Plant it, Grow It, Eat it
Week 7	STEAM	Electrical Systems: Static Electricity	Static, electricity, electrostatic	

Year 3 (Milestone 2)				
	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Spring 1</b>				
Weekly	Computing	Journey Inside a Computer	Tablet, input, output, CPU,	
Weekly	French	Animals		
Week 1	Secrets of Success	Learning to Learn	Practise, Succeed, Successful	
Week 2	Theologists	Buddhism & Sikhism	Equality, Sikh, Sikhism, Meditation, Buddhist, Buddhism	VR – RE – Places of Worship
Week 3	Geographers	Transport	Transport, means, journey, destination, mode,	Day of Travel
Week 4	Scientists	Earth and space • Look at the movement of the Earth and the Moon.	Congestion, Pollution, Networks, International, Destination	NPP Mission to Mars VR – Physics – Space 3D & Space & The Sky at Night
Week 5	Historians	The Roman Empire	Earth, Sun, Moon, Axis, Rotation, Orbit, Enquiry	NPP Roman Britain VR History - Ancient Rome
Week 6	Artists	Myths and Legends	Cause, Consequence, Conquered, Empire, Emperor	
<b>Spring 2</b>				
Weekly	Computing	Networks	Network, information, device, wireless	
Weekly	French	Animals		
Week 1	COJO	Ernest Shackleton 'Endurance'	Terrain, Remote, Pioneer, Exploration, Endurance	
Week 2				Visit maritime Museum
Week 3	Musicians	Dragon Song	Pentatonic scale, Imagination, Pitch, Tempo	
Week 4	STEAM	Mechanical Systems: Pneumatic Toys	Pneumatic, system, assemble, component	
Week 5	Scientists	Plants • Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.	Water transportation, Life cycle, Seed dispersal, Growth, Nutrients, Reproduction, Transportation, Pollination, Conclusion	

**Year 3 (Milestone 2)**

	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Summer 1</b>				
Weekly	Computing	Digital Literacy	Storyboard, footage, trailer, transition	
Weekly	French	Food and Drink		
Week 1	STEAM	Textiles: Cushions	Sew, cross stitch, applique	
Week 2	Scientists	Animals and humans	Muscle, Skelton, Digestive system, Bones, Nutrients	
Week 3	Scientists	<ul style="list-style-type: none"> <li>• Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.</li> <li>• Look at the digestive system in humans.</li> <li>• Look at teeth.</li> </ul>	Vertebrates, Invertebrates, Fair test	<a href="#">No. 4 Learn First Aid</a>
Week 4	Artists	Animals	Layers, Masterpiece, Credited, Form	
Week 5	Historians	Vikings and Anglo Saxons	Locality, Primary sources, Secondary sources, Medieval	<a href="#">NPP Anglo Saxons</a> <a href="#">NPP Vikings</a> Mountfitchet Castle
Week 6	Geographers	Landscapes	Landforms, Source, Reaches, Meanders, Deltas	
Week 7	Theologists	Hinduism	Hindu, Hinduism, Offering, Gods, Goddesses, Shrine	Visit a Mandir <a href="#">No. 50 Visit a place of worship</a>
<b>Summer 2</b>				
Weekly	Computing	Top Trumps Databases	Records, file, fields, data, database	
Weekly	French	Food and Drink		
Week 1	COJO	Nellie Bly 'Around the World in 72 Days'	Treacherous, Journalist, Perseverance, Architects	
Week 2				
Week 3	Scientists	Evolution and inheritance <ul style="list-style-type: none"> <li>• Look at resemblance in offspring.</li> <li>• Look at changes in animals over time.</li> </ul>	Evolution, Inheritance, Resembles, Similarities, Differences	<a href="#">NPP Evolution</a>
Week 4	Musicians	Let your Spirit Fly	Improvise, Compose, Pulse, Rhythm, Dynamics	
Week 5	Performers	School Show	Theatre, Scene, Spotlight, Props	
Week 6	Performers	School Show	Cast, Costume, Role	

English - Year 3						
	Autumn 1 Key text 	Autumn 2 Read, write, perform 	Spring 1 Poet 	Spring 2 Myths and Legends 	Summer 1 Key text 	Summer 2 Read, write, perform 
<b>Text</b>	<b><i>A bear called Paddington</i></b>	<b><i>Wish you were here</i></b>	<b><i>Joseph Coelho</i></b>  <i>Werewolf club rules</i> <i>Overheard in a tower block</i> <i>Nature poems</i> <i>How to write poems</i> <i>Poems aloud</i> <i>Zombierella</i>	<i>Theseus and the Minotaur.</i> <i>King Midas</i> <i>Alfred the Great.</i>	<b><i>Jungle Book</i></b>	<b><i>Villainous Speech</i></b>
<b>Fiction Writing</b>	<ul style="list-style-type: none"> <li>Adventure Story</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive Writing</li> <li>Myths and Legends – COJO</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Poems</li> <li>Myths and Legends</li> </ul>	<ul style="list-style-type: none"> <li>Myths and legends</li> <li>Play Scripts – COJO</li> </ul>	<ul style="list-style-type: none"> <li>Adventure Story</li> <li>Haiku / Kennings – Poetry</li> <li>Play Script</li> </ul>	<ul style="list-style-type: none"> <li>Character Descriptions</li> </ul>
<b>Non – Fiction Writing</b>	<ul style="list-style-type: none"> <li>Instructions</li> <li>Letter / Diary</li> <li>Explanation Text</li> </ul>	<ul style="list-style-type: none"> <li>Postcard</li> <li>Instructions</li> </ul>	<ul style="list-style-type: none"> <li>Non – Chronological Report</li> </ul>	<ul style="list-style-type: none"> <li>Explanation Text</li> <li>Instructions</li> </ul>	<ul style="list-style-type: none"> <li>Non-Chronological Report</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive Speech</li> <li>COJO – Advertisements</li> </ul>
<b>Drama / Speaking Opportunities</b>	<ul style="list-style-type: none"> <li>Read Diary</li> <li>Intonation / pitch / tone</li> </ul>	<ul style="list-style-type: none"> <li>Green Screen Performance</li> <li>Remembrance Performance</li> </ul>	<ul style="list-style-type: none"> <li>Perform Poem</li> <li>Evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Crawl Creator</li> </ul>	<ul style="list-style-type: none"> <li>Perform Haiku/ Kennings</li> <li>Engage the audience</li> </ul>	<ul style="list-style-type: none"> <li>Speech</li> <li>School Show</li> </ul>

## Rising stars Spelling – Year 3

Implementation

### Autumn term

**How does 'happy' become 'happier'?**

Focus: review of Year 2 suffixes (-ed, -ing, -er and -est)

**How does 'beauty' become 'beautiful'?**

Focus: review of Year 2 suffixes (-ness, -ment, -ful, -less)

