



Curriculum Overview

2019-2020



Curriculum Rationale

The staff at Birklands Primary School designed the school curriculum with the aim of making a positive difference to the life chances of each of our pupils. Through our curriculum, we want to immerse children in new knowledge and experiences that raise aspirations.

We want our pupils to develop an understanding that actions and/or words along with working together and respect can have an impact on society/industry/people, whether positive or negative. The intent is that this will empower them-as citizens of our society- to use actions/ words to make a positive difference and that their actions/words do count.

Curriculum Principles

Pupils at Birklands Primary School learn through a curriculum that will:

- Develop independent learners
- Create creative thinkers
- Support the development of socially confident and responsible citizens
- Develop cultural knowledge creatively
- Engage, inspire and be fun
- Develop a sense of social responsibility towards their community and their world
- Empower them to make a difference
- Incorporate all aspects of British values and enrich their understanding of the cultural diverse society they are part of
- Develop, embrace and nurture every pupil's uniqueness
- Open their eyes to new knowledge, concepts, perspectives, activities and experiences
- Provide challenge for all pupils
- Provide cross-curricular opportunities to apply English and Maths skills
- Be delivered by a team that is passionate and creative in their approach

Through this rationale and principles, our curriculum will embrace not only our Trust mantra but our school ethos too:

WORK HARD. BE KIND. TOGETHER THESE MAKE SUCCESS (mantra)

WORKING TOGETHER TO BE THE BEST VERSIONS OF OURSELVES (ethos)

The EYFS Curriculum

Children in our Early Years Phase (Nursery and Reception) follow the Early Years Foundation Stage Curriculum (EYFS). The EYFS Curriculum has seven areas of learning, which each have many aspects to them:

- Personal, Social and Emotional Development
- Communication and Language
- Physical development
- Literacy (Reading and Writing)
- Mathematics
- Understanding the world
- Expressive Arts and Design

A practical, playful approach to learning, based on the needs and interests of our children, is delivered mainly through topic based planning. We teach children individually, in small groups, in class bases and in whole cohorts. The Leuven Scales are used to ensure that children joining our Nursery are displaying high levels of well being and involvement.

Through a combination of teacher input and continuous provision opportunities, learning is planned to encourage children to develop their learning independently through exploration and challenge and to rapidly narrow any gaps.

The “Characteristics of Effective Learning” are at the heart of the Early Years Curriculum and explore the different ways in which children learn. They highlight the importance of playing and learning, active learning and thinking critically. All the learning experiences we plan for the children allow them to utilise and develop these skills. Our communication friendly learning environments, both inside and outside, are stimulating and exciting, and relevant to the needs and age/stage of our children.

Natural backing and resources promote a calm atmosphere conducive to learning, whilst easily accessible resources develop children's ability to access the curriculum independently.



Year 1 Autumn One Overview

Theme-

<p>English- Genres and Texts Writing to Entertain</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use coordinating conjunctions to link two main ideas <input type="checkbox"/> Use noun phrases which add detail to description <input type="checkbox"/> Use the progressive form for verbs <input type="checkbox"/> Use exclamation sentences where appropriate <input type="checkbox"/> Use finger spaces between words <input type="checkbox"/> Use capital letters & full stops to mark sentences <input type="checkbox"/> Use capital letter for first person 'I' <input type="checkbox"/> Use apostrophes to mark contractions <input type="checkbox"/> Use exclamation marks, particularly in relation to speech <input type="checkbox"/> Begin to differentiate between past and present tense to suit purpose <input type="checkbox"/> Demonstrate an understanding of time sequencing 	<p>English- Phonics/Spelling</p> <p>Phase 5 phonics, following letters and sounds</p>
<p>Maths</p> <p>Number: Place value (within 10) Number: Addition and subtraction (within 10)</p>	<p>PSHE (5hrs)</p> <p>Feelings and emotions Keeping safe</p>	<p>Computing (7hrs)</p> <p>Program with animals/characters moving around the screen, each with sound effects recorded by pupils</p>
<p>PE(14hrs) Multi-Skills</p> <p>To explore static balancing and understand the concept of bases. To combine a number of co-ordination drills, using upper and lower body movements. To aim a variety of balls and equipment accurately. To time running to stop or intercept the path of a ball. To travel in different ways, showing clear transitions between movements. To travel in different directions (side to side, up and down) with control and fluency. To practise ABC (agility, balance and co-ordination) at circuit stations.</p> <p style="text-align: center;">Boot Camp</p> <p>To understand how to prepare the body for exercise. To understand what fitness means.</p>	<p>RE(14hrs) 1.2 Myself:</p> <p>How do we show we care for others? What does it matter?</p>	<p>Art/Design (7hrs)</p> <p>Drawing and painting: Focus on an artist who creates portraits.</p>

<p>To complete a range of circuit-based activities and understand the reason for doing them.</p> <p>To understand what happens to the heart rate during exercise.</p>		
<p>Science: Materials (18hrs)</p> <p>To be able to distinguish between an object and the material from which it is made</p> <p>To be able to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Can describe the simple physical properties of a variety of everyday materials</p> <p>Can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Music (5hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>Events for this Term</p> <p>Roald Dahl Day (13/9)</p> <p>Charity: Jeans for genes</p> <p>Harvest Festival</p> <p>Black History Month (October)</p>



Year 1 Autumn Two Overview

Theme-

<p>English- Genres and Texts Writing to Entertain</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use coordinating conjunctions to link two main ideas <input type="checkbox"/> Use noun phrases which add detail to description <input type="checkbox"/> Use the progressive form for verbs <input type="checkbox"/> Use exclamation sentences where appropriate <input type="checkbox"/> Use finger spaces between words <input type="checkbox"/> Use capital letters & full stops to mark sentences <input type="checkbox"/> Use capital letter for first person 'I' <input type="checkbox"/> Use apostrophes to mark contractions <input type="checkbox"/> Use exclamation marks, particularly in relation to speech <input type="checkbox"/> Begin to differentiate between past and present tense to suit purpose <input type="checkbox"/> Demonstrate an understanding of time sequencing 	<p>English- Phonics/Spelling</p> <p>Phase 5 phonics, following letters and sounds</p>
<p>Maths</p> <p>Number: Addition and subtraction (within 10) Geometry: Shape Number: Place value (within 20)</p>	<p>PSHE (4.5hrs)</p> <p>Keeping safe Money matters</p>	<p>Computing (6hrs)</p> <p>Sequence of instructions guiding a person, followed by a robot, around a map</p>
<p>PE (12hrs)</p> <p>Mighty Movers</p> <p>To explore running at a variety of speeds and in a variety of styles. To run at different speeds and in different directions with control. To understand the purpose of a circuit and how it can improve fitness.</p> <p>Story Time Dance</p> <p>To change direction during travelling moves. To link travelling moves that change direction and level. To change direction during travelling moves. To link travelling moves that change direction and level. To explore basic body patterns and movements to music. To use a variety of moves that change speed and</p>	<p>RE (13hrs)</p> <p>1.1 Celebrations and festivals: Who celebrates what and why?</p>	<p>Art/Design (6hrs)</p> <p>DT project linking materials and RE</p>

<p>direction. To link together dance moves with gestures and changing direction in time to music.</p>		
<p>Science: Materials (14hrs) To be able to distinguish between an object and the material from which it is made To be able to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Can describe the simple physical properties of a variety of everyday materials Can compare and group together a variety of everyday materials on the basis of their simple physical properties. Provide opportunities to explore materials through scientific enquiry.</p>	<p>Music (4.5hrs) Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>Events for this Term National Anti-Bullying week Charity: Children in Need Key Stage 1 Nativity Enterprise project Royal Mail's Letter to Santa Competition U.K. Parliament Week (2-8/11)</p>



Year 1 Spring One Overview

Theme-

English- Genres and Texts Writing to Inform	English- grammar/Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> Use coordinating conjunctions to link two main <input type="checkbox"/> Use subordinating conjunctions in the middle of sentences <input type="checkbox"/> Use noun phrases which inform <input type="checkbox"/> Use commas to separate items in a list <input type="checkbox"/> Use exclamation sentences where appropriate <input type="checkbox"/> Use finger spaces between words <input type="checkbox"/> Use capital letters & full stops to mark sentences <input type="checkbox"/> Use question marks <input type="checkbox"/> Use apostrophes to mark possession <input type="checkbox"/> Appropriate use of past and present tense 	English- Phonics/Spelling Phase 5 phonics, following letters and sounds
Maths Number: Addition and subtraction (within 20) Number: Place value (within 50 including multiples of 2, 5 and 10)	PSHE (4.5hrs) Keeping safe Healthy lifestyles	Computing (6hrs) e-book containing images, sound and text linked to History/RE
PE (12hrs) Skip to The Beat To develop foot patterns that aid skipping. To develop skipping skills To improve agility, balance and co-ordination. Groovy Gymnastics To explore movement actions with control and link them together with flow. To explore gymnastic actions and shapes. To explore travelling on benches. To choose and use simple compositional ideas by creating and performing sequences. To repeat and link combinations of gymnastic actions. To link combinations of movements and shapes with control.	History (11hrs) Famous person that has had an impact.	Art/Design (6hrs) Cooking/nutrition
	RE (6hrs) 1.3 Stories of Jesus: What can we learn from them?	
Science: Plants (10hrs) Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees.	Music (4.5hrs) Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing	Events for this term Charity: NSPCC- Number day National Safer Internet Day BBC Radio 2's 500 words competition launched (deadline March) National Storytelling week




Year 1 Spring Two Overview


Theme- How does climate affect humans' habitats? / Where would you prefer to live?

<p>English- Genres and Texts Writing to Entertain</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use coordinating conjunctions to link two main ideas <input type="checkbox"/> Use noun phrases which add detail to description <input type="checkbox"/> Use the progressive form for verbs <input type="checkbox"/> Use exclamation sentences where appropriate <input type="checkbox"/> Use finger spaces between words <input type="checkbox"/> Use capital letters & full stops to mark sentences <input type="checkbox"/> Use capital letter for first person 'I' <input type="checkbox"/> Use apostrophes to mark contractions <input type="checkbox"/> Use exclamation marks, particularly in relation to speech <input type="checkbox"/> Begin to differentiate between past and present tense to suit purpose <input type="checkbox"/> Demonstrate an understanding of time sequencing 	<p>English- Phonics/Spelling</p> <p>Phase 5 phonics, following letters and sounds</p>
<p>Maths</p> <p>Number: Place value (within 50 including multiples of 2, 5 and 10)</p> <p>Measurement: Length and height</p> <p>Measurement: Weight and volume</p>	<p>PSHE(4.5hrs)</p> <p>Keeping safe</p> <p>Valuing differences</p> <p>Rights and responsibilities</p>	<p>Computing(6hrs)</p> <p>Program with animals/characters moving around the screen, each with sound effects recorded by pupils</p>
<p>PE(12hrs)</p> <p>Brilliant Ball Skills</p> <p>To master basic sending and receiving techniques.</p> <p>To develop balance, agility and co-ordination.</p> <p>To make use of co-ordination, accuracy and weight transfer.</p> <p>To use ball skills in game-based activities.</p> <p>Gym Fit Circuits</p> <p>To identify techniques to improve balance.</p> <p>To practise a range of gymnastic skills through a series of circuits.</p> <p>To perform a range of gymnastic skills with increased accuracy.</p> <p>To evaluate my performance of gymnastic moves within a circuit.</p>	<p>Geography (15hrs)</p> <p>Human habitats and the impact of climate</p>	<p>Art/Design(6hrs)</p> <p>Collage incorporating textiles (Science or Geography link)</p>

