

Amber Class Curriculum Map

		Autumn How has our world changed since the First World War?	Spring How have humans impacted the world we live in?	Summer How have the ways in which humans have been created changed over time?
	Reason why this topic has been chosen	World War 2 still has a lasting impact on today's generation from great-grandparents. Also in the local area: Stratford upon Avon was used as an evacuee centre; Coventry cathedral was bombed; a POW camp in Ettington Park locally. World War 1 focus for around Armistice Day	We want to encourage children's knowledge of sustainability and global responsibility in a relevant topic.	Local town of Stratford upon Avon as Shakespeare's hometown linking to the present with modern books on similar themes i.e. Harry Potter. Also to reignite children's imagination and creativity in writing.
R E A D I N G	Texts	Goodnight Mister Tom War Game - Michael Foreman Dulce et Decorum Est - Wilfred Owen In Flanders Fields - John McRae When Hitler Stole Pink Rabbit	Journey to the River Sea The Hero Twins The Tin Forest The Lost Words (poetry) Where the Forest Meets the Sea The Great Kapok Tree World Burn Down Just So Stories	Shakespeare's Globe (I was there) Shakespeare's MacBeth - a children's version, graphic novel, other children's versions. Harry Potter and the Prisoner of Azkaban
	Word reading	Individual reading books Class book		
	Comprehension	Texts to include:- poetry, key stories, traditional stories, fairy stories and non-fiction. Questions allow for coverage of KS2 Content Domains, notably 2a, 2b and 2d within the Autumn term		
W R	Transcription	Phonics/Spelling Programme - Read Write Inc, Jolly Phonics, Letters and Sounds		
	Composition	Short Narratives (stories, plays, letters, persuasion, biographies, myths/legends, character or descriptive setting) Recounts (diaries, newspapers) Reports (newspapers, non-chronological, information, adverts, explanations) Instructions		

I T I N G	VGP	Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out - discover; ask for - request; go in - enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].
		Sentence	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
		Text	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
		Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
		Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Speaking and Listening		<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 		
M a t h s	Number and place value	<ul style="list-style-type: none"> • Read, write, order and compare number up to 10,000,000 and determine the value of each digit. • Round any whole number to a required degree of accuracy • Use negative numbers in context and calculate intervals across zero. • Use simple formulae. • Generate and describe linear number sequences. • Express missing number problems algebraically. • Find pairs of numbers that satisfy an equation with 2 unknowns. • Enumerate possibilities of combinations of 2 variables. 	<ul style="list-style-type: none"> • Express missing number problems algebraically. • Use simple formulae. • Round any whole number to a required degree of accuracy 	<p>RECAP PRIOR OBJECTIVES THAT NEED RECOVERING TO SECURE</p> <p>Objectives listed are from the Deeper Objectives to extend the learning:</p> <ul style="list-style-type: none"> • Explain why different degrees of accuracy might be needed in different contexts. • Explain similarities and differences between number sequences. • Use algebraic notation to describe a number sequence in more than 1 way and explain why expressions are equivalent. • Demonstrate how algebraic expressions can be used to model real life.

Addition and subtraction

- Perform mental calculations, including with mixed operations and large numbers.
- Use knowledge of the order of operations to carry out calculations involving the 4 operations.
- Solve addition and subtraction multi-step problems in contexts, deciding which operation to use and why.
- Solve problems involving addition, subtraction, multiplication and division.
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- Solve problems which require answers to be rounded to specified degrees of accuracy.
- Explore contexts when it might be necessary to round up or down disregarding rounding rules.

- Solve problems involving addition, subtraction, multiplication and division.
- Perform mental calculations, including with mixed operations and large numbers.

RECAP PRIOR OBJECTIVES THAT NEED RECOVERING TO SECURE

Objectives listed are from the Deeper Objectives to extend the learning:

- Investigate the range of possible answers with a fixed set of numbers.
- Use efficient shortcuts to facilitate performing more complex mental calculations.
- Create contexts for increasingly complex multistep problems involving additions, subtraction, multiplication and division.
- Explain why a given degree of accuracy is appropriate.

Multiplication and division

- Identify common factors, common multiples and prime numbers.
 - Multiply multi-digit numbers up to 4 digits by a 2 digit whole number using the formal written method of long multiplication.
 - Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context.
 - Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.
 - Solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts.
 - Multiply numbers with up to 2 decimal places by whole numbers.
 - Use written division methods in cases where the answer has up to 2 decimal places.
- Multiply multi-digit numbers up to 4 digits by a 2 digit whole number using the formal written method of long multiplication.
 - Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context.
 - Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.

RECAP PRIOR OBJECTIVES THAT NEED RECOVERING TO SECURE

Objectives listed are from the Deeper Objectives to extend the learning:

- Use efficient methods to multiply and divide by increasingly large numbers by 2 digits.
- Explain how taught methods can be extended to multiply and divide by numbers with more than 2 digits.
- Explore patterns within sets of prime numbers, factors and multiples and use these to solve problems.