**Can we spell words from our word list?**

Focus: words from the Year 3/4 word list

**How do we spell the /i/ sound in words?**

Focus: the /i/ sound spelled with a 'y'

**How can we spell the /u/ sound in words?**

Focus: the /u/ sound spelled 'ou'

**Can you correct your own writing?**

Focus: words from children's own writing

**How can we spell the /ai/ sound?**

Focus: the /ai/ sound spelled 'ei', 'eigh' or 'ey'

**How can we use prefixes?**

Focus: the *un-*, *dis-* and *mis-* prefixes

**When do we double the consonant?**

Focus: adding suffixes

**How can we spell long vowel sounds?**

Focus: spelling split digraphs

**Can we spell words from our word list?**

Focus: words from the Year 3/4 word list

**Can you correct your own writing?**

Focus: words from children's own writing

### Spring term

**Who will win the spelling quiz?**

Focus: review of Autumn term spellings

**Who will win the revision quiz?**

Focus: review of Autumn term spellings

**Can we spell words from our word list?**

Focus: words from the Year 3/4 word list

**How can we use prefixes?**

Focus: the prefix *re-*

**Can we make our spelling super?**

Focus: prefixes *super-*

**Can you correct your own writing?**

Focus: words from children's own writing

**How can we use prefixes?**

Focus: the prefixes *anti-* and *sub-*

**How can we use prefixes?**

Focus: prefix *auto-*

**How can we use prefixes?**

Focus: prefix *inter-*

**What are homophones?**

Focus: homophones and near-homophones

**Can we spell words from our word list?**

Focus: words from the Year 3/4 word list

**Can you correct your own writing?**

Focus: words from children's own writing

### Summer term

**Who will win the spelling quiz?**

Focus: review of Spring term spellings

**Who will win the spelling quiz?**

Focus: review of Spring term spellings

**Who can remember the word list?**

Focus: words from the Year 3/4 word list

**How does 'happy' become 'happily'?**

Focus: the *-ly* suffix

**How does 'simple' become 'simply'?**

Focus: the *-ly* suffix

**Can you correct your own writing?**

Focus: words from children's own writing

**How does 'basic' become 'basically'?**

Focus: suffixes *-ally* and *-ation*

**How does 'control' become 'controlled'?**

Focus: suffixes (vowel letters)

**How does 'confuse' become 'confusion'?**

Focus: *-sion* and *-tion* endings

**How does 'active' become 'inactive'?**

Focus: *in-* and *il-* prefixes

**How does 'possible' become 'impossible'?**

Focus: *im-* and *ir-* prefixes

**Who can remember the word list?**

Focus: review of Year 3 words from the Year 3/4 word list

*\* Each focus is a weeks planning.*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction					Number: Multiplication and Division			Consolidation
Spring	Number: Multiplication and Division			Measurement: Money	Statistics		Measurement: Length and Perimeter			Number: Fractions		Consolidation
Summer	FRACTIONS Number: Fractions			Measurement: Time			Geometry: Properties of Shape		Measurement: Mass and Capacity			Consolidation

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

<b>Autumn 1</b>	Core Theme 1 Unit 6 LESSON 1: E-Safety – Online Chat Core Theme 1 Unit 6 LESSON 2: Online Privacy – The Secrets Jar Core Theme 1 Unit 6 LESSON 3: Online Privacy – E-Protection Core Theme 3 Unit 1 LESSON 1: Rules – I’m in Charge! Core Theme 3 Unit 1 LESSON 2: Thinking Ahead – Lesson Planning Core Theme 3 Unit 1 LESSON 3: Taking the Lead – Learning Time
<b>Autumn 2</b>	Core Theme 2 Unit 5 LESSON 1: Friendship – Best Features Core Theme 2 Unit 5 LESSON 2: Friendship – Circles Time Core Theme 2 Unit 5 LESSON 3: Friendship – Falling Out Core Theme 2 Unit 5 LESSON 4: Friendship – The BAFAs Core Theme 1 Unit 5 LESSON 1: Loss / Separation – Lost! Core Theme 1 Unit 5 LESSON 2: Loss / Separation – Found!
<b>Spring 1</b>	Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – I Am Who I Am! Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – Hearts and Minds Core Theme 1 Unit 1 LESSON 3: Physical, Emotional and Mental – Three in One Core Theme 1 Unit 2 LESSON 4: Sleep – Sweet Dreams
<b>Spring 2</b>	Core Theme 2 Unit 1 LESSON 1: Clear Messages – Dot Dot Dash Core Theme 2 Unit 1 LESSON 2: How to Listen – Listen Up! Core Theme 3 Unit 2 LESSON 1: Different Communities – My Community Core Theme 3 Unit 2 LESSON 2: School Communities – School Swap
<b>Summer 1</b>	Core Theme 1 Unit 7 LESSON 1: Before Puberty – You’ve Grown! Core Theme 1 Unit 7 LESSON 2: Visible Changes – Mind the Gap Core Theme 1 Unit 8 LESSON 1: How to Help – Who to Call Core Theme 1 Unit 8 LESSON 2: Emergency Calls – Calling 999 Core Theme 1 Unit 8 LESSON 3: Emergency Calls – Ambulance, Now!
<b>Summer 2</b>	Core Theme 1 Unit 2 LESSON 1: A Balanced Approach – Define Healthy Core Theme 1 Unit 2 LESSON 2: Physical Exercise – Active Kids? Core Theme 1 Unit 2 LESSON 3: Lifestyle Choices – It’s Your Choice Core Theme 2 Unit 2 LESSON 1: Working Together – Name Game Core Theme 2 Unit 2 LESSON 2: Working Together – Build it Up Core Theme 2 Unit 2 LESSON 3: Shared Goals – Better Places



# ***Elm Class***

## **Year 4**



**Year 4 (Milestone 2)**

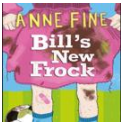



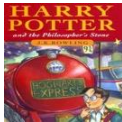

	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Autumn 1</b>				
Weekly	Computing	Investigating Weather	Weather station, green screen, forecast	VR Physics - Weather
Weekly	French	Going to School		
Week 1	Wellbeing	My Place in the World	Responsibility, Passion, Visualisation	7. Have a sleepover in a tent, school or museum School Sleepover
Week 2	COJO	Levison Wood 'Survival'	Explorer, Survival, discovery, summit	
Week 3				
Week 4	Artists	Symbolism	Mood, Adapt, Lithograph, Noirs	
Week 5	Scientists	Sound • Look at sources, vibration, volume and pitch.	Vibration, Volume, Pitch wave, Volume, Increase Decrease	
Week 6	Theologists	Christianity	New testament, old testament, Parables, Gospel, Prophet	NPP Easter Story 50. Visit a place of worship
Week 7	Historians	The Stone Age	BCE, Ancestors, Palaeolithic, Mesolithic, Neolithic	NPP Stone Age VR History – Ancient Britain – Avebury Stone Circle (2)
Week 8	STEAM	Structures: Pavillions	Frame, structure, pavilion	
<b>Autumn 2</b>				
Weekly	Computing	The Internet	Internet, website, data transfer, router, packet	
Weekly	French	Going to work		
Week 1	Historians	Remembrance	CE, Represent, Evidence, Change, Memorial	VR – Conflicts (search) 31. Visit a World Heritage Site
Week 2	Scientists	Materials • Examine the properties of materials using various tests.	Properties, Transparent, Translucent, Opaque, Classify	VR – Chemistry – liquids and solids
Week 3	Scientists	Materials		
Week 4	Geographers	Describing Maps of the World	Tropic of Capricorn, Tropic of Cancer, Prime Meridian , Hemisphere	
Week 5	Musicians	Mamma Mia	Notation, Backing vocal, Percussion	
Week 6	STEAM	Textiles: Fastenings	Fastening, criteria,	
Week 7	STEAM	Food: Adapting a Recipe	Sample, evaluate, budget, packaging	