Science: Seasonal changes (12hrs) Can observe changes across the four seasons Can observe and describe weather associated with the seasons and how day length varies.	Music (4.5hrs) Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing	Events for this Term National Science week World Book Day (5/3) World Shakespeare Week (16/3) World Storytelling Day (20/3) World Poetry Day (21/3) Charity: Sports relief
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Year 1 Summer One Overview		Theme-
English- Genres and Texts Writing to Inform	English- grammar/Vocabulary <input type="checkbox"/> Use coordinating conjunctions to link two main <input type="checkbox"/> Use subordinating conjunctions in the middle of sentences <input type="checkbox"/> Use noun phrases which inform <input type="checkbox"/> Use commas to separate items in a list <input type="checkbox"/> Use exclamation sentences where appropriate <input type="checkbox"/> Use finger spaces between words <input type="checkbox"/> Use capital letters & full stops to mark sentences <input type="checkbox"/> Use question marks <input type="checkbox"/> Use apostrophes to mark possession <input type="checkbox"/> Appropriate use of past and present tense	English- Phonics/Spelling Phase 5 phonics, following letters and sounds
Maths Number: Multiplication and division (reinforce multiples of 2, 5 and 10) Number: Fractions	PSHE (3.5hrs) Keeping safe Growing and changing	Computing (5hrs) Sequence of instructions guiding a person, followed by a robot, around a map
PE (10hrs) Throwing and Catching (field games) To learn skills for striking and fielding games. To practise basic striking, sending and receiving. To use throwing and catching skills in a game. To practise accuracy of throwing and consistent Catching. To strike with a racket or bat. To play a game fairly and in a sporting manner. To use fielding skills to play a game.	Geography (11hrs) My Home. My Island Study of local geography- features of the local environment. -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Art/Design (5hrs) Printing or Sculpture

<p>Cool Core</p> <p>To identify techniques to improve core strength and agility.</p>		
<p>Science: Animals, including humans (12hrs)</p> <p>To be able to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>To be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Music (3.5hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>Events for this term</p> <p>Charity: WWF</p>

 <p>Year 1 Summer Two Overview</p>		
<p>English- Genres and Texts</p> <p>Writing to Entertain</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use coordinating conjunctions to link two main ideas <input type="checkbox"/> Use noun phrases which add detail to description <input type="checkbox"/> Use the progressive form for verbs <input type="checkbox"/> Use exclamation sentences where appropriate <input type="checkbox"/> Use finger spaces between words <input type="checkbox"/> Use capital letters & full stops to mark sentences <input type="checkbox"/> Use capital letter for first person 'I' <input type="checkbox"/> Use apostrophes to mark contractions <input type="checkbox"/> Use exclamation marks, particularly in relation to speech 	<p>English- Phonics/Spelling</p> <p>Phase 5 phonics, following letters and sounds</p>

	<input type="checkbox"/> Begin to differentiate between past and present tense to suit purpose <input type="checkbox"/> Demonstrate an understanding of time sequencing	
Maths Geometry: Position and direction Number: Place Value (within 100) Measurement: Money Measurement: Time	PSHE (5hrs) Keeping safe Taking care of the environment	Computing (7hrs) e-book containing images, sound and text linked to History
PE (14hrs) Active Athletics To use varying speeds when running. To explore footwork patterns. To explore arm mobility. To explore different methods of throwing. To practise short distance running. To practise taking off from different positions. To complete an obstacle course with control and agility. Fitness Frenzy To explore running at different speeds. To improve agility, balance and co-ordination. To evaluate performance of gymnastic moves within a circuit. To identify techniques to improve core strength and agility.	History (16hrs) A study of homes and house- How and why have they changed	Art/Design (7hrs) Design project linked to homes/houses
Science (16hrs) Focus: Working scientifically incorporating investigations/ experiments from all areas of science (revisit materials)	Music (5hrs) Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing	Events for this term Phonic Screening Check National School Sports Week Charity: Race for life Sports Day National Writing Day (26/6)




Year 2 Autumn One Overview

Theme-


<p>English- Genres and Texts Writing to Entertain</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use coordinating conjunctions to link two main ideas <input type="checkbox"/> Use noun phrases which add detail to description <input type="checkbox"/> Use the progressive form for verbs <input type="checkbox"/> Use exclamation sentences where appropriate <input type="checkbox"/> Use finger spaces between words <input type="checkbox"/> Use capital letters & full stops to mark sentences <input type="checkbox"/> Use capital letter for first person 'I' <input type="checkbox"/> Use apostrophes to mark contractions <input type="checkbox"/> Use exclamation marks, particularly in relation to speech <input type="checkbox"/> Begin to differentiate between past and present tense to suit purpose <input type="checkbox"/> Demonstrate an understanding of time sequencing 	<p>English- Phonics/Spelling</p> <p>Phase 5 GPCs including polysyllabic words. Homophones (sea/see and be/ bee) Using segmentation strategy for learning selected words Proofreading, especially high- frequency words /aɪ/ spelt 'i' in common exception words (find, kind, mind, behind, child, wild, climb)</p>
<p>Maths Number: Place value Number: Addition and subtraction</p>	<p>PSHE (5hrs) Keeping safe Feelings and emotions</p>	<p>Computing(7hrs) Create and edit a piece of artwork, then present within PowerPoint; Touch Typing</p>
<p>PE (14hrs) Mighty Movers To run efficiently using the arms. To demonstrate running with balance and co-ordination. To understand the purpose of a circuit and how it can improve fitness.</p> <p>Dance To explore different levels and speeds of movement. To compose and perform simple dance phrases. To show contrasts in simple dances with good body shape and position. To develop a range of dance movements and improve timing. To work to music, creating movements that show rhythm and control.</p>	<p>History(14hrs) Local study investigating how Industries linked with materials have had an impact within our local area eg Metal box, Shoe factory, Coal mines (incorporate a visit to Mansfield Museum)</p>	<p>Art/Design (7hrs) Design project linked to History/Science</p>

Science: Materials (18hrs) To be able to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Music (5hrs) Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing	Events for this Term Roald Dahl Day Charity: Jeans for genes Harvest Festival Black History Month (October)
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 Year 2 Autumn Two Overview			Theme-
English- Genres and Texts Writing to Entertain	English- grammar/Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> Use coordinating conjunctions to link two main ideas <input type="checkbox"/> Use noun phrases which add detail to description <input type="checkbox"/> Use the progressive form for verbs <input type="checkbox"/> Use exclamation sentences where appropriate <input type="checkbox"/> Use finger spaces between words <input type="checkbox"/> Use capital letters & full stops to mark sentences <input type="checkbox"/> Use capital letter for first person 'I' <input type="checkbox"/> Use apostrophes to mark contractions <input type="checkbox"/> Use exclamation marks, particularly in relation to speech <input type="checkbox"/> Begin to differentiate between past and present tense to suit purpose <input type="checkbox"/> Demonstrate an understanding of time sequencing 	English- Phonics/Spelling Strategies for learning words: Look, say, cover, write, check for common exception words Phase 5 GPCs that are not secure Homophones (to/two/too) /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y' /s/ sound spelt 'c' before 'e', 'i' and 'y' /n/ sound spelt 'kn' and 'gn' at the beginning of words	
Maths Number: Addition and subtraction Measurement: Money Number: Multiplication and division	PSHE (4.5hrs) Keeping safe Money matters	Computing (6hrs) Video ideally related to class topic	
PE (12hrs) Multi Skills To explore static balancing. To understand concepts of bases. To combine a number of co-ordination drills, using upper and lower body movements. To aim a variety of balls and equipment accurately.	RE (14hrs) 1.4 Symbols: In what ways are churches and synagogues important to believers? 1.8 Jewish and Christian stories: How and why some stories are important in religion?	Art/Design (6hrs) Drawing and painting linked to RE focus	

<p>To travel in different ways, showing clear transitions between movements.</p> <p>To maintain balance when changing direction.</p> <p>To use skills learned in a game.</p> <p>Boot Camp</p> <p>To understand how to prepare the body for exercise.</p> <p>To understand what fitness means.</p> <p>To complete a range of circuit-based activities and understand the reason for doing them.</p> <p>To understand what happens to the heart rate during exercise.</p>		
<p>Science: Plants (13hrs)</p> <p>Can observe and describe how seeds and bulbs grow into mature plants</p> <p>Can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Music (4.5hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>Events for this Term</p> <p>National Anti-Bullying week</p> <p>Charity: Children in Need</p> <p>Key Stage 1 Nativity</p> <p>Enterprise project</p> <p>Royal Mail's Letter to Santa Competition</p> <p>U.K. Parliament Week (2-8/11)</p>



		
Year 2 Spring One Overview		
Theme-		
English- Genres and Texts Writing to Inform	English- grammar/Vocabulary <ul style="list-style-type: none">□ Use coordinating conjunctions to link two main□ Use subordinating conjunctions in the middle of sentences□ Use noun phrases which inform□ Use commas to separate items in a list□ Use exclamation sentences where appropriate□ Use finger spaces between words□ Use capital letters & full stops to mark sentences □Use question marks□ Use apostrophes to mark possession□ Appropriate use of past and present tense	English- Spelling /aɪ/sound spelt 'y' Strategies for learning words: common exception words and high-frequency words (could, should, would) Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're) /l/ or /əl/ sound spelt '-le' at the end of words and following a consonant Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it Adding the ending 'y' to words ending in 'e' with a consonant before it /i:/ sound spelt 'ey' Near homophones (quite/quiet) /r/ sound spelt 'wr' Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel Common exception words (move, prove, improve, should, would, could, most, both, only)
Maths Number: Multiplication and division Statistics Geometry: Properties of shapes	PSHE (4.5hrs) Keeping safe Healthy lifestyles	Computing (6hrs) Program containing pupils' own background, sprites, sound and text which tells the story of an event related to the class theme.

<p>PE (12hrs) Skip to The Beat To perform skipping moves with agility, balance and co-ordination. To explore different ways of jumping/hopping with balance and accuracy. To skip with control and balance. Groovy Gymnastics To remember and repeat simple gymnastic actions with control. To balance on isolated parts of the body using the floor and hold balance. To develop a range of gymnastic moves, particularly balancing. To link together a number of gymnastic actions into a sequence. To explore ways of travelling around on large apparatus.</p>	<p>Geography (15hrs) Environmental impact food demands have on the natural world incorporating naming and locating the world's seven continents and five oceans eg. The journey of a..... Where does our food come from?</p>	<p>Art/Design (6hrs) Cooking/nutrition linked to Science/Geog</p>
<p>Science: Animals, including humans (12hrs) Can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Music (4.5hrs) Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>Events for this term Charity: NSPCC- Number day National Safer Internet Day BBC Radio 2's 500 words competition launched (deadline March) National Storytelling week</p>



Year 2 Spring Two Overview

Theme-

<p>English- Genres and Texts Writing to Entertain</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use coordinating conjunctions to link two main ideas <input type="checkbox"/> Use noun phrases which add detail to description <input type="checkbox"/> Use the progressive form for verbs <input type="checkbox"/> Use exclamation sentences where appropriate <input type="checkbox"/> Use finger spaces between words <input type="checkbox"/> Use capital letters & full stops to mark sentences <input type="checkbox"/> Use capital letter for first person 'I' <input type="checkbox"/> Use apostrophes to mark contractions <input type="checkbox"/> Use exclamation marks, particularly in relation to speech <input type="checkbox"/> Begin to differentiate between past and present tense to suit purpose <input type="checkbox"/> Demonstrate an understanding of time sequencing 	<p>English- Spelling</p> <p>/b/ spelt 'a' after 'w' and 'qu'</p> <p>Strategies for learning spellings: mnemonics</p> <p>/3/ spelt 's'</p> <p>Homophones</p> <p>Adding '-es' to nouns and verbs ending in 'y'</p> <p>The possessive apostrophe (singular nouns)</p> <p>Strategies at the point of writing: using an alphabetically- ordered word bank</p> <p>Adding suffixes '-ful' , '-less' and '-ly'</p> <p>Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</p> <p>Words ending '-tion'</p>
<p>Maths</p> <p>Geometry: Properties of shapes</p> <p>Number: Fractions</p> <p>Measurement: Length and height</p>	<p>PSHE (4.5hrs)</p> <p>Keeping safe</p> <p>Growing and changing</p>	<p>Computing (6hrs)</p> <p>Create and edit a piece of artwork, then present within PowerPoint; Touch Typing</p>
<p>PE (12hrs)</p> <p>Brilliant Ball Skills</p> <p>To use hand-eye co-ordination to control a ball.</p> <p>To catch a variety of objects.</p> <p>To vary types of throw.</p> <p>To kick and move with a ball.</p> <p>To develop catching and dribbling skills.</p> <p>To use ball skills in a mini festival.</p> <p>Gymfit Circuits</p> <p>To identify techniques to improve balance.</p> <p>To practise a range of gymnastic skills through a series of circuits.</p> <p>To perform a range of gymnastic skills with increased accuracy.</p> <p>To perform a sequence of gymnastic moves within a circuit.</p> <p>To perform a sequence of moves at each station within a circuit with increased accuracy.</p>	<p>RE (14hrs)</p> <p>1.6 Believing:</p> <p>What do Jewish people believe about God and creation, Humanity and the natural world?</p>	<p>Art/Design (6hrs)</p> <p>Art project linked to our wonderful world incorporating collage and textiles</p>

To evaluate performance of gymnastic moves within a circuit.		
Science: Animals, including humans (13hrs) Notice that animals, including humans, have offspring which grow into adults Can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Music (4.5hrs) Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing	Events for this Term National Science week Charity: Sports relief World Book Day (5/3) World Shakespeare Week (16/3) World Storytelling Day (20/3) World Poetry Day (21/3)



Year 2 Summer One Overview

Theme-

English- Genres and Texts Writing to Inform	English- grammar/Vocabulary <input type="checkbox"/> Use coordinating conjunctions to link two main <input type="checkbox"/> Use subordinating conjunctions in the middle of sentences <input type="checkbox"/> Use noun phrases which inform <input type="checkbox"/> Use commas to separate items in a list <input type="checkbox"/> Use exclamation sentences where appropriate <input type="checkbox"/> Use finger spaces between words <input type="checkbox"/> Use capital letters & full stops to mark sentences <input type="checkbox"/> Use question marks <input type="checkbox"/> Use apostrophes to mark possession <input type="checkbox"/> Appropriate use of past and present tense	English- Spelling The /l/ or /əl/ sound spelt '-el' at the end of words Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y' The /ɑ:/sound spelt 'a' before 'l' and 'll' The /ɑ:/ sound spelt 'ar' after 'w' Suffixes '-ment' and '-ness' The /ɜ:/ sound spelt 'or' after 'w' The /l/ or /əl/ sound spelt '-al' at the end of words
Maths Geometry: Position and direction Problem solving and efficient methods	PSHE (3.5hrs) Keeping safe Valuing differences Rights and responsibilities	Computing (5hrs) Program containing pupils' own background, sprites, sound and text which tells the story of an event related to the class theme.
PE (10hrs) Active Athletics To run with agility and confidence. To learn the best jumping techniques for distance. To throw different objects in a variety of ways.	Geography (11hrs) Comparing and contrasting two different climates. identifying the physical and human aspects of these locations	Art/Design (5hrs) Printing or Sculpture linked to Geog/ Science focus

<p>To hurdle an obstacle and maintain effective running style. To run for distance. To complete an obstacle course with control and agility.</p> <p style="text-align: center;">Fitness Frenzy</p> <p>To complete a circuit of activities. To understand the purpose of a circuit and how it can improve fitness. To skip with control and balance. To evaluate my performance of gymnastic moves within a circuit. To improve core strength, balance and agility. To evaluate my performance of gymnastic moves within a circuit.</p>		
<p>Science: Living things and their habitats (12hrs) To be able to explore and compare the differences between things that are living, dead, and things that have never been alive Can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Can identify and name a variety of plants and animals in their habitats, including micro-habitats Can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p style="text-align: center;">Music (3.5hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p style="text-align: center;">Events for this term Charity: WWF End of KS1 assessments</p>



Year 2 Summer Two Overview

Theme- Which childhood was more exciting?

<p>English- Genres and Texts Writing to Entertain</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use coordinating conjunctions to link two main ideas <input type="checkbox"/> Use noun phrases which add detail to description <input type="checkbox"/> Use the progressive form for verbs <input type="checkbox"/> Use exclamation sentences where appropriate <input type="checkbox"/> Use finger spaces between words <input type="checkbox"/> Use capital letters & full stops to mark sentences <input type="checkbox"/> Use capital letter for first person 'I' <input type="checkbox"/> Use apostrophes to mark contractions <input type="checkbox"/> Use exclamation marks, particularly in relation to speech <input type="checkbox"/> Begin to differentiate between past and present tense to suit purpose <input type="checkbox"/> Demonstrate an understanding of time sequencing 	<p>English- Spelling</p> <p>Spellings and concepts that pupils need to secure</p> <p>Homophones /ʌ/ sound spelt 'o' sounds spelt 'il' at the end of words</p>
<p>Maths Measurement: Time Measurement: Mass, capacity and temperature Investigations</p>	<p>PSHE (5hrs) Keeping safe Taking care of the environment</p>	<p>Computing (7hrs) Video ideally related to class topic</p>
<p>PE (14hrs) Throwing and Catching To learn skills for playing striking and fielding games. To position the body to strike a ball. To practise striking a small ball. To develop catching skills. To throw a ball for distance. To practise throwing skills in circuit. To play a game fairly and in a sporting manner. To use fielding skills to play a game.</p> <p>Core Strength To develop and improve core strength and agility. To improve core strength, balance and agility.</p>	<p>History (14hrs) A comparative study of an aspect of human history that demonstrates change, difference and development eg: A childhood through time (1970s-present day).</p>	<p>Art/Design (7hrs) Design focus linked history</p>
	<p>RE (6 hrs) Leaders: What makes some people inspiring to others?</p>	
<p>Science (12hrs) Working scientifically incorporating aspects of living things and their habitats.</p>	<p>Music (5hrs) Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>Events for this term National School Sports Week Charity: Race for life Sports Day National Writing Day (26/6)</p>



Year 3 Autumn One Overview

Theme-

Events for this term: Roald Dahl Day, Charity: Jeans for genes, Harvest Festival, Black History Month (October)

<p>English- Genres and Texts Writing to Inform: Explanation Text</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use fronted adverbials to show how/when an event occurs <input type="checkbox"/> Use expanded noun phrases to add detail & description <input type="checkbox"/> Use subordinate clauses to add detail or context <input type="checkbox"/> Use range of co-ordinating and sub-ordinating conjunctions <input type="checkbox"/> Use nouns & pronouns for clarity and cohesion <input type="checkbox"/> Use paragraphs to organise writing <input type="checkbox"/> Use of different past tense forms (progressive and simple) <input type="checkbox"/> Use full punctuation for direct speech, including punctuation within and before inverted commas <input type="checkbox"/> Secure use of apostrophes for possession, including for plural nouns. <input type="checkbox"/> Use commas after fronted adverbials and subordinate clauses 	<p>English- Spelling</p> <p>Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</p> <p>Revise prefix 'un-' Teach prefix 'dis-'</p> <p>From Year 2: Apostrophes for contractions</p> <p>Strategies for learning words: Words from statutory and personal spelling lists</p> <p>Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</p> <p>Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</p>
<p>Maths</p> <p>Number: Place value</p> <p>Number: Addition and subtraction</p>	<p>PSHE (5hrs)</p> <p>Keeping safe</p> <p>Feelings and emotions</p>	<p>Computing (7hrs)</p> <p>Research and present facts about their theme using an annotated video</p>
<p>PE (14hrs)</p> <p>Invaders</p> <p>To keep possession of a ball.</p> <p>To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation.</p> <p>To use accurate passing and dribbling in a game.</p> <p>To identify and apply ways to move the ball towards an opponent's goal.</p> <p>To learn concepts of attack and defence.</p> <p>To play in a mini football competition.</p> <p>Boot Camp</p> <p>Understand how to prepare the body for exercise.</p> <p>Understand what fitness means.</p>	<p>History (14 hrs)</p> <p>A study of an aspect of popular culture that has had an impact on today's British culture/ society</p> <p>eg: Music through the ages</p>	<p>Art/Design (6hrs)</p> <p>Drawing/Painting incorporating an artist and linked to History</p>

<p>To complete a range of circuit-based activities and understand the reason for doing them.</p> <p>To understand what happens to the heart rate during exercise.</p>		
<p>Science: Sound (14hrs)</p> <p>Can identify how sounds are made, associating some of them with something vibrating</p> <p>Will recognise that vibrations from sounds travel through a medium to the ear</p> <p>Finds patterns between the pitch of a sound and features of the object that produced it</p> <p>Finds patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Can recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Music (5hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>French (5hrs)</p> <p>Greetings</p> <p>Classroom Phrases</p> <p>Colours</p> <p>Numbers (1-3)</p>



Year 3 Autumn Two Overview

Theme-

Events for this term: National Anti-Bullying week, Charity: Children in Need, Enterprise project, U.K. Parliament Week (2-8/11)

<p>English- Genres and Texts Writing to Inform: Newspaper Report</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use subordinating conjunctions to join clauses, including as openers <input type="checkbox"/> Use expanded noun phrases to inform <input type="checkbox"/> Use commas to separate nouns in a list <input type="checkbox"/> Use relative clauses to add further detail <input type="checkbox"/> Begin to use present perfect tense to place events in time <input type="checkbox"/> Consolidate four main punctuation marks (. , ! ?) <input type="checkbox"/> Use capital letters for proper nouns <input type="checkbox"/> Use commas to mark fronted adverbials <input type="checkbox"/> Use commas to mark subordinate clauses <input type="checkbox"/> Use inverted commas for direct speech <input type="checkbox"/> Use bullet points to list items <input type="checkbox"/> Paragraphs used to group related ideas <input type="checkbox"/> Subheadings to label content <input type="checkbox"/> Use techniques to highlight key words (bold, underline, etc.) 	<p>English- Spelling</p> <p>Statutory words learnt last half term</p> <p>Prefixes 'mis-' and 're-'</p> <p>The /ɪ/ sound spelt 'y'</p> <p>Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)</p>
<p>Maths</p> <p>Number: Addition and subtraction</p> <p>Number: Multiplication and division</p>	<p>PSHE (5hrs)</p> <p>Keeping safe</p> <p>Money matters</p>	<p>Computing (6hrs)</p> <p>Program containing pupils' own background, sprites, sound and text which asks questions of the user</p>
<p>PE (12hrs)</p> <p>Dynamic Dance (Line Dancing)</p> <p>To identify and practise the patterns and actions of line dancing.</p> <p>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>To create an individual dance that reflects the line dancing style.</p> <p>To create partnered dances that reflect the line dancing style and apply the key components of dance.</p> <p>To perform a line dance using a range of movement patterns.</p> <p>To perform and evaluate own and others' work.</p> <p>Mighty Movers (Boxercise)</p>	<p>RE (10hrs)</p> <p>2.7 Spiritual expression: music and worship.</p> <p>What can we learn?</p>	<p>Art/Design (6hrs)</p> <p>Textiles: Design and make a Christmas decoration</p>

<p>To learn footwork movement patterns showing co-ordination.</p> <p>To demonstrate correct technique for a jab.</p> <p>To understand the value of boxercise moves.</p> <p>To learn how to build an aerobic exercise routine including skilled moves.</p> <p>To create and perform a boxercise sequence with increased accuracy.</p> <p>To perform a boxercise routine with precision.</p>		
<p>Science: States of matter (12.5hrs)</p> <p>Can compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observes that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Music (4.5hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>French (4hrs)</p> <p>Numbers (4-6)</p> <p>Colours</p> <p>Animals</p> <p>Christmas related vocabulary</p>



Year 3 Spring One Overview

Theme-

Events for this Term: Charity: NSPCC- Number day , National Safer Internet Day, BBC Radio 2's 500 words competition launched (deadline March)
National Storytelling week