**Year 4 (Milestone 2)**

	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Spring 1</b>				
Weekly	Computing	Website Design	Design, website, content	
Weekly	French	Around the World		
Week 1	Secrets of Success	Learning to Learn	Improve, Create, Creativity	
Week 2	COJO	Kira Salak 'Gorilla in the Mist'	Poaching, Region, Construct, Adventurer, Journalist, Documentation	
Week 3				
Week 4	Scientists	Rocks and Fossils • Compare and group rocks and describe the formation of fossils.	Fossils, Soils, Sandstone, Granite, Marble, Pumice, Crystals, Absorbent, Appearance	NPP Rocks
Week 5	Historians	The Bronze Age	Commemorate, Historical Enquiry	
Week 6	Artists	Impressionism	Hatching, Cross hatching, Impression, Stippling, Impasto	Gallery Visit <a href="#">25. Visit an art gallery</a>
<b>Spring 2</b>				
Weekly	Computing	HTML	Hyper, text, markup, language	
Weekly	French	Holiday Lifestyle		
Week 1	Geographers	Europe	Landmass, Inhabitants, Enclave, City-state, Topographical	<a href="#">22. Taste food from another culture</a>
Week 2	Theologists	Judaism	Judaism, Jew, Synagogue	NPP Ten Plagues Visit a Synagogue <a href="#">50. Visit a place of worship</a>
Week 3	Musicians	Glockenspiel Stage 2	Improvise, Compose, Melody, Pulse,	
Week 4	Scientists	States of matter • Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle.	Solid, Liquid, Gas, Evaporation, Condensation, Particles, Temperature, Freezing, Heating, Fair test	NPP Materials and Changing State NPP The water Cycle VR - Chemistry
Week 5	STEAM	Mechanical Systems: Making a Slingshot Car	Chassis, slingshot, instruction, kinetic energy	

**Year 4 (Milestone 2)**

	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Summer 1</b>				
Weekly	Computing	Collaborative Learning	Collaborative, presentation	
Weekly	French	Clothes and Shopping	I	
Week 1	COJO	Leif Erikson 'Voyage of Discovery'	Summoned, Guarantee, Encountered, Location, Explorer, Navigate, Motivation	
Week 2				
Week 3	Scientists	Light <ul style="list-style-type: none"> <li>Look at sources, seeing, reflections and shadows.</li> <li>Explain how light appears to travel in straight lines and how this affects seeing and shadows.</li> </ul>	Disprove, Refraction, Reflection, Light, Spectrum	VR - Physics
Week 4	Historians	The Iron Age	Society, Civilisations, Fortified	VR – History – Ancient Britain
Week 5	Artists	Art Deco	Distinctive, Geometric, Exposed, Expressionism	
Week 6	Geographers	Erosion and Deposition	Erosion, Deposition, Prevent, Maintain, Transportation	
Week 7	Theologists	Islam	Islam, Mosque, Muslim, Prophet, Quran	NPP The Five Pillars VR – Islamic Cenotaph (search) Visit a Mosque 50. Visit a place of worship
<b>Summer 2</b>				
Weekly	Computing	Computational Thinking	Computational, abstraction, decomposition, recognition	
Weekly	French	Weather		
Week 1	Scientists	Electricity <ul style="list-style-type: none"> <li>Look at appliances, circuits, lamps, switches, insulators and conductors.</li> <li>Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.</li> </ul>	Buzzers, Circuit, Series, Conductors, Insulators, Accurate	VR - Physics
Week 2	Musicians	Blackbird	Rhythm, Pitch, Tempo, Dynamics, Texture, Structure, Civil right	
Week 3	STEAM	Electrical Systems: Torches	Evaluate, housing, reflector, switch, circuit	
Week 4	Artists	The Renaissance	Annotate, Silhouette, Pigment, Tempera, Sfumato	
Week 5	Performers	School Show	characterise, dramatise, Cue,	
Week 6	Performers	School Show	Projection, Playwright, Improvise	

English - Year 4						
	Autumn 1 Key text 	Autumn 2 Read, write, perform 	Spring 1 Key text 	Spring 2 Read, write, perform 	Summer 1 Key text 	Summer 2 Read, write, perform 
Text	<i>Bills New Frock</i>	<i>Battle Cry</i>	<i>Lewis Carroll Poetry</i>  <i>Jabberwocky</i>  <i>How doth thee little crocodile</i>	<i>The Storm</i>	<i>Harry Potter</i>	<i>Planet Earth</i>
Fiction Writing	<ul style="list-style-type: none"> <li>• Story – issues and dilemmas</li> <li>• Myths and Legends- COJO</li> </ul>	<ul style="list-style-type: none"> <li>• Play Scripts</li> </ul>	<ul style="list-style-type: none"> <li>• Nonsensical Poems</li> <li>• Figurative Language Poems</li> <li>• Kennings about Gorillas - COJO</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Fantasy Story</li> <li>• Play Script</li> </ul>	<ul style="list-style-type: none"> <li>• Myths and Legends – COJO</li> </ul>
Non – Fiction Writing	<ul style="list-style-type: none"> <li>• News Report</li> <li>• Diary</li> <li>• Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive Speech</li> <li>• Instructions</li> <li>• Non – Chronological Report</li> </ul>	<ul style="list-style-type: none"> <li>• Recounts</li> <li>• Non- Chronological Report</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation Texts</li> <li>• Instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation Text</li> <li>• Instructions / Rules</li> <li>• Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Non – Chronological Report</li> </ul>
Drama / Speaking Opportunities	<ul style="list-style-type: none"> <li>• News Reporters</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive Speech</li> <li>• Remembrance Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Perform Poem</li> <li>• Evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• Multimedia Ebook</li> </ul>	<ul style="list-style-type: none"> <li>• Perform story</li> <li>• Perform a variety of stories considering mood and atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>• Narrate using imovie</li> </ul>