<p>English- Genres and Texts Writing to Persuade: Voiceover</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use imperative verbs to convey urgency <input type="checkbox"/> Use rhetorical questions to engage the reader <input type="checkbox"/> Use noun phrases to add detail and description <input type="checkbox"/> Use relative clauses to provide additional enticement <input type="checkbox"/> Ensure use of capital letters for proper nouns <input type="checkbox"/> Use ? ! for rhetorical / exclamatory sentences <input type="checkbox"/> Use commas to mark relative clauses <input type="checkbox"/> Use commas to make fronted adverbials and subordinate clauses <input type="checkbox"/> Use of 2nd person <input type="checkbox"/> Planned repetition <input type="checkbox"/> Facts & Statistics <input type="checkbox"/> Adjectives for positive description 	<p>English- Spelling</p> <p>From Year 2: suffixes '-ness' and '-ful' following a Consonant Prefixes 'sub-' and 'tele-' From Year 2: apostrophe for contraction Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)' Suffixes '-ness', 'ful', '-less' and '-ly'</p>
<p>Maths Number: Multiplication and division Measurement: Money Statistics</p>	<p>PSHE(5hrs) Keeping safe Valuing differences Rights and responsibilities</p>	<p>Computing (6hrs) Research and present facts about their theme using an annotated video</p>
<p>PE (12hrs) Gym Sequences To identify and practise body shapes. To identify and practise symmetrical and asymmetrical body shapes. To construct sequences using balancing and linking movements. To use counterbalances and incorporate them into a sequence of movements. To perform movements in canon and in unison.</p>	<p>Geography (9.5hrs) Geographical study investigating the environmental impact of humans on the natural world eg: Where and Why are some animals facing extinction? What can we do to prevent it?</p>	<p>Art/Design (6hrs) Collage incorporating artist study</p>

<p>To perform and evaluate own and others' sequences.</p> <p>Step to The Beat</p> <p>To understand the importance of a warm-up.</p> <p>To improve fitness, particularly strength and stamina.</p> <p>To understand the importance of a warm-up.</p> <p>To improve fitness, particularly strength and stamina.</p> <p>To develop co-ordination and balance.</p> <p>To understand the importance of a warm-up.</p> <p>To develop co-ordination and balance.</p>	<p>RE (2 hrs)</p> <p>2.8 Religion family and community: worship, celebration, way of life</p>	
<p>Science: Living things and their habitats (11.5hrs)</p> <p>Recognises that living things can be grouped in a variety of ways</p> <p>Explores and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Can recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Music (4hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>French (4hrs)</p> <p>Alphabet letters</p> <p>Seasonal songs</p> <p>Action Verbs</p> <p>Numbers (7-10)</p>



Year 3 Spring Two Overview

Theme-

Events for this Term: National Science week, Charity: Sports relief, Y3 and 4 production, World Book Day (5/3), World Shakespeare Week (16/3), World Storytelling Day (20/3), World Poetry Day (21/3)

<p>English- Genres and Texts Writing to Entertain: Description</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use subordinating conjunctions to join clauses, including as openers <input type="checkbox"/> Use expanded noun phrases to inform <input type="checkbox"/> Use commas to separate nouns in a list <input type="checkbox"/> Use relative clauses to add further detail <input type="checkbox"/> Begin to use present perfect tense to place events in time <input type="checkbox"/> Consolidate four main punctuation marks (. , ! ?) <input type="checkbox"/> Use capital letters for proper nouns <input type="checkbox"/> Use commas to mark fronted adverbials <input type="checkbox"/> Use commas to mark subordinate clauses <input type="checkbox"/> Use inverted commas for direct speech <input type="checkbox"/> Use bullet points to list items <input type="checkbox"/> Paragraphs used to group related ideas <input type="checkbox"/> Subheadings to label content <input type="checkbox"/> Use techniques to highlight key words (bold, underline, etc.) 	<p>English- Spelling</p> <p>Prefixes 'super-' and 'auto-'</p> <p>Strategies at the point of writing: homophones</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p> <p>Words with the /k/ sound</p> <p>spelt 'ch' (Greek in origin)</p>
<p>Maths</p> <p>Measurement: Length and perimeter</p> <p>Number: Fractions</p>	<p>PSHE (5hrs)</p> <p>Keeping safe</p> <p>Healthy lifestyles</p>	<p>Computing (6hrs)</p> <p>A simple website providing information about the class theme</p>
<p>PE (12hrs)</p> <p>Striking and Fielding</p> <p>To develop and investigate different ways of throwing, and to know when each is appropriate.</p> <p>To use ABC (agility, balance, co-ordination) to field a ball well.</p> <p>To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation.</p> <p>To use hand-eye co-ordination to strike a moving and a stationary ball.</p> <p>To develop fielding skills and understand their importance when playing a game.</p>	<p>Geography (9.5hrs)</p> <p>Continue with last half term's focus!</p>	<p>Art/Design (6hrs)</p> <p>Cooking/nutrition – Linked to PSHE healthy lifestyles</p>

<p>To play in a competitive situation, and to demonstrate sporting behaviour. Gymfit (Circuits)</p> <p>To understand that a fitness circuit can be sport-specific.</p> <p>To complete a hockey-based circuit with understanding and accuracy.</p> <p>To complete a netball/basketball circuit with understanding and accuracy.</p> <p>To complete a football-based circuit with accuracy and understanding.</p> <p>To complete a cricket-based circuit with accuracy and understanding.</p> <p>To complete an athletics-based circuit with control and accuracy.</p>	<p>RE (2 hrs)</p> <p>2.8 Religion family and community: worship, celebration, way of life</p>	
<p>Science: Animals including humans (11.5hrs)</p> <p>Can describe the simple functions of the basic parts of the digestive system in humans</p> <p>Can identify the different types of teeth in humans and their simple functions</p>	<p>Music (4hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>French (4hrs)</p> <p>Salutations</p> <p>Classroom equipment</p> <p>What is it?</p> <p>La Tour Eiffel</p>



Year 3 Summer One Overview

Theme-

Events for this term: Charity: WWF

English- Genres and Texts Writing to Entertain: Poetry

English- grammar/Vocabulary

- ☐ Use fronted adverbials to show how/when an event occurs
- ☐ Use expanded noun phrases to add detail & description
- ☐ Use subordinate clauses to add detail or context
- ☐ Use range of co-ordinating and sub-ordinating conjunctions
- ☐ Use nouns & pronouns for clarity and cohesion
- ☐ Use paragraphs to organise writing
- ☐ Use of different past tense forms (progressive and simple)
- ☐ Use full punctuation for direct speech, including punctuation within and before inverted commas
- ☐ Secure use of apostrophes for possession, including for plural nouns.
- ☐ Use commas after fronted adverbials and subordinate clauses

English- Spelling

Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')

Suffix '-ly' with root words ending in 'le' and 'ic'

From Year 2: Apostrophes for contractions

Rare GPCs (/ɪ/ sound)

From Years 1 and 2: vowel digraphs

Maths

Number: Fractions
Measurement: Time

PSHE (4hrs)

Keeping safe
Growing and changing

Computing (5hrs)

Program containing pupils' own background, sprites, sound and text which asks questions of the user

PE (10hrs)

Nimble Nets

To become familiar with balls and short tennis rackets.
To get the ball into play.
To accurately serve underarm.
To build up a rally.
To build a rally, focusing on accuracy of strokes.
To play a variety of shots in a game situation and to explore when different shots should be played.
To play a competitive tennis game.
Cool Core (Pilates)
To improve balance and co-ordination.

RE (12hrs)

2.10 Religion and the individual: what is expected of a person in following a religion or belief?

2.6 Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages

Art/Design (5hrs)

Religious patterns/symbols (printing and texture)

To develop balance techniques when performing cool core moves. To sustain balance and concentration when performing a variety of cool core moves. To develop cool core moves using balance techniques.		
Science: Animals including humans (7.5hrs) Construct and interpret a variety of food chains including producers, predators and prey.	Music (3.5hrs) Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing	French (3hrs) Clothing Days of the week Today, yesterday and tomorrow Numbers (11-15)



Year 3 Summer Two Overview

Theme-

Events for this term: National School Sports Week, Charity: Race for life, Sports Day, National Writing Day (26/6)

<p>English- Genres and Texts Writing to Entertain: Narrative (Greek mythology)</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use fronted adverbials to show how/when an event occurs <input type="checkbox"/> Use expanded noun phrases to add detail & description <input type="checkbox"/> Use subordinate clauses to add detail or context <input type="checkbox"/> Use range of co-ordinating and sub-ordinating conjunctions <input type="checkbox"/> Use nouns & pronouns for clarity and cohesion <input type="checkbox"/> Use paragraphs to organise writing <input type="checkbox"/> Use of different past tense forms (progressive and simple) <input type="checkbox"/> Use full punctuation for direct speech, including punctuation within and before inverted commas <input type="checkbox"/> Secure use of apostrophes for possession, including for plural nouns. <input type="checkbox"/> Use commas after fronted adverbials and subordinate clauses 	<p>English- Spelling</p> <p>Strategies at the point of writing: Have a go Spellings learnt in the last half term The /ʌ/ sound spelt 'ou' Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/ reign)</p>
<p>Maths Measurement: Time Geometry: Property of shape Measurement: Mass and capacity</p>	<p>PSHE (5hrs) Keeping safe Taking care of the environment</p>	<p>Computing (7hrs) A simple website providing information about the class theme</p>
<p>PE (14hrs) Young Olympians To select and maintain a running pace for different distances. To practise throwing with power and accuracy. To throw safely and with understanding. To demonstrate good running technique in a competitive situation. To explore different footwork patterns. To understand which technique is most effective when jumping for distance. Fitness Frenzy To complete a circuit that includes different aerobic</p>	<p>History (16hrs) A study of an ancient civilisation and their impact on the world. Eg: Ancient Greece</p>	<p>Art/Design (6hrs) Sculpture and 3D modelling linked to history</p>

<p>activities.</p> <p>To perform a boxercise routine with precision.</p> <p>To develop co-ordination and balance.</p> <p>To complete an athletics-based circuit with control and accuracy.</p> <p>To develop cool core moves using balance techniques.</p> <p>To perform a sequence of moves at each station within a circuit with increased accuracy.</p>		
<p>Science: Electricity (12hrs)</p> <p>Can identify common appliances that run on electricity</p> <p>Constructs a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognises that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Can recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Music (5hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>French (5hrs)</p> <p>Numbers (16-31)</p> <p>Focus on direct speech</p> <p>Traditional songs</p>



Year 4 Autumn One Overview

Theme-

Events for this term: Roald Dahl Day, Charity: Jeans for genes, Harvest Festival, Black History Month (October)

<p>English- Genres and Texts Writing to Inform: Explanation Text</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use fronted adverbials to show how/when an event occurs <input type="checkbox"/> Use expanded noun phrases to add detail & description <input type="checkbox"/> Use subordinate clauses to add detail or context <input type="checkbox"/> Use range of co-ordinating and sub-ordinating conjunctions <input type="checkbox"/> Use nouns & pronouns for clarity and cohesion <input type="checkbox"/> Use paragraphs to organise writing <input type="checkbox"/> Use of different past tense forms (progressive and simple) <input type="checkbox"/> Use full punctuation for direct speech, including punctuation within and before inverted commas <input type="checkbox"/> Secure use of apostrophes for possession, including for plural nouns. <input type="checkbox"/> Use commas after fronted adverbials and subordinate clauses 	<p>English- Spelling</p> <p>Strategies for learning words: words from statutory spelling list</p> <p>Words ending /ʒə/ From Year 2: possessive apostrophe with singular proper nouns</p> <p>Homophones (peace/piece, main/mane, fair/fare)</p>
<p>Maths</p> <p>Number: Place value Number: Addition and subtraction</p>	<p>PSHE (5hrs)</p> <p>Keeping safe Feelings and emotions</p>	<p>Computing (7hrs)</p> <p>Research and present facts about their theme using an annotated video</p>
<p>PE (14hrs)</p> <p>Invaders</p> <p>To keep possession of a ball. To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation. To use accurate passing and dribbling in a game. To identify and apply ways to move the ball towards an opponent's goal. To learn concepts of attack and defence. To play in a mini football competition. Boot Camp</p> <p>Understand how to prepare the body for exercise.</p>	<p>History (14hrs)</p> <p>A study of an aspect of popular culture that has had an impact on today's British culture/ society eg: Music through the ages</p>	<p>Art/Design (6hrs)</p> <p>Drawing/Painting incorporating an artist and linked to History</p>

<p>Understand what fitness means. To complete a range of circuit-based activities and understand the reason for doing them. To understand what happens to the heart rate during exercise.</p>		
<p>Science: Sound (14hrs)</p> <p>Can identify how sounds are made, associating some of them with something vibrating Will recognise that vibrations from sounds travel through a medium to the ear Finds patterns between the pitch of a sound and features of the object that produced it Finds patterns between the volume of a sound and the strength of the vibrations that produced it Can recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Music (5hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>French (5hrs)</p> <p>Greetings Classroom Phrases Colours Numbers (1-3)</p>



Year 4 Autumn Two Overview

Theme-

Events for this term: National Anti-Bullying week, Charity: Children in Need, Enterprise project, U.K. Parliament Week (2-8/11)

<p>English- Genres and Texts Writing to Inform: Newspaper Report</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use subordinating conjunctions to join clauses, including as openers <input type="checkbox"/> Use expanded noun phrases to inform <input type="checkbox"/> Use commas to separate nouns in a list <input type="checkbox"/> Use relative clauses to add further detail <input type="checkbox"/> Begin to use present perfect tense to place events in time <input type="checkbox"/> Consolidate four main punctuation marks (. , ! ?) <input type="checkbox"/> Use capital letters for proper nouns <input type="checkbox"/> Use commas to mark fronted adverbials <input type="checkbox"/> Use commas to mark subordinate clauses <input type="checkbox"/> Use inverted commas for direct speech <input type="checkbox"/> Use bullet points to list items <input type="checkbox"/> Paragraphs used to group related ideas <input type="checkbox"/> Subheadings to label content <input type="checkbox"/> Use techniques to highlight key words (bold, underline, etc.) 	<p>English- Spelling</p> <p>Strategies for learning words: words from statutory list learnt previously</p> <p>Prefixes 'in-', 'il-', 'im-' and 'ir-'</p> <p>Words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey'</p> <p>Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')</p>
<p>Maths</p> <p>Number: Addition and subtraction Measurement: Length and perimeter Number: Multiplication and division</p>	<p>PSHE (5hrs)</p> <p>Keeping safe Money matters</p>	<p>Computing (6hrs)</p> <p>Program containing pupils' own background, sprites, sound and text which asks questions of the user</p>
<p>PE (12hrs)</p> <p>Dynamic Dance (Line Dancing)</p> <p>To identify and practise the patterns and actions of line dancing.</p> <p>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>To create an individual dance that reflects the line dancing style.</p> <p>To create partnered dances that reflect the line dancing style and apply the key components of dance.</p> <p>To perform a line dance using a range of movement patterns.</p> <p>To perform and evaluate own and others' work.</p>	<p>RE (10hrs)</p> <p>2.7 Spiritual expression: music and worship.</p> <p>What can we learn?</p>	<p>Art/Design (6hrs)</p> <p>Textiles: Design and make a Christmas decoration</p>

<p>Mighty Movers (Boxercise)</p> <p>To learn footwork movement patterns showing co-ordination.</p> <p>To demonstrate correct technique for a jab.</p> <p>To understand the value of boxercise moves.</p> <p>To learn how to build an aerobic exercise routine including skilled moves.</p> <p>To create and perform a boxercise sequence with increased accuracy.</p> <p>• To perform a boxercise routine with precision.</p>		
<p>Science: States of matter (12.5hrs)</p> <p>Can compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observes that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Music (4.5hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>French (4 hrs)</p> <p>Numbers (4-6)</p> <p>Colours</p> <p>Animals</p> <p>Christmas related vocabulary</p>



Year 4 Spring One Overview

Theme-

Events for this Term: Charity: NSPCC- Number day , National Safer Internet Day, BBC Radio 2's 500 words competition launched (deadline March)
National Storytelling week

<p>English- Genres and Texts Writing to Persuade: Voiceover</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use imperative verbs to convey urgency <input type="checkbox"/> Use rhetorical questions to engage the reader <input type="checkbox"/> Use noun phrases to add detail and description <input type="checkbox"/> Use relative clauses to provide additional enticement <input type="checkbox"/> Ensure use of capital letters for proper nouns <input type="checkbox"/> Use ? ! for rhetorical / exclamatory sentences <input type="checkbox"/> Use commas to mark relative clauses <input type="checkbox"/> Use commas to make fronted adverbials and subordinate clauses <input type="checkbox"/> Use of 2nd person <input type="checkbox"/> Planned repetition <input type="checkbox"/> Facts & Statistics <input type="checkbox"/> Adjectives for positive description 	<p>English- Spelling</p> <p>The /g/ sound spelt 'gu'</p> <p>Words with endings sounding like /tʃə/ spelt '-ture'</p> <p>Possessive apostrophe with plurals</p> <p>Homophones (scene/seen, mail/male, bawl/ball)</p>
<p>Maths</p> <p>Number: Multiplication and division</p> <p>Measurement: Area</p> <p>Number: Fractions</p>	<p>PSHE (5 hrs)</p> <p>Keeping safe</p> <p>Valuing differences</p> <p>Rights and responsibilities</p>	<p>Computing (6 hrs)</p> <p>Research and present facts about their theme using an annotated video</p>
<p>PE (12 hrs)</p> <p>Gym Sequences</p> <p>To identify and practise body shapes.</p> <p>To identify and practise symmetrical and asymmetrical body shapes.</p> <p>To construct sequences using balancing and linking movements.</p> <p>To use counterbalances and incorporate them into a sequence of movements.</p> <p>To perform movements in canon and in unison.</p>	<p>Geography (9.5 hrs)</p> <p>Geographical study investigating the environmental impact of humans on the natural world eg: Where and Why are some animals facing extinction? What can we do to prevent it?</p>	<p>Art/Design (6 hrs)</p> <p>Collage incorporating artist study</p>

<p>To perform and evaluate own and others' sequences.</p> <p>Step to The Beat</p> <p>To understand the importance of a warm-up.</p> <p>To improve fitness, particularly strength and stamina.</p> <p>To understand the importance of a warm-up.</p> <p>To improve fitness, particularly strength and stamina.</p> <p>To develop co-ordination and balance.</p> <p>To understand the importance of a warm-up.</p> <p>To develop co-ordination and balance.</p>	<p>RE (2 hrs)</p> <p>2.8 Religion family and community: worship, celebration, way of life</p>	
<p>Science: Living things and their habitats (11.5 hrs)</p> <p>Recognises that living things can be grouped in a variety of ways</p> <p>Explores and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Can recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Music (4hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>French (4 hrs)</p> <p>Alphabet letters</p> <p>Seasonal songs</p> <p>Action Verbs</p> <p>Numbers (7-10)</p>



Year 4 Spring Two Overview

Theme-

Events for this Term: National Science week, Charity: Sports relief, Y3 & 4 production, World Book Day (5/3), World Shakespeare Week (16/3), World Storytelling Day (20/3), World Poetry Day (21/3)

<p>English- Genres and Texts Writing to Entertain: Description</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use subordinating conjunctions to join clauses, including as openers <input type="checkbox"/> Use expanded noun phrases to inform <input type="checkbox"/> Use commas to separate nouns in a list <input type="checkbox"/> Use relative clauses to add further detail <input type="checkbox"/> Begin to use present perfect tense to place events in time <input type="checkbox"/> Consolidate four main punctuation marks (. , ! ?) <input type="checkbox"/> Use capital letters for proper nouns <input type="checkbox"/> Use commas to mark fronted adverbials <input type="checkbox"/> Use commas to mark subordinate clauses <input type="checkbox"/> Use inverted commas for direct speech <input type="checkbox"/> Use bullet points to list items <input type="checkbox"/> Paragraphs used to group related ideas <input type="checkbox"/> Subheadings to label content <input type="checkbox"/> Use techniques to highlight key words (bold, underline, etc.) 	<p>English- Spelling</p> <p>Statutory spellings learnt so far Prefixes 'anti-' and 'inter-' Endings that sound like /fən/ spelt '-cian', '-sion', '-tion' and '-ssion'</p>
<p>Maths Number: Fractions Number: Decimals</p>	<p>PSHE (5 hrs) Keeping safe Healthy lifestyles</p>	<p>Computing (6 hrs) A simple website providing information about the class theme</p>
<p>PE (12 hrs) Striking and Fielding To develop and investigate different ways of throwing, and to know when each is appropriate. To use ABC (agility, balance, co-ordination) to field a ball well. To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation. To use hand-eye co-ordination to strike a moving and a stationary ball. To develop fielding skills and understand their importance when playing a game.</p>	<p>Geography (9.5 hrs) Continue with last half term's focus!</p>	<p>Art/Design (6 hrs) Cooking/nutrition – Linked to PSHE healthy lifestyles</p>

<p>To play in a competitive situation, and to demonstrate sporting behaviour. Gymfit (Circuits)</p> <p>To understand that a fitness circuit can be sport-specific.</p> <p>To complete a hockey-based circuit with understanding and accuracy.</p> <p>To complete a netball/basketball circuit with understanding and accuracy.</p> <p>To complete a football-based circuit with accuracy and understanding.</p> <p>To complete a cricket-based circuit with accuracy and understanding.</p> <p>To complete an athletics-based circuit with control and accuracy.</p>	<p>RE (2 hrs)</p> <p>2.8 Religion family and community: worship, celebration, way of life</p>	
<p>Science: Animals including humans (11.5 hrs)</p> <p>Can describe the simple functions of the basic parts of the digestive system in humans</p> <p>Can identify the different types of teeth in humans and their simple functions</p>	<p>Music (4 hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>French (4 hrs)</p> <p>Salutations</p> <p>Classroom equipment</p> <p>What is it?</p> <p>La Tour Eiffel</p>



Year 4 Summer One Overview

Theme-

Events for this term: Charity: WWF

<p>English- Genres and Texts Writing to Entertain: Poetry</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use fronted adverbials to show how/when an event occurs <input type="checkbox"/> Use expanded noun phrases to add detail & description <input type="checkbox"/> Use subordinate clauses to add detail or context <input type="checkbox"/> Use range of co-ordinating and sub-ordinating conjunctions <input type="checkbox"/> Use nouns & pronouns for clarity and cohesion <input type="checkbox"/> Use paragraphs to organise writing <input type="checkbox"/> Use of different past tense forms (progressive and simple) <input type="checkbox"/> Use full punctuation for direct speech, including punctuation within and before inverted commas <input type="checkbox"/> Secure use of apostrophes for possession, including for plural nouns. <input type="checkbox"/> Use commas after fronted adverbials and subordinate clauses 	<p>English- Spelling</p> <p>Words with the /s/ sound spelt 'sc' (Latin in origin) Endings that sound like /ʒən/ spelt 'sion'</p> <p>Apostrophes for possession, including singular and plural Homophones</p> <p>Strategies for learning words: words from statutory list that need further learning</p>
<p>Maths</p> <p>Number: Decimals Measurement: Money Measurement: Time</p>	<p>PSHE (4hrs)</p> <p>Keeping safe Growing and changing</p>	<p>Computing (5hrs)</p> <p>Program containing pupils' own background, sprites, sound and text which asks questions of the user</p>
<p>PE (10hrs)</p> <p>Nimble Nets</p> <p>To become familiar with balls and short tennis rackets. To get the ball into play. To accurately serve underarm. To build up a rally. To build a rally, focusing on accuracy of strokes. To play a variety of shots in a game situation and to explore when different shots should be played. To play a competitive tennis game.</p> <p>Cool Core (Pilates)</p> <p>To improve balance and co-ordination.</p>	<p>RE (12hrs)</p> <p>2.10 Religion and the individual: what is expected of a person in following a religion or belief?</p> <p>2.6 Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages</p>	<p>Art/Design (5hrs)</p> <p>Religious patterns/symbols (line drawing and texture)</p>

<p>To develop balance techniques when performing cool core moves.</p> <p>To sustain balance and concentration when performing a variety of cool core moves.</p> <p>To develop cool core moves using balance techniques.</p>		
<p>Science: Animals including humans (7.5hrs)</p> <p>Construct and interpret a variety of food chains including producers, predators and prey.</p>	<p>Music (3.5hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>French (3hrs)</p> <p>Clothing</p> <p>Days of the week</p> <p>Today, yesterday and tomorrow</p> <p>Numbers (11-15)</p>



Year 4 Summer Two Overview

Theme-

Events for this term: National School Sports Week, Charity: Race for life, Sports Day, National Writing Day (26/6)