## Rising stars Spelling – Year 4

Implementation

### Autumn term

**How do suffixes change words?**

Focus: review of Year 3 suffixes

**Can we make some rules for using prefixes?**

Focus: review of Year 3 prefixes

**Can we spell words from our word list?**

Focus: words from the Year 3/4 word list

**Where do apostrophes go?**

Focus: missing letters and possessive apostrophes

**When do we double consonants?**

Focus: suffixes (vowel letters)

**Can you correct your own writing?**

Focus: improving spelling in children's own writing

**How do we add -sion and -tion?**

Focus: -sion and -tion endings

**When do we use the suffix -ssion?**

Focus: -ssion endings

**How does the -ation suffix work?**

Focus: -ation suffix

**When do we use the -cian ending?**

Focus: -cian endings

**How can we learn to spell new words?**

Focus: accurately spelling words from the Year 3/4 word list

**Can you correct your own writing?**

Focus: improving spelling in children's own writing

### Spring term

**Who will win the spelling challenge?**

Focus: reviewing Autumn term spellings

**How can we remember our spellings?**

Focus: reviewing Autumn term spelling

**Can we spell words from our word list?**

Focus: Year 3/4 word list

**What are the spelling rules for adjectives?**

Focus: -ous endings

**Can we spell -ous adjectives correctly?**

Focus: -ous endings

**Can you correct your own writing?**

Focus: improving spelling in children's own writing

**How do we spell 'ch' words?**

Focus: /k/ sound spelled 'ch'

**When is the /s/ sound spelled with a 'c'?**

Focus: /s/ sound spelled 'c'

**Can we create a dictionary of words?**

Focus: -ture endings

**Can we spell -sure and -ture words?**

Focus: -sure and -ture endings

**What is an unstressed vowel?**

Focus: unstressed vowels

**Can we spell words from our word list?**

Focus: words from the Year 3/4 word list

### Summer term

**Who will win the spelling challenge?**

Focus: reviewing Spring term spelling

**How can we remember our spellings?**

Focus: reviewing Spring term spelling

**Can we spell words from our word list?**

Focus: words from the Year 3/4 word list

**Why are *chef* and *quiche* spelled with 'ch'?**

Focus: /sh/ sound spelled 'ch'

**When do we use the -gue ending?**

Focus: -gue endings

**Can you correct your own writing?**

Focus: improving spelling in children's own writing

**Which words have -que at the end?**

Focus: -que endings

**Which words use 'sc' to make a /s/ sound?**

Focus: /s/ sound spelled 'sc'

**Which homophone do I need and can I spell it?**

Focus: homophones and near homophones

**Do I need to, too or two?**

Focus: homophones and near homophones

**How do prefixes change the meaning of words?**

Focus: words with the prefixes *un-*, *dis-*, *mis-* and *re-*

**Who will win the spelling challenge?**

Focus: reviewing words from the Year 3/4 word lists

*\* Each focus is a weeks planning.*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	Number: Place Value				Number: Addition and Subtraction			Measurement: Length and Perimeter	Number: Multiplication and Division			Consolidation	
Spring	Number: Multiplication and Division			Measurement: Area	Number: Fractions				DECIMALS		Number: Decimals		Consolidation
Summer	Number: Decimals		Measurement: Money		Measurement: Time	Statistics		Geometry: Properties of Shape			Geometry: Position and Direction	Consolidation	

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

### Year Four Overview

Implementation

<b>Autumn 1</b>	Core Theme 1 Unit 6 LESSON 4: Online Privacy – It's Personal Core Theme 1 Unit 6 LESSON 5: Internet Use – Online Usage Core Theme 1 Unit 6 LESSON 6: Internet Use – Age Limits Core Theme 3 Unit 3 LESSON 1: Gender Stereotypes – His and Hers
<b>Autumn 2</b>	Core Theme 2 Unit 3 LESSON 1: Reactions - Frustration Core Theme 2 Unit 3 LESSON 2: Self-Worth – I'm a Marvel! Core Theme 2 Unit 3 LESSON 3: Persistence and Resilience - Don't Give Up Core Theme 2 Unit 3 LESSON 4: Negative Persistence – Over and Over Core Theme 1 Unit 5 LESSON 5: Feelings - Overreacting
<b>Spring 1</b>	Core Theme 1 Unit 3 LESSON 1: A Balanced Diet – Plant or Animal? Core Theme 1 Unit 3 LESSON 2: A Balanced Diet – Balancing Act Core Theme 1 Unit 3 LESSON 3: Working with Food – Master Chef Core Theme 1 Unit 3 LESSON 4: Working with Food – Our Food Hall
<b>Spring 2</b>	Core Theme 2 Unit 1 LESSON 3: Responding to Others – Agony Aunts Core Theme 2 Unit 1 LESSON 4: Expressing Opinions – It's Debatable Core Theme 1 Unit 5 LESSON 3: Loss / Separation – Left Behind Core Theme 1 Unit 5 LESSON 4: Family Changes – Two Homes
<b>Summer 1</b>	Core Theme 1 Unit 4 LESSON 1: Identified Strengths – I'm Good at That Core Theme 1 Unit 5 LESSON 6: Self-Respect – Let's Rock! Core Theme 1 Unit 4 LESSON 2: Identified Strengths – Future Me Core Theme 1 Unit 4 LESSON 3: Setting Goals – That's My Goal! Core Theme 1 Unit 4 LESSON 4: Setting Goals – The Impossible Dream
<b>Summer 2</b>	Core Theme 2 Unit 4 LESSON 1: Connections – Paper Chains Core Theme 2 Unit 4 LESSON 2: Family Links – Family Tree Core Theme 2 Unit 4 LESSON 3: Religious Views – Faith Findings Core Theme 2 Unit 4 LESSON 4: Celebrate Diversity – Inside Outside Core Theme 3 Unit 4 LESSON 1: Money Choices – A Million Dollars Core Theme 3 Unit 4 LESSON 2: Managing Money – Design Choices