<p>English- Genres and Texts Writing to Entertain: Narrative (Greek Mythology)</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use fronted adverbials to show how/when an event occurs <input type="checkbox"/> Use expanded noun phrases to add detail & description <input type="checkbox"/> Use subordinate clauses to add detail or context <input type="checkbox"/> Use range of co-ordinating and sub-ordinating conjunctions <input type="checkbox"/> Use nouns & pronouns for clarity and cohesion <input type="checkbox"/> Use paragraphs to organise writing <input type="checkbox"/> Use of different past tense forms (progressive and simple) <input type="checkbox"/> Use full punctuation for direct speech, including punctuation within and before inverted commas <input type="checkbox"/> Secure use of apostrophes for possession, including for plural nouns. <input type="checkbox"/> Use commas after fronted adverbials and subordinate clauses 	<p>English- Spelling Suffix '-ous' Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</p>
<p>Maths Statistics Geometry: Properties of shapes Geometry: Position and direction</p>	<p>PSHE (5hrs) Keeping safe Taking care of the environment</p>	<p>Computing (7hrs) A simple website providing information about the class theme</p>
<p>PE (14hrs) Young Olympians To select and maintain a running pace for different distances. To practise throwing with power and accuracy. To throw safely and with understanding. To demonstrate good running technique in a competitive situation. To explore different footwork patterns. To understand which technique is most effective when jumping for distance. Fitness Frenzy To complete a circuit that includes different aerobic</p>	<p>History (16hrs) A study of an ancient civilisation and their impact on the world. Eg: Ancient Greece</p>	<p>Art/Design (6hrs) Sculpture/3d art linked to History</p>

<p>activities.</p> <p>To perform a boxercise routine with precision.</p> <p>To develop co-ordination and balance.</p> <p>To complete an athletics-based circuit with control and accuracy.</p> <p>To develop cool core moves using balance techniques.</p> <p>To perform a sequence of moves at each station within a circuit with increased accuracy.</p>		
<p>Science: Electricity (12hrs)</p> <p>Can identify common appliances that run on electricity</p> <p>Constructs a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognises that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Can recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Music (5hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>French (5hrs)</p> <p>Numbers (16-31)</p> <p>Focus on direct speech</p> <p>Traditional songs</p>



Year 5 Autumn One Overview

Theme-

Events for this term: Roald Dahl Day, Charity: Jeans for genes, Harvest Festival, Black History Month (October)

<p>English- Genres and Texts</p> <p>Writing to inform: biography</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use subordinating conjunctions in varied positions <input type="checkbox"/> Use expanded noun phrases to inform <input type="checkbox"/> Use relative clauses to add further detail <ul style="list-style-type: none"> <input type="checkbox"/> Begin to use passive voice to remain formal or detached <input type="checkbox"/> Begin to use colons to link related clauses <input type="checkbox"/> Use brackets or dashes to explain technical vocabulary <input type="checkbox"/> Use semi-colons to punctuate complex lists, including when using bullet points <input type="checkbox"/> Use colons to introduce lists or sections <input type="checkbox"/> Use brackets or dashes to mark relative clauses <input type="checkbox"/> Secure use of commas to mark clauses, including opening subordinating clauses <input type="checkbox"/> Begin to use colons & semi-colons to mark clauses <input type="checkbox"/> Paragraphs used to group related ideas <input type="checkbox"/> Heading/subheadings <input type="checkbox"/> Use of technical vocabulary 	<p>English- Spelling</p> <p>Words with the letter string 'ough'</p> <p>Words with 'silent' letters: dictation</p> <p>Words ending in '-able' and '-ible'</p> <p>Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed)</p>
<p>Maths</p> <p>Number: Place value</p> <p>Number: Addition and subtraction</p> <p>Statistics</p>	<p>PSHE (5hrs)</p> <p>Keeping safe</p> <p>Feelings and emotions</p>	<p>Computing (7hrs)</p> <p>Produce 3D game world, including multiple character, different levels and scoring system (Discrete unit)</p>
<p>PE (14hrs)</p> <p>Invaders</p> <p>To demonstrate basic passing and receiving skills using a netball.</p> <p>To develop an understanding and knowledge of the basic footwork rule of netball.</p> <p>To use good hand/eye co-ordination to pass and receive a ball successfully.</p> <p>To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel.</p>	<p>RE (14hrs)</p> <p>2.9 Inspirational people in today's world:</p> <p>What can we learn from today's leaders and inspiring examples in today's world?</p>	<p>Art/Design (6hrs)</p> <p>Drawing/ Painting linked to Science/ RE</p>

<p>To understand the importance of 'getting free' in order to receive a pass.</p> <p>To understand how to make space by moving away and coming back and by dodging.</p> <p>To be able to demonstrate a range of defending skills and understand how to mark an opponent.</p> <p>To understand how to intercept a pass.</p> <p>To learn how to shoot.</p> <p>To understand the different positions in a netball team (five-a-side).</p> <p>To recognise which positions are attacking and which are defending.</p> <p>Boot Camp</p> <p>Understand how to prepare the body for exercise.</p> <p>Understand what fitness means.</p> <p>To complete a range of circuit-based activities and understand the reason for doing them.</p> <p>To understand what happens to the heart rate during exercise.</p>		
<p>Science: Earth and Space (14hrs)</p> <p>Can describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Can describe the movement of the Moon relative to the Earth</p> <p>Can describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Uses the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>Music (5hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>French (5hrs)</p> <p>Greetings</p> <p>Months of the year</p> <p>Dates</p> <p>Revision of sentence starters</p> <p>Animals</p> <p>3 x table</p> <p>(numbers 32-39)</p>



Year 5 Autumn Two Overview

Theme-

Events for this term: National Anti-Bullying week, Charity: Children in Need, Enterprise project, U.K. Parliament Week (2-8/11)

<p>English- Genres and Texts</p> <p>Writing to persuade: advertising</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use imperative and modal verbs to convey urgency <input type="checkbox"/> Use adverbials to convey sense of certainty <input type="checkbox"/> Use short sentences for emphasis <input type="checkbox"/> Use of the subjunctive form for formal structure <input type="checkbox"/> Use ? ! for rhetorical / exclamatory sentences <input type="checkbox"/> Use colons and semi-colons to list features, attractions or arguments <input type="checkbox"/> Use brackets or dashes for parenthesis, including for emphasis <input type="checkbox"/> Use semi-colons for structure repetition <input type="checkbox"/> Use of 2nd person <input type="checkbox"/> Personal pronouns <input type="checkbox"/> Planned repetition <input type="checkbox"/> Facts & Statistics <input type="checkbox"/> Hyperbole 	<p>English- Spelling</p> <p>From previous years: plurals (adding '-s', '-es' and '-ies')</p> <p>From previous years: apostrophe for contraction and possession</p> <p>Use of the hyphen</p> <p>Proofreading, focusing on checking words from personal lists</p> <p>Using a dictionary to support learning word roots, derivations and spelling patterns</p> <p>Strategies at the point of writing: building new words from known morphemes</p>
<p>Maths</p> <p>Statistics</p> <p>Number: Multiplication and division</p> <p>Measurement: Perimeter and area</p>	<p>PSHE (5hrs)</p> <p>Keeping safe</p> <p>Money matters</p>	<p>Computing (6hrs)</p> <p>Research on topic; edited video containing multiple scenes, audio and titles / credits linked to History focus</p>
<p>PE (12hrs)</p> <p>Dynamic Dance</p> <p>To identify and practise the patterns and actions of the Bollywood dance style.</p> <p>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</p> <p>To create and perform an individual dance that reflects the Bollywood dance style.</p> <p>To create partnered dances that reflect the Bollywood dancing style and apply the key components of dance.</p> <p>To create group dances that reflect the Bollywood dance style.</p> <p>To perform a Bollywood dance using a range of</p>	<p>History (11hrs)</p> <p>A study of a period in time that had impact on society/culture today Eg: Tudors</p>	<p>Art/Design (6hrs)</p> <p>Textiles project linked to History</p>

<p>movement patterns.</p> <p>To perform and evaluate own and others' work.</p> <p>Mighty Movers (Boxercise)</p> <p>To perform a boxercise routine demonstrating good technique.</p> <p>To understand the principles of dynamic stretching.</p> <p>To improve fitness by raising the heart rate and strengthening the legs and arms.</p> <p>To create and apply compositional ideas to the sequence.</p> <p>To perform actions and moves fluently to music in order to improve personal fitness.</p> <p>To learn how boxercise moves can be adapted and used in a different format.</p>		
<p>Science: Properties and changes of materials (11hrs)</p> <p>Can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Knows that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Will use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Can demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explains that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>Music (4.5 hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>French (4.5 hrs)</p> <p>Numbers (40-60)</p> <p>Colours</p> <p>Counting in 5s</p> <p>Masculine and feminine nouns</p>



Year 5 Spring One Overview

Theme-

Events for this Term: Charity: NSPCC- Number day , National Safer Internet Day, BBC Radio 2's 500 words competition launched (deadline March)
National Storytelling week

English- Genres and Texts

Writing to entertain: poetry

English- grammar/Vocabulary

- ☐ Use subordinate clauses to add detail or context, including in varied positions
- ☐ Use relative clauses to add detail or context
- ☐ Use a wide range of sentence structures to add interest
- ☐ Use brackets for incidentals
- ☐ Use dashes to emphasise additional information
- ☐ Use colons to add further detail in a new clause
- ☐ Use semi-colons to join related clauses
- ☐ Detailed description
- ☐ Use paragraphs to organise in time sequence
- ☐ Use a range of tenses to indicate changes in timing, sequence, etc.

English- Spelling

From Years 3 and 4: apostrophe for possession
Rare GPCs (bruise, guarantee, immediately, vehicle, yacht)
Rare GPCs (bruise, guarantee, immediately, vehicle, yacht)
Words ending in '-ably' and '-ibly'
Homophones (led/lead, steel/steal, alter/altar)

Maths

Number: Multiplication and division
Number: Fractions

PSHE (5 hrs)

Keeping safe
Growing and changing

Computing (6 hrs)

Produce 3D game world, including multiple characters, different levels and scoring system

<p>PE (12 hrs) Gym Sequences To identify and practise body shapes and balances. To identify and practise symmetrical and asymmetrical body shapes. To use and refine the following skills: flexibility, strength, balance, power and mental focus. To develop skills for movement, including rolling, bridging and dynamic movement. To use counterbalances and incorporate them into a sequence of movements. To perform movements in canon and in unison. To perform and evaluate own and others' sequences.</p> <p>Step to The Beat To understand the importance of a warm-up. To develop co-ordination and balance. To develop co-ordination, balance and timing. To improve general fitness levels. To understand the benefits of improving muscle tone in the abdominals and legs. To learn new strength-based moves. To develop understanding of the value of this type of exercise. To perform a sequence of steps in time with the music. To understand the benefits of improving muscle tone and aerobic fitness (strength and stamina).</p>	<p>Geography (11 hrs) Geographical study investigating the environmental impact of humans on the natural world eg: Deforestation</p>	<p>Art/Design (6 hrs) Upcycled DT project</p>
<p>Science: Living things and their habitats and Animals and Humans (12hrs) Describes the differences in the life cycles of a mammal, an amphibian, an insect and a bird Can describe the changes as humans develop to old age.</p>	<p>Music (4 hrs) Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>French (4 hrs) Dans le... Phrases of expression/Expressing opinion Time</p>




Year 5 Spring Two Overview

Theme-

Events for this Term: National Science week, Charity: Sports relief, World Book Day (5/3), World Shakespeare Week (16/3), World Storytelling Day (20/3), World Poetry Day (21/3)

<p>English- Genres and Texts</p> <p>Writing to inform: report</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use subordinating conjunctions in varied positions <input type="checkbox"/> Use expanded noun phrases to inform <input type="checkbox"/> Use relative clauses to add further detail <ul style="list-style-type: none"> <input type="checkbox"/> Begin to use passive voice to remain formal or detached <input type="checkbox"/> Begin to use colons to link related clauses <input type="checkbox"/> Use brackets or dashes to explain technical vocabulary <input type="checkbox"/> Use semi-colons to punctuate complex lists, including when using bullet points <input type="checkbox"/> Use colons to introduce lists or sections <input type="checkbox"/> Use brackets or dashes to mark relative clauses <input type="checkbox"/> Secure use of commas to mark clauses, including opening subordinating clauses <input type="checkbox"/> Begin to use colons & semi-colons to mark clauses <input type="checkbox"/> Paragraphs used to group related ideas <input type="checkbox"/> Heading/subheadings <input type="checkbox"/> Use of technical vocabulary 	<p>English- Spelling</p> <p>Spellings taught in previous half term</p> <p>Words with the /i:/ sound spelt 'ei' 'ei' and 'ie' words</p>
<p>Maths</p> <p>Number: Fractions</p> <p>Number: Decimals and percentages</p>	<p>PSHE (5hrs)</p> <p>Keeping safe</p> <p>Valuing differences</p>	<p>Computing (6 hrs)</p> <p>Email communication with local charity/business/service; design template for collection box and marketing materials</p>
<p>PE (12 hrs)</p> <p>Striking and Fielding</p> <p>To develop skills in batting and fielding.</p> <p>To choose fielding techniques.</p> <p>To run between the wickets.</p> <p>To run, throw and catch.</p> <p>To develop a safe and effective overarm throw.</p> <p>To learn batting control.</p> <p>Gym Fit Circuits</p> <p>To understand why fitness is good for health and wellbeing.</p>	<p>Geography (9 hrs)</p> <p>Continue with last half term's focus!</p>	<p>Art/Design (6 hrs)</p> <p>Collage incorporating the natural world</p>
	<p>RE (5 hrs)</p> <p>2.11</p> <p>Beliefs and questions:</p> <p>How do people's beliefs about God, the world and others have impact on their lives?</p>	

To develop consistency in technique. To develop personal fitness in an obstacle-style circuit.		
Science: working scientifically (9 hrs) Investigations and experiments linked to materials knowledge; incorporating links with the geog theme	Music (4 hrs) Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing	French (4 hrs) Qui as a relative pronoun Expressing disappointment Plural verbs Simple conversations

		
Year 5 Summer One Overview		Theme-
Events for this term: Charity: WWF		
English- Genres and Texts Writing to discuss: balanced argument	English- grammar/Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> Use modal verbs to convey degrees of probability <input type="checkbox"/> Use relative clauses to provide supporting detail <input type="checkbox"/> Use adverbials to provide cohesion across the text <input type="checkbox"/> Use expanded noun phrases to describe in detail <input type="checkbox"/> Begin to use passive voice to maintain impersonal tone <input type="checkbox"/> Use brackets or dashes for parenthesis, including for emphasis <input type="checkbox"/> Use semi-colons for to mark related clauses <input type="checkbox"/> Use commas to mark relative clauses <input type="checkbox"/> Use colons and semi-colons to punctuate complex lists <input type="checkbox"/> Appropriate use of cohesive devices <input type="checkbox"/> Use of subjunctive form where needed <input type="checkbox"/> Use paragraphs to structure arguments <input type="checkbox"/> Maintain formal / impersonal tone 	English- Spelling Strategies at the point of writing: using etymological/ morphological strategies for spelling Proofreading for words on statutory list Homophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who's/whose)
Maths Number: Decimals Geometry: Properties of shape	PSHE (4hrs) Keeping safe Rights and responsibilities	Computing (5hrs) Email communication with local charity/business/service; design template for collection box and marketing materials

<p>PE (10hrs) Nimble Nets</p> <p>To identify and apply techniques for hitting a tennis ball. To develop the techniques for ground strokes and volleys. To develop a backhand technique and use it in a game. To practise techniques for all strokes. To use the scoring system and court for singles tennis. To play a tennis game using an overhead serve and the correct selections of shots. To understand and use doubles scoring in a tennis game.</p> <p>Cool Core</p> <p>To identify techniques to improve balance and core strength. To improve co-ordination.</p>	<p>RE (10hrs) 2.12</p> <p>Beliefs in action in the world: How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?</p>	<p>Art/Design (5hrs) Textiles/sculpture linked to RE</p>
<p>Science: Forces (9hrs)</p> <p>Can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Can identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognises that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Music (3.5hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>French (3.5hrs) Fruit and Vegetables (Healthy Eating) Expressing opinion Question and answer practice Ou va? Time</p>



Year 5 Summer Two Overview

Theme-

Events for this term: National School Sports Week, Charity: Race for life, Sports Day, Year 5 band 6 production, National Writing Day (26/6)

<p>English- Genres and Texts</p> <p>Writing to entertain: narrative</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use subordinate clauses to add detail or context, including in varied positions <input type="checkbox"/> Use relative clauses to add detail or context <input type="checkbox"/> Use a wide range of sentence structures to add interest <input type="checkbox"/> Use brackets for incidentals <input type="checkbox"/> Use dashes to emphasise additional information <input type="checkbox"/> Use colons to add further detail in a new clause <input type="checkbox"/> Use semi-colons to join related clauses <input type="checkbox"/> Detailed description <input type="checkbox"/> Use paragraphs to organise in time sequence <input type="checkbox"/> Use a range of tenses to indicate changes in timing, sequence, etc. 	<p>English- Spelling</p> <p>Spellings taught in the last half term</p> <p>Proofreading: use of dictionary to check words referring to first three or four letters</p> <p>Strategies for learning words: problem suffixes</p> <p>Spelling aspects from Year 5 that are not secure</p>
<p>Maths</p> <p>Geometry: Properties of shape</p> <p>Geometry: Position and direction</p> <p>Measurement: Converting measures</p> <p>Measures: Volume</p>	<p>PSHE (5hrs)</p> <p>Keeping safe</p> <p>Taking care of the environment</p> <p>Healthy relationships</p>	<p>Computing (7hrs)</p> <p>Research on topic; edited video containing multiple scenes, audio and titles / credits linked to History focus</p>
<p>PE (14hrs)</p> <p>Young Olympians</p> <p>To use correct technique to run at speed.</p> <p>To develop the ability to run for distance.</p> <p>To throw with accuracy and power.</p> <p>To identify and apply techniques of relay running.</p> <p>To explore different footwork patterns.</p> <p>To understand which technique is most effective when jumping for distance.</p> <p>Learn how to use skills to improve the distance of a pull throw.</p> <p>To demonstrate good techniques in a competitive situation.</p> <p style="text-align: center;">Fitness Frenzy</p> <p>To complete a circuit that includes a range of activities.</p> <p>To learn how boxercise moves can be adapted and</p>	<p>History (16hrs)</p> <p>A study of influential people that have impacted on today's British culture/ society</p> <p>Eg: Brunel/ Stephenson</p>	<p>Art/Design (6hrs)</p> <p>DT project linked to history</p>

<p>used in a different format.</p> <p>To perform a sequence of steps in time with the music.</p> <p>To understand the benefits of improving muscle tone and aerobic fitness (strength and stamina).</p> <p>To understand why fitness is good for health and wellbeing.</p> <p>To identify techniques to improve balance and core strength.</p> <p>To improve co-ordination.</p>		
<p>Science: Living things and their habitats (12hrs)</p> <p>Can describe the life process of reproduction in some plants and animals.</p>	<p>Music (5hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>French (5hrs)</p> <p>Creating longer sentences (mais)</p> <p>Plural verbs</p> <p>Adverbs of time</p> <p>Memorising and performing spoken language</p>



Year 6 Autumn One Overview

Theme-

Events for this term: Roald Dahl Day, Charity: Jeans for genes, Harvest Festival, Black History Month (October)

<p>English- Genres and Texts</p> <p>Writing to inform: newspaper</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use subordinating conjunctions in varied positions <input type="checkbox"/> Use expanded noun phrases to inform <input type="checkbox"/> Use relative clauses to add further detail <ul style="list-style-type: none"> <input type="checkbox"/> Begin to use passive voice to remain formal or detached <input type="checkbox"/> Begin to use colons to link related clauses <input type="checkbox"/> Use brackets or dashes to explain technical vocabulary <input type="checkbox"/> Use semi-colons to punctuate complex lists, including when using bullet points <input type="checkbox"/> Use colons to introduce lists or sections <input type="checkbox"/> Use brackets or dashes to mark relative clauses <input type="checkbox"/> Secure use of commas to mark clauses, including opening subordinating clauses <input type="checkbox"/> Begin to use colons & semi-colons to mark clauses <input type="checkbox"/> Paragraphs used to group related ideas <input type="checkbox"/> Heading/subheadings <input type="checkbox"/> Use of technical vocabulary 	<p>English- Spelling</p> <p>Words from statutory word lists</p> <p>Words ending '-able'/'-ably', and '-ible'/'-ibly'</p> <p>Strategies for learning words: words ending '-able' and '-ible'</p> <p>Adding suffixes beginning with vowels to words ending in '-fer'</p> <p>Proofreading in smaller chunks (sentences, paragraphs)</p>
<p>Maths</p> <p>Number: Place value</p> <p>Number: Addition, subtraction, multiplication and division</p>	<p>PSHE(5hrs)</p> <p>Keeping safe</p> <p>Feelings and emotions</p>	<p>Computing (7hrs)</p> <p>Creating and Publishing combining digital media-</p> <p>Anything that involves presenting information using ICT- presentations, blogging, websites etc. incorporating photo editing and image manipulation, video and video editing, audio recording and editing</p>
<p>PE (14hrs)</p> <p>Invaders</p> <p>To understand the basic rules of tag rugby.</p> <p>To work as a team, using ball-handling skills.</p> <p>To pass and carry a ball using balance and co-ordination.</p> <p>To use skills learned to play a game of tag rugby.</p> <p>To apply rules and skills learned to a game.</p> <p>Boot Camp</p> <p>To understand how to prepare the body for exercise.</p>	<p>RE (14hrs)</p> <p>2.14</p> <p>Religion, family and community:</p> <p>What contributions do religions make to local life in Nottinghamshire?</p> <p>How can we make Nottinghamshire a county of tolerance and respect?</p>	<p>Art/Design (6hrs)</p> <p>Drawing and painting incorporating emotions and a renowned artist</p>

<p>To understand what fitness means.</p> <p>To complete a range of circuit-based activities and understand the reason for doing them.</p> <p>To understand what happens to heart rate during exercise.</p>		
<p>Science: Living things and their habitats (14hrs)</p> <p>Can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Can give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Music (5hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>French (5hrs)</p> <p>Revision of greetings</p> <p>Revision of numbers</p> <p>2, 3 and 5 x times table</p> <p>Sentence building</p> <p>Numbers (61-70)</p>


 <p>Year 6 Autumn Two Overview Theme-</p>		
<p>Events for this term: National Anti-Bullying week, Charity: Children in Need, Enterprise project, U.K. Parliament Week (2-8/11)</p>		
<p>English- Genres and Texts</p> <p>Writing to entertain: poetry</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use subordinate clauses to add detail or context, including in varied positions <input type="checkbox"/> Use relative clauses to add detail or context <input type="checkbox"/> Use a wide range of sentence structures to add interest <input type="checkbox"/> Use brackets for incidentals <input type="checkbox"/> Use dashes to emphasise additional information <input type="checkbox"/> Use colons to add further detail in a new clause <input type="checkbox"/> Use semi-colons to join related clauses <input type="checkbox"/> Detailed description <input type="checkbox"/> Use paragraphs to organise in time sequence <input type="checkbox"/> Use a range of tenses to indicate changes in timing, sequence, etc. 	<p>English- Spelling</p> <p>Homophones ('ce'/'se')</p> <p>Endings that sound like /ʃəs/ spelt '-cious' or '-tious'</p>
<p>Maths</p> <p>Number: Fractions</p> <p>Geometry: Position and direction</p> <p>Geometry: Properties of shape</p>	<p>PSHE(5hrs)</p> <p>Keeping safe</p> <p>Money matters</p>	<p>Computing (6hrs)</p> <p>Creating and Publishing combining digital media- Anything that involves presenting information using ICT- presentations, blogging, websites etc. incorporating photo editing and</p>

		image manipulation, video and video editing, audio recording and editing
<p>PE (12hrs) Dynamic Dance</p> <p>To identify and practise the patterns and actions in a street dance style. To demonstrate an awareness of the music's rhythm and phrasing when improvising. To create a dance that represents a street dance style. To create a dance as a group, using any street dance moves. To perform and analyse own and others' performance.</p> <p>Mighty Movers (Boxercise)</p> <p>To know and understand the basic principles of a good warm-up. To understand how moves can be linked together to perform more complex/challenging moves. To perform and devise a sequence of movements to music.</p>	<p>History (15hrs)</p> <p>WW1/WW2</p>	<p>Art/Design (6hrs)</p> <p>DT linked with history focus</p>
<p>Science: Electricity (10hrs)</p> <p>Associates the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Uses recognised symbols when representing a simple circuit in a diagram.</p>	<p>Music (3hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>French (3hrs)</p> <p>Numbers (70-100) Revision of adjectives/verbs and agreement Creating written sentences including plurals Creating more complex spoken sentences Memorising a sequence of sentences</p>