# ***Oak Class***

## **Years 5 & 6**



**Year 5 & 6 (Milestone 3) 'A'**







	Curriculum Area	Interleaved and Spaced Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Autumn 1</b>				
Weekly	Computing	Online Safety	Online, safety, potential, danger	
Weekly	French	Useful Phrases		
Week 1	Wellbeing	Being responsible	Destiny, Goal, Responsible	<a href="#">NPP Mental Health</a>
Week 2	Scientists	Earth and space • Explain day and night.	Axis, Rotation, Phases of the Moon, Star, Constellation, Solar System, Precision Refute	<a href="#">VR – Physics - Space</a>
Week 3	Theologists	Life Changing Experiences for founders	Enlightenment, Baptism	
Week 4	COJO	Tim Peake 'Blast Off'	Nationality, Expertise, Terrain, Astronaut, Expedition	
Week 5				
Week 6	Historians	The Tudors	Characteristic features, Analyse, Monarchy, Hypothesis	<a href="#">NPP The Tudors</a>
Week 7	Historians	The Tudors		Visit Globe Theatre and Southwark <a href="#">No. 1 Travel on a train</a> <a href="#">No. 2 Go sightseeing in London</a> <a href="#">No. 19 Visit a theatre</a>
Week 8	Scientists	Electricity • Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.	Conductors, Insulators, Amps, Volts, Voltage, Variables	<a href="#">NPP Electricity</a>
<b>Autumn 2</b>				
Weekly	Computing	Micro:bit	Micro:bit, program	
Weekly	French	More about Food and Mealtimes		<a href="#">NPP French Greetings</a>
Week 1	Historians	The Second World War	Propaganda, Bias	Visit Imperial War Museum <a href="#">VR History – British History</a>
Week 2	Artists	Capturing Conflict	Provoke, Iconic, Grasp	<a href="#">No. 25 Visit an art gallery</a>
Week 3	STEAM	Textiles: Stuffed Toys	Materials, appendage, blanket stitch, decorative	
Week 4	Geographers	South America	Landmass, Landlocked, Indigenous, Colony	<a href="#">VR Geography – Central &amp; South America</a>
Week 5	Musicians	Livin' on a Prayer	Rock, Riff, Hook, Improvise, Compose, Appraising	
Week 6	Historians	The Aztecs	Culture, Suitable, Reliable	<a href="#">VR History – American History – Aztec Ruin New Mexico</a>

**Year 5 & 6 (Milestone 3) 'A'**

	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Spring 1</b>				
Weekly	Computing	Sonic Pi	Sonic, adapt,	
Weekly	French	Around the House		
Week 1	Secrets of Success	Learning to Learn – Overnight Visit	Criticism, Prioritising	Overnight Visit <a href="#">No. 41 Visit a multi-activity centre</a>
Week 2	Historians	The Ancient Greeks	Democracy, Characteristic features, Techniques, Philosopher	<a href="#">NPP Ancient Greece</a> <a href="#">VR History – Ancient Greece</a>
Week 3	Historians	The Ancient Greeks		
Week 4	COJO	Ranulph Fiennes 'Transglobe Adventure'	Sahara, Conditions, Descended, Transglobe Adventurer, Morale	
Week 5				
Week 6	Artists	Explosion of Pop Art	Mimic, Tertiary Colours, Distinguished, Portfolio	<a href="#">No. 25 Visit an art gallery</a>
<b>Spring 2</b>				
Weekly	Computing	Search Engines	Search, accurate, inaccurate	
Weekly	French	Music and Celebrations		
Week 1	Geographers	North America	Latitude, Lowlands, Agricultural, Colonised	<a href="#">VR Geography – North America</a>
Week 2	Theologists	Sacred Writings	Bible, Parable, Commandments	<a href="#">VR – Qur-an (search)</a>
Week 3	STEAM	Mechanical Systems: Making a Pop Up Book	Appropriate, mechanism, structure	
Week 4	Scientists	<b>Animals and humans</b> <ul style="list-style-type: none"> <li>• Look at the human circulatory system.</li> </ul> <b>Evolution and inheritance</b> <ul style="list-style-type: none"> <li>• Look at changes to the human skeleton over time.</li> </ul>	Fossils, Reproduction, Circulatory, Vessels, Veins, Arteries, Oxygenated, Deoxygenated, Valve, Respiration, Controlled	<a href="#">VR – Biology</a> <a href="#">No. 4 Learn First Aid</a>
Week 5	Musicians	Classroom Jazz 1	Jazz, Syncopation, Structure, Swing, Tune, Note values	

**Year 5 & 6 (Milestone 3) 'A'**

	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Summer 1</b>				
Weekly	Computing	Mars Rover 1	Data, transfer, binary, RAM,	
Weekly	French	On the way to school		
Week 1	Scientists	Evolution and inheritance • Look at differences in offspring. • Look at adaptation and evolution.	Offspring, Adaptation, Genetics, Evolution, Opinion, Fact	VR - Biology
Week 2	Historians	Alexander the Great	Empire, Inherited, Justify	
Week 3	COJO	Spartacus 'Roman Revolt'	Paramount, Collaboration, Opposition, Thracian Gladiator, Dedicated	VR History – Ancient Rome
Week 4				
Week 5	Artists	Art and Fashion	Abstract, Collaborations, Perception, Neo-Plasticism	SATS
Week 6	Geographers	Ocean Currents	Continuous, Gyres, Depict	
Week 7	Theologists	Initiation Ceremonies	Initiation, Ceremonies, Confirmation	
<b>Summer 2</b>				
Weekly	Computing	Mars Rover 2	CAD, pixel, image, format	VR – Physics – Nasa collections
Weekly	French	Seasons and Holidays		
Week 1	Scientists	Living things • Look at reproduction in plants and animals, and human growth and changes. • Look at the effect of diet, exercise and drugs.	Classification, Vertebrates, Invertebrates, Micro-organisms, Amphibians, Reptiles, Mammals, Insects, Classification	Food and Farming Day NPP Plants VR – Biology
Week 2	Musicians	The Fresh Prince of Bel Air	Hip Hop , Synthesizer, Deck, Backing loop, Timbre	
Week 3	STEAM	What Could be Healthier?		No. 9 Go fruit picking/foraging No. 10 Cook a meal
Week 4	Entrepreneurs	Leavers Fundraising	Enterprise, Entrepreneurs, Costumer, Viable, Profit, Business, Target market, Stake holder	
Week 5	Performers	School Show	Centre stage, Down stage, Up stage, Centre stage, Back stage	
Week 6	Performers	School Show	Director, Monologue, Improvise	

English - Year 5/6A						
	Autumn 1 Key text 	Autumn 2 Read, write, perform 	Spring 1 Key text 	Spring 2 Read, write, perform 	Summer 1 Key text 	Summer 2 Read, write, perform 
<b>Text</b>	<i>Macbeth</i>	<i>Inspirational People</i>	<i>Warhorse</i>	<i>Radio Presenter</i>	<i>The Highway Man</i>	<i>Sports Manager</i>
<b>Fiction Writing</b>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Setting Description</li> <li>Script Writing</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive Writing</li> </ul>	<ul style="list-style-type: none"> <li>Character Description/ Comparison.</li> <li>Story Writing – <i>The Christmas Truce</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Stories from other Cultures</li> </ul>	<ul style="list-style-type: none"> <li>Classic/ Narrative Poem</li> </ul>	<ul style="list-style-type: none"> <li>Match/Game Report</li> </ul>
<b>Non – Fiction Writing</b>	<ul style="list-style-type: none"> <li>Diary</li> <li>Letter</li> <li>News report</li> <li>Instructions / Explanations – COJO</li> </ul>	<ul style="list-style-type: none"> <li>Biographies</li> </ul>	<ul style="list-style-type: none"> <li>Non-Chronological Report – <i>animals in war</i>.</li> <li>Diary</li> <li>Biography – COJO</li> </ul>	<ul style="list-style-type: none"> <li>Explanation Texts</li> <li>Formal Report</li> <li>Play Scripts</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive Writing – COJO</li> <li>Non-chronological report</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive Speech</li> <li>Plays Script</li> </ul>
<b>Drama / Speaking Opportunities</b>	<ul style="list-style-type: none"> <li>Use characterisation to explore complex issues</li> </ul>		<ul style="list-style-type: none"> <li>Justify answers, arguments and opinions</li> </ul>	<ul style="list-style-type: none"> <li>Radio Show</li> </ul>	<ul style="list-style-type: none"> <li>Perform Poem</li> <li>Evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Speech</li> </ul>