Year 6 Spring One Overview

Theme-

Events for this Term: Charity: NSPCC- Number day , National Safer Internet Day, BBC Radio 2's 500 words competition launched (deadline March)
National Storytelling week

<p>English- Genres and Texts</p> <p>Writing to persuade: letter</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use imperative and modal verbs to convey urgency <input type="checkbox"/> Use adverbials to convey sense of certainty <input type="checkbox"/> Use short sentences for emphasis <input type="checkbox"/> Use of the subjunctive form for formal structure <input type="checkbox"/> Use ? ! for rhetorical / exclamatory sentences <input type="checkbox"/> Use colons and semi-colons to list features, attractions or arguments <input type="checkbox"/> Use brackets or dashes for parenthesis, including for emphasis <input type="checkbox"/> Use semi-colons for structure repetition <input type="checkbox"/> Use of 2nd person <input type="checkbox"/> Personal pronouns <input type="checkbox"/> Planned repetition <input type="checkbox"/> Facts & Statistics <input type="checkbox"/> Hyperbole 	<p>English- Spelling</p> <p>Words with 'ough' letter string</p> <p>Strategies for learning words: words from statutory and personal spelling lists</p> <p>Words ending '-cial' and '-tial'</p> <p>Generating words from prefixes</p>
<p>Maths</p> <p>Number: Decimals</p> <p>Number: Percentages</p> <p>Number: Algebra</p>	<p>PSHE (5 hrs)</p> <p>Keeping safe</p> <p>Healthy lifestyles</p> <p>Growing and changing</p>	<p>Computing (6 hrs)</p> <p>Using Data- Spreadsheets (including using formulas), Databases and any other work which involves sorting, presenting or manipulating data of some sort.</p>
<p>PE (12 hrs)</p> <p>Gym Sequences</p> <p>To identify and practise gymnastic shapes and balances.</p> <p>To identify and practise symmetrical and asymmetrical body shapes.</p> <p>To construct sequences using balancing and linking movements.</p> <p>To use counterbalances and incorporate them into a sequence of movements.</p>	<p>Geography (11 hrs)</p> <p>Geographical study investigating the environmental impact of humans on the natural world eg: Plastic pollution</p>	<p>Art/Design (6 hrs)</p> <p>Upcycling plastic project- sculptures</p>

<p>To perform movements in canon and in unison. To perform and evaluate own and others' sequences.</p> <p>Step to the Beat</p> <p>To understand the value of aerobic exercise. To learn how to measure heart rate and note any changes. To practise and apply a sequence of step moves to the beat of the music. To understand the value of step-based exercise. To devise a sequence of step-based activities to music.</p>		
<p>Science: Animals including humans (12 hrs)</p> <p>Can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognises the impact of diet, exercise, drugs and lifestyle on the way their bodies functions Describes the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Music (4hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>French (4 hrs)</p> <p>Animals Sentence building 10 x table Memorising sequences of words</p>

 <p>Year 6 Spring Two Overview Theme-</p>		
<p>Events for this Term: National Science week, Charity: Sports relief, World Book Day (5/3), World Shakespeare Week (16/3), World Storytelling Day (20/3), World Poetry Day (21/3)</p>		
<p>English- Genres and Texts</p> <p>Writing to inform: report</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use subordinating conjunctions in varied positions <input type="checkbox"/> Use expanded noun phrases to inform <input type="checkbox"/> Use relative clauses to add further detail <input type="checkbox"/> Begin to use passive voice to remain formal or detached <input type="checkbox"/> Begin to use colons to link related clauses <input type="checkbox"/> Use brackets or dashes to explain technical vocabulary 	<p>English- Spelling</p> <p>Spelling learning from the previous half term Homophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit) Homophones covered in KS2 Generating words from prefixes and roots</p>

	<input type="checkbox"/> Use semi-colons to punctuate complex lists, including when using bullet points <input type="checkbox"/> Use colons to introduce lists or sections <input type="checkbox"/> Use brackets or dashes to mark relative clauses <input type="checkbox"/> Secure use of commas to mark clauses, including opening subordinating clauses <input type="checkbox"/> Begin to use colons & semi-colons to mark clauses <input type="checkbox"/> Paragraphs used to group related ideas <input type="checkbox"/> Heading/subheadings <input type="checkbox"/> Use of technical vocabulary	
Maths Measurement: Converting measures Measurement: Perimeter, area and volume Number: Ratio Statistics	PSHE (5 hrs) Keeping safe Valuing differences	Computing (6 hrs) Using Data- Spreadsheets (including using formulas), Databases and any other work which involves sorting, presenting or manipulating data of some sort.
PE (12 hrs) Striking and Fielding To throw and catch under pressure. To use fielding skills to stop the ball effectively. To learn batting control. To learn the role of backstop. To play in a tournament and work as team, using tactics in order to beat another team. Gym Fit Circuits To plan a personal programme.	Geography (6 hrs) Continue with last half term's focus!	Art/Design (6 hrs) Collage incorporating artist study and plastic pollution
	RE (6 hrs) 2.15 Beliefs in action in the world: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?	
Science: Light (11 hrs) Recognises that light appears to travel in straight lines Uses the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explains that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	Music (4hrs) Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing	French (4 hrs) 4 x table Negative verbs Sentence building Developing simple conversations



Year 6 Summer One Overview

Theme-

Events for this term: Charity: WWF

<p>English- Genres and Texts</p> <p>Writing to discuss: argument</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use modal verbs to convey degrees of probability <input type="checkbox"/> Use relative clauses to provide supporting detail <input type="checkbox"/> Use adverbials to provide cohesion across the text <input type="checkbox"/> Use expanded noun phrases to describe in detail <input type="checkbox"/> Begin to use passive voice to maintain impersonal tone <input type="checkbox"/> Use brackets or dashes for parenthesis, including for emphasis <input type="checkbox"/> Use semi-colons for to mark related clauses <input type="checkbox"/> Use commas to mark relative clauses <input type="checkbox"/> Use colons and semi-colons to punctuate complex lists <input type="checkbox"/> Appropriate use of cohesive devices <input type="checkbox"/> Use of subjunctive form where needed <input type="checkbox"/> Use paragraphs to structure arguments <input type="checkbox"/> Maintain formal / impersonal tone 	<p>English- Spelling</p> <p>Strategies for learning words: rare GPCs from statutory word list</p> <p>Words ending in 'ant', '-ance and '-ancy'</p>
<p>Maths</p> <p>Problem solving</p> <p>Investigations</p>	<p>PSHE (4hrs)</p> <p>Keeping safe</p> <p>Rights and responsibilities</p>	<p>Computing (5hrs)</p> <p>Programming and Control- making something 'happen' using ICT (control movement etc.).</p> <p>Modelling and Simulations- Representing real life situations, scenarios or items on the computer.</p>
<p>PE (10hrs)</p> <p>Cool Core (Pilates)</p> <p>To identify exercises that will improve core strength and stability.</p> <p>To apply balance techniques when performing cool core exercises.</p> <p>To perform cool core exercises of increased difficulty with balance.</p> <p>To create original cool core moves.</p> <p>To demonstrate balance and co-ordination.</p> <p>To perform others' sequences with control and balance.</p>	<p>RE (9hrs)</p> <p>2.13</p> <p>Teachings, wisdom and authority:</p> <p>What can we learn by reflecting on words of wisdom from religions and worldviews?</p> <p>What do sacred texts and other sources say about God, the world and human life?</p>	<p>Art/Design (5hrs)</p> <p>Cooking/nutrition linked to vegan or not</p>

<p>Nimble Nets</p> <p>To demonstrate and use the correct grip of the racket and understand how to get into the ready position.</p> <p>To use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket.</p> <p>Understand how to serve the shuttle in order to start the game.</p> <p>Recognise the difference between the low serve and the high serve.</p> <p>To develop children's ability to perform and understand the 'overhead clear' shot and the impact that playing the overhead clear can have on winning points during game play.</p> <p>To understand that the drop shot is an attacking shot, and why.</p> <p>To know where the drop should be aimed for, for it to be most productive, and why.</p> <p>To understand how to use different shots to outwit an opponent in a game.</p> <p>To develop knowledge, understanding and principles within a doubles game, including tactics and strategies used.</p>		
<p>Science: Living things and their habitats (10hrs)</p> <p>Can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Can give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Music (3hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>French (3hrs)</p> <p>Learning vocabulary for sound, spelling and meaning</p> <p>Adverbs of time</p> <p>Talking about the future</p> <p>Talking about past events</p>



Year 6 Summer Two Overview

Theme-

Events for this term: National School Sports Week, Charity: Race for life, Sports Day, Year 5 and 6 production, Leavers assembly, National Writing Day (26/6)

<p>English- Genres and Texts</p> <p>Writing to entertain: narrative</p>	<p>English- grammar/Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use subordinate clauses to add detail or context, including in varied positions <input type="checkbox"/> Use relative clauses to add detail or context <input type="checkbox"/> Use a wide range of sentence structures to add interest <input type="checkbox"/> Use brackets for incidentals <input type="checkbox"/> Use dashes to emphasise additional information <input type="checkbox"/> Use colons to add further detail in a new clause <input type="checkbox"/> Use semi-colons to join related clauses <input type="checkbox"/> Detailed description <input type="checkbox"/> Use paragraphs to organise in time sequence <input type="checkbox"/> Use a range of tenses to indicate changes in timing, sequence, etc. 	<p>English- Spelling</p> <p>Spellings taught last half term</p> <p>Words ending '-ent', '-ence' and '-ency'</p> <p>Homophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary)</p> <p>Strategies for learning words: commonly misspelt homophones</p>
<p>Maths</p> <p>Problem solving</p> <p>Investigations</p>	<p>PSHE (5hrs)</p> <p>Keeping safe</p> <p>Healthy relationships</p> <p>Taking care of the environment</p>	<p>Computing (7hrs)</p> <p>Programming and Control- making something 'happen' using ICT (control movement etc.).</p> <p>Modelling and Simulations- Representing real life situations, scenarios or items on the computer.</p>
<p>PE (14hrs)</p> <p>Young Olympians</p> <p>To investigate running styles and changes of speed.</p> <p>To practise throwing with power and accuracy.</p> <p>To throw safely and with understanding.</p> <p>To demonstrate good running technique in a competitive situation.</p> <p>To explore different footwork patterns.</p> <p>To understand which technique is most effective when jumping for distance.</p> <p>Fitness Frenzy</p> <p>To complete a circuit that includes different aerobic activities.</p>	<p>History (16hrs)</p> <p>A study of influential people that have impacted on today's British culture/ society</p> <p>Eg: Darwin</p>	<p>Art/Design (6hrs)</p> <p>Textile project linked to history</p>

<p>To perform and devise a sequence of movements to music.</p> <p>To understand the value of aerobic exercise.</p> <p>To devise a sequence of step-based activities to music.</p> <p>To plan a personal programme.</p> <p>To perform others' sequences with control and balance.</p>		
<p>Science: Evolution and inheritance (12hrs)</p> <p>Recognises that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Music (5hrs)</p> <p>Unit of work incorporating: Listening and appraising, creating and exploring, singing and performing</p>	<p>French (5hrs)</p> <p>Sentence building</p> <p>Tenses</p> <p>Memorising a sequence of sentences</p>