## Rising stars Spelling – Year 5

Implementation

### Autumn term

**Who can remember prefixes?**

Focus: review of Year 4 prefixes

**Who can remember suffixes?**

Focus: review of Year 4 suffixes

**Who will win the spelling bee?**

Focus: words from the Year 3/4 word list

**What do we know about -ough words?**

Focus: words containing the letter string -ough

**Can we spell words from our word list?**

Focus: words from the Year 5/6 word list

**What are homophones?**

Focus: homophones and near-homophones

**Can you correct your own writing?**

Focus: words from children's own writing

**What do we know about words ending in -ious?**

Focus: words ending in -ious

**Can you be a spelling detective?**

Focus: endings that sound like /shl/ and are spelled  
-cial or -tial

**Can we spell words from our word list?**

Focus: words from the Year 5/6 word list

**Can we spell words from our word list?**

Focus: words from the Year 5/6 word list

**Can you correct your own writing?**

Focus: words from children's own writing

### Spring term

**Who will win the revision quiz?**

Focus: review of Autumn term spellings

**What do we know about -able and -ible?**

Focus: words ending in -able and -ible

**What do we know about -ably and -ibly?**

Focus: words ending in -ably and -ibly

**What are homophones?**

Focus: homophones and near-homophones

**Can we spell words from our word list?**

Focus: words from the Year 5/6 word list

**Can you correct your own writing?**

Focus: words from children's own writing

**What do we know about silent letters?**

Focus: words with silent letters

**What do we know about -ant and -ent?**

Focus: words ending in -ant and -ent

**What do we know about -ancy and -ency?**

Focus: words ending in -ance/-ancy or -ence/-ency

**What are homophones?**

Focus: homophones and near-homophones

**Can we spell words from our word list?**

Focus: words from the Year 5/6 word list

**Can you correct your own writing?**

Focus: words from children's own writing

### Summer term

**Who will win the revision quiz?**

Focus: review of Spring term spellings

**Who can remember prefixes?**

Focus: revision of prefixes

**Can we make nouns and adjectives into verbs?**

Focus: converting nouns and adjectives into verbs

**What are homophones?**

Focus: homophones and near-homophones

**What are homophones?**

Focus: homophones and near-homophones

**Can we spell words from our word list?**

Focus: words from the Year 5/6 word list

**Can you correct your own writing?**

Focus: words from children's own writing

**What is the possessive apostrophe?**

Focus: the possessive apostrophe – plurals

**How do we turn adjectives into adverbs?**

Focus: turning adjectives into adverbs

**Can we spell words from our word list?**

Focus: words from the Year 5/6 word list

**Can we make a class dictionary?**

Focus: words from children's own writing

**Can we remember our word list?**

Focus: revision of words from the Year 5/6 word list

*\* Each focus is a weeks planning.*

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value		Number: Four Operations					FRACTIONS Number: Fractions				
Spring	Y5: Number: Fractions Y6: Number: Ratio		MENTAL MATHS Number: Decimals and Percentages			Y5: Number: Decimals Y6: Number: Algebra		Measurement: Converting Units	Measurement: Perimeter, Area and Volume		Statistics	
Summer	Geometry: Properties of Shape		Geometry: Position and Direction	SATS MATHS Y6: SATS		Investigations and Consolidation						

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

### Year Five Overview

<b>Autumn 1</b>	Core Theme 3 Unit 1 LESSON 1: Structure – Just Imagine ... Core Theme 3 Unit 1 LESSON 2: Law and Order – In Charge Core Theme 3 Unit 1 LESSON 3: U.N. Rights – Our Rights Core Theme 2 Unit 4 LESSON 5: Online Relationships – A Risky Business Core Theme 1 Unit 5 LESSON 1: Drugs – Just Say No! Core Theme 1 Unit 5 LESSON 2: Alcohol – Drink Aware
<b>Autumn 2</b>	Core Theme 1 Unit 4 LESSON 1: Death and Grief – It's Natural Core Theme 1 Unit 4 LESSON 2: Death and Grief - Poppies Core Theme 1 Unit 4 LESSON 3: Managing Conflict – Families at War Core Theme 3 Unit 2 LESSON 1: Community Event – We're Cultured!
<b>Spring 1</b>	Core Theme 1 Unit 1 LESSON 2: Physical, Emotional and Mental – What's Puberty? Core Theme 1 Unit 1 LESSON 3: Healthy Lifestyles – You Choose! Core Theme 1 Unit 5 LESSON 3: Tobacco – Up in Smoke Core Theme 1 Unit 5 LESSON 4: Substance Abuse – Let's Be Frank
<b>Spring 2</b>	Core Theme 1 Unit 1 LESSON 1: Physical, Emotional and Mental – 3-Dimensional Core Theme 2 Unit 1 LESSON 1: Confidentiality – Secret Info Core Theme 2 Unit 1 LESSON 2: Listening – I'm All Ears! Core Theme 2 Unit 1 LESSON 3: Responding – Scenarios
<b>Summer 1</b>	Core Theme 1 Unit 2 LESSON 1: Food Choices – Secret Eaters Core Theme 1 Unit 2 LESSON 2: Food Choices – Invention Team Core Theme 1 Unit 2 LESSON 3: Cooking – Michelin Stars Core Theme 2 Unit 4 LESSON 1: Physical Contact – Touch Sensitive
<b>Summer 2</b>	Core Theme 2 Unit 2 LESSON 1: Responding - Scrabble Core Theme 2 Unit 2 LESSON 2: Shared Goals – It's All Go! Core Theme 2 Unit 2 LESSON 3: Community Spirit – All Join In Core Theme 1 Unit 5 LESSON 5: Basic First-Aid – First Aids Tips

Implementation



Year 5 & 6 (Milestone 3) ‘B’				
	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
Autumn 1				
Weekly	Computing	Intro to Python	Programming, language	
Weekly	French	More about School		
Week 1	Wellbeing	Looking Forward	Compromise, Mindfulness, Responsibility	
Week 2	Historians	The Victorian Era	Analyse, Hypothesis, Justify	NPP Victorian Britain
Week 3	Historians	The Victorian Era		VR History – Historical Objects – Queen Victoria 3D
Week 4	STEAM	Structure: Bridges	Structure, triangulation, reinforce	
Week 5	Geographers	Using Maps & Local Study	Longitude, Latitude, Grid reference, Route, Coordinates	VR Geography – Physical No. 43 Find your way with a map and a compass No. 49 Find a geocache
Week 6	Artists	Coalport China Jackfield Tiles	Qualities, tactile, ceramic	
Week 7	IRONBRIDGE Local Study		Landscapes, Trail, Ingenuity Sampling, Ordnance Survey, Depict	Ironbridge Residential No. 14 Watch a sunset and sunrise No. 30 Go star gazing No. 31 Visit a World Heritage Site No. 39 Go for a night walk No. 50 Visit a place of worship
Week 8				
Autumn 2				
Weekly	Computing	Big Data 1	Barcode, QR code, infrared,	
Weekly	French	Our World		
Week 1	Historians	The Second World War	Propaganda, Bias	Maldon Military Museum NPP World War 2 VR History – American History – WW1 VR History – British History
Week 2	Scientists	Forces and magnets • Look at the effect of gravity and drag forces. • Look at the transference of forces in gears, pulleys, levers and springs.	Magnetic, Force, Contact, Attract, Repel, Friction, Poles, Push, Pull, Variables	NPP Forces VR – Physics - Forces
Week 3	Musicians	Happy	Style indicators, Melody, Compose, Improvise	
Week 4	Geographers	Biomes and Climate Zones • Tundra • Ice • Savanah	Biome, Ecosystems, Desertification, Sporadic	NPP Recycling VR Geography - Physical
Week 5	COJO	Nancy Wake’	Anonymous , Consistent, Special Operations Agent, Espionage	
Week 6		The White Mouse’		
Week 7	Theologists	Central Beliefs	Eightfold path, Trinity, Brahman	









**Year 5 & 6 (Milestone 3) 'B'**

	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Spring 1</b>				
Weekly	Computing	Big Data 2	Wi-Fi, mobile data,	
Weekly	French	Describing People and Things		
Week 1	Secrets of Success	Learning to Learn	Criticism, Prioritising	
Week 2	Scientists	Sound • Look at sources, vibration, volume and pitch.	Volume, Vibration, Wave, Pitch, Tone, Systematic	
Week 3	Historians	The Maya	Architects, Culture, Interpretation	NPP The Maya VR History – Ancient Maya
Week 4	COJO	Amelia Earhart 'Final Flight'	Navigation, Agility, Pioneer of Aviation, Aeronautical, Aviators	
Week 5				VR – search air transport
Week 6	Artists	A study of Surrealism	Convey, Interpretation, Horizon	
<b>Spring 2</b>				
Weekly	Computing	Bletchley Park 1	Code breaking, cipher, hacking	
Weekly	French	Technology		
Week 1	Geographers	Biomes and Climate Zones • Tropical Rainforests • Deserts • Marine	Biomes, Vegetation, Evaporates, Arid, Saline, Photosynthesis, Deforestation, Precipitation	NPP Rainforests VR Geography - Physical
Week 2	Theologists	Creation Accounts	Genesis, Philosophical	No. 50 Visit a place of worship
Week 3	Musicians	Classroom Jazz 2	Cover, Pulse, Rhythm, Pitch, Tempo	
Week 4	Scientists	Materials • Look at solubility and recovering dissolved substances. • Separate mixtures. • Examine changes to materials that create new materials that are usually not reversible.	Properties, Dissolve, Reversible Changes, Irreversible, Mixture, Controlled	
Week 5	STEAM	Electrical Systems: Steady Hand Game	Electromagnetic, motor,	

Year 5 & 6 (Milestone 3) 'B'				
	Curriculum Area	Breadth of Study	Infused Key Rich Vocabulary	Links: Trips, NPP, Class VR, 50 Things (Cultural Capital) etc
<b>Summer 1</b>				
Weekly	Computing	Bletchley Park 2	Edit, evolution, console	Visit Bletchley Park
Weekly	French	The Environment		
Week 1	Scientists	Living things • Look at the life cycle of animals and plants.	Volume, Vibration, Wave, Pitch, Tone, Precision	VR – Music – Soundscapes
Week 2	Historians	Explorers	Suitable, Reliable, Civilisations, Exploration	
Week 3	COJO	'Ibn Battuta ' Eastern Odyssey'	Subcontinents, Culture, Scholar, Explorer, Excursions, Pilgrimage	
Week 4				
Week 5	Artists	Cultural Tradition in Art	Lifelike, Originated, Enhance	VR – 3D Arts and Culture
Week 6	Scientists	Living things • Look at the life cycle of animals and plants. • Look at the classification of plants, animals and micro-organisms.	Classification, Vertebrates, Invertebrates, Micro-organisms, Amphibians, Reptiles, Mammals, Insects	VR - Biology
Week 7	Theologists	Death	Funerals, Resurrection, Heaven	
<b>Summer 2</b>				
Weekly	Computing	Skills Showcase	Design, promote, showcase	
Weekly	French	Hygiene and Healthcare		
Week 1	Geographers	Climate Change	Global warming, Adaptation, Carbon footprint, Systematic, Effectiveness	NPP Climate Change VR Geography - Physical
Week 2	Musicians	You've got a Friend	Dynamics, Timbre, Texture, Structure, Unison	
Week 3	STEAM	Food: Come Dine with Me	Recipe, starter, main, desert,	Restaurant Visit No. 10 Cook a meal No. 20 Eat in a restaurant and use table etiquette No. 22 Taste food from other cultures
Week 4	Entrepreneurs	Leavers Fundraising	Enterprise, Entrepreneurs, Costumer, Viable, Profit, Target market, Stake holder	
Week 5	Performers	School Show	Centre stage, Down stage, Up stage, Centre stage, Back stage	
Week 6	Performers	School Show	Director, Monologue, Improvise	

English - Year 5/6 B

	<b>Autumn 1</b> Key text 	<b>Autumn 2</b> Read, write, perform 	<b>Spring 1</b> Key text 	<b>Spring 2</b> Read, write, perform 	<b>Summer 1</b> Key text 	<b>Summer 2</b> Read, write, perform 
<b>Text</b>	<i>Oliver Twist</i>	<i>Ironbridge Tourist Information</i>	<i>Series of Unfortunate Events</i>	<i>Radio Presenter</i>	<i>Lady of Shallot</i>	<i>Dual Narrative – The Hunter.</i>
<b>Fiction Writing</b>	<ul style="list-style-type: none"> <li>• Historical Narrative</li> <li>• Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Historical / Adventure Narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Character Description</li> <li>• Mystery Story</li> </ul>	<ul style="list-style-type: none"> <li>• Stories from other Cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative Poem</li> <li>• Haiku Poem</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> </ul>
<b>Non – Fiction Writing</b>	<ul style="list-style-type: none"> <li>• Wanted Poster</li> <li>• Balanced Argument</li> <li>• Diary</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive Leaflet / Brochure</li> <li>• Non – Chronological Report</li> </ul>	<ul style="list-style-type: none"> <li>• Newspaper Report</li> <li>• Biography – COJO</li> <li>• Letter</li> <li>• Diary</li> </ul>	<ul style="list-style-type: none"> <li>• Radio Scripts</li> <li>• Weather Report</li> <li>• Explanation Text</li> </ul>	<ul style="list-style-type: none"> <li>• Formal Report – COJO</li> <li>• Non- Chronological Report</li> </ul>	<ul style="list-style-type: none"> <li>• Non- Chronological Report</li> <li>• News Report</li> </ul>
<b>Drama /Speaking Opportunities</b>	<ul style="list-style-type: none"> <li>• Use characterisation to explore complex issues</li> </ul>	<ul style="list-style-type: none"> <li>• Documentary</li> </ul>	<ul style="list-style-type: none"> <li>• Justify answers, arguments and opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Radio Show</li> </ul>	<ul style="list-style-type: none"> <li>• Perform improvised and scripted scenes</li> </ul>	<ul style="list-style-type: none"> <li>• Podcast</li> </ul>

## Rising stars Spelling – Year 6

Implementation

### Autumn term

#### What can you remember?

Focus: review of Year 5 work on spelling

#### Who will be the Spelling Bee Champions?

Focus: words from the Year 5/6 word list

#### Can you be a spelling detective?

Focus: 'ei' following the letter 'c'

#### How can we use alliteration?

Focus: words from the Year 5/6 word list

#### How do suffixes change meaning?

Focus: adding suffixes to words ending in *-fer*

#### Can I correct my own writing?

Focus: words from children's own writing

#### How do I use a hyphen?

Focus: use of the hyphen

#### How can syllables help?

Focus: words from the Year 5/6 word list

#### Where do words come from?

Focus: words ending in *-gue* and *-que*

#### Can we spot the pattern?

Focus: 'ch' makes 'k' sound; 'ch' makes 'sh' sound

#### What is proofreading?

Focus: words from the Year 5/6 word list

#### Can we spell some technical terms?

Focus: words from children's own writing:  
technical vocabulary

### Spring term

#### Can you remember some spelling rules?

Focus: review of work

#### Can you spot mistakes?

Focus: words from the Year 5/6 word list

#### Can you write your own passage?

Focus: words from the Year 5/6 word list

#### Which ending does it need?

Focus: revision of words ending in *-sure* and *-ture*

#### Which spelling should we use?

Focus: revision of 'ou' spells 'u', as in *trouble*

#### How do we make a 'living dictionary'?

Focus: words from children's own writing and

#### Can you choose the right endings?

Focus: review the role and use of suffixes

#### Can you be a suffix detective?

Focus: review the role and use of suffixes

#### Do you know the right ending?

Focus: revision of /shun/ endings

#### Do you know /shal/ and /shus/?

Focus: revision of /shal/ and /shus/ endings

#### Can you choose the right endings?

Focus: review of *-able/-ably* and *-ible/-ibly* endings

#### Can you add to the 'living dictionary'?

Focus: words from children's own writing and  
Year 3/4 word list

### Summer term

#### Do you remember the *-ough* string?

Focus: revise the use of the *-ough* letter string

#### Can you tell the difference?

Focus: review of homophones

#### Can you use an apostrophe?

Focus: review of the use of apostrophes

#### Who will be the Spelling Bee Champions?

Focus: a spelling bee, based on the Year 5/6 word list

#### What will the Spelling Test be like?

Focus: strategies for spelling in test conditions

#### Where do words come from?

Focus: etymology

#### Can you choose the right spelling?

Focus: 'ei', 'eigh' and 'ey'; 'ea'; 'aigh'

#### Can you spot the similarities?

Focus: etymology – words with the /s/ sound  
spelled 'sc'

#### Is it American or British?

Focus: etymology – American and British spelling

#### Can you understand *txt spk*?

Focus: *txtng* and *spng*: what are the rules?

#### Can you make a crossword?

Focus: a review of English technical vocabulary

#### Has your spelling improved?

Focus: personal end-of-year spelling review

*\* Each focus is a weeks planning.*

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

### Year Six Overview

<b>Autumn 1</b>	Core Theme 1 Unit 3 LESSON 1: Identified Strengths – Big Dreams Core Theme 1 Unit 3 LESSON 2: Identified Strengths – Big Achievers Core Theme 1 Unit 3 LESSON 3: Setting Goals – ‘Super Futures’ Core Theme 1 Unit 3 LESSON 4: Setting Goals – I Can Do That! Core Theme 1 Unit 5 LESSON 6: Internet Safety – Fake News
<b>Autumn 2</b>	Core Theme 2 Unit 3 LESSON 1: Race and Ethnicity – United States? Core Theme 2 Unit 3 LESSON 2: Gender Stereotypes – Jobs 4 All Core Theme 2 Unit 3 LESSON 3: Culture – Cultural Feast
<b>Spring 1</b>	Core Theme 1 Unit 1 LESSON 4: Physical Illness – Bleugh! Core Theme 1 Unit 1 LESSON 6: Immunisation – One Sharp Scratch Core Theme 2 Unit 4 LESSON 3: Marriage – I Promise...
<b>Spring 2</b>	Core Theme 1 Unit 1 LESSON 5: Healthy Minds – Young Minds Core Theme 2 Unit 4 LESSON 4: Mental Wellbeing – Mind Business Core Theme 2 Unit 4 LESSON 2: Support and Care - Connections
<b>Summer 1</b>	Core Theme 3 Unit 3 LESSON 1: Budgeting – Money Supermarket Core Theme 3 Unit 3 LESSON 2: Consumer Sense – Payment Terms Core Theme 3 Unit 3 LESSON 3: Consumer Sense – A Class Catalogue!
<b>Summer 2</b>	Core Theme 3 Unit 4 LESSON 1: Generating Income – Making Money Core Theme 3 Unit 4 LESSON 2: Generating Income – Raising Money

# Sex & Relationships Education

Lesson Order:	Lesson Title	Year Group	To be Delivered
Lesson 1	Forming Relationships	Year 6	Autumn 1
Lesson 2	Healthy Relationships	Year 6	Summer 2
Lesson 3	Sexual Relationships	Year 6	Summer 2
Lesson 4	Gender Issues	Year 6	Summer 2

# Year 6 Transition Curriculum

Week 1	<b>COMMANDO JOE: OPERATION BLACKOUT</b>
Week 2	
Week 3	
Week 4	
Week 5	
Exit Resource	



# ***Chestnut Class***

# **Enhanced Provision**



To be updated!

# Impact



Impact

The impact of our curriculum is that by the end of each Milestone, the vast majority of pupils have sustained mastery of the content, that is, they remember it all and are fluent in it; Some pupils have a greater depth of understanding. We track carefully to ensure pupils are on track to reach the expectations of our curriculum.