Fractions

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- Solve problems involving similar shapes where the scale factor is known or can be found.
- Compare and order fractions, including fractions >1 .
- Add and subtract fractions with different denominators and mixed numbers, using equivalent fractions.
- Multiply simple pairs of proper fractions, with answers in simplest form.
- Divide proper fractions by whole numbers.
- Associate a fraction with division and calculate decimal fraction equivalents.
- Identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100, 1000 up to 3 decimal places.

- Solve problems involving the calculation of percentages and the use of percentages for comparison.
- Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.
- Multiply and divide pairs of fractions cancelling down answers to their simplest forms.

RECAP PRIOR OBJECTIVES THAT NEED RECOVERING TO SECURE

Objectives listed are from the Deeper Objectives to extend the learning:

- Use knowledge of addition and subtraction of fractions to solve problems and explore fractional number patterns.
- Explore patterns with recurring decimals.

Measurement

- Solve problems involving the calculation and conversion of units of measure, using decimal notations up to 3 decimal places where appropriate.
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit to a larger and vice versa, using notation up to 3 decimal places.
- Convert between miles and kilometres.

RECAP PRIOR OBJECTIVES THAT NEED RECOVERING TO SECURE

Objectives listed are from the Deeper Objectives to extend the learning:

- Construct conversion charts using different units of measure and generate multi-step problems around these.
- Generate conjectures involving volume and justify why formulae for volume or area will always work regardless of size.
- Use formulae to calculate more complex areas of triangles and parallelograms.

Shape

- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Recognise when it is possible to use formulae for area and volume of shapes.
- Calculate the area of parallelograms and triangles.
- calculate, estimate and compare volume of cubes and cuboids using standard units and extending to other units.
- Draw 2D shapes using given dimensions and angles.
- Recognise, describe and build simple 3D shapes, including nets.
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in triangles, quadrilaterals and other polygons.
- Illustrate and name parts of a circle and know the radius and diameter and their relationships.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles.
- Draw and translate simple shapes on the co-ordinate plane and reflect them in the axis.

RECAP PRIOR OBJECTIVES THAT NEED RECOVERING TO SECURE

Objectives listed are from the Deeper Objectives to extend the learning:

- Link 3D shapes with their net and classify geometric shapes on multiple criteria and justify thinking with accurate mathematical language.
- Expand on the relationships between radius, diameter and circumference through generalisations.
- Prove why angles that are vertically opposite are always equal.

	Position and direction	Describe positions on the full co-ordinate grid (all 4 quadrants)		<p>RECAP PRIOR OBJECTIVES THAT NEED RECOVERING TO SECURE</p> <p>Objectives listed are from the Deeper Objectives to extend the learning:</p> <ul style="list-style-type: none"> • Predict locations of shapes after translations or reflections through visualisation and knowledge of co-ordinates.
	Statistics		<ul style="list-style-type: none"> • Interpret and construct pie charts and line graphs and use these to solve problems. • Calculate and interpret the mean as an average. 	<p>RECAP PRIOR OBJECTIVES THAT NEED RECOVERING TO SECURE</p> <p>Objectives listed are from the Deeper Objectives to extend the learning:</p> <ul style="list-style-type: none"> • Prove or disprove conjectures involving information drawn from a variety of sources.

<p>Science</p> <p>Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2</p>	<p>Skill Progression: 1.1, 1.2, 1.4, 1.5</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, controlling variables where necessary Take measurements, using a range of scientific equipment with accuracy Record data and results using scientific diagrams, labels, classification keys, tables and charts Use test results to make predictions to set up comparative and fair tests Report and present findings from enquiries, including conclusions and explanations of trust in results through oral and written forms. Identify scientific evidence that has been used to support or refute arguments. <p>Light: (link to the blackout regulations in WW2) Skill Progression: 8.1, 8.2, 8.3, 8.4</p> <ul style="list-style-type: none"> Recognise light appears to travel in straight lines Use the idea of light travelling in straight lines to explain that objects are seen because they reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. <p>Electricity: (link to the blackout in WW2) Skill Progression: 12.1, 12.2, 12.3</p> <ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells in the circuit. Compare and give reasons for variations in how components function. Use recognised symbols when representing a simple circuit in a diagram. <p>Forces: (link to WW2 parachutes and how they work) Skill Progression: 9.1, 9.2, 9.3</p> <ul style="list-style-type: none"> Identify the effects of air, water and friction resistance 	<p>Skill Progression: 1.7, 1.5, 1.6</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, controlling variables where necessary Take measurements, using a range of scientific equipment with accuracy Record data and results using scientific diagrams, labels, classification keys, tables and charts Use test results to make predictions to set up comparative and fair tests Report and present findings from enquiries, including conclusions and explanations of trust in results through oral and written forms. Identify scientific evidence that has been used to support or refute arguments. <p>Living things and their habitats: (link to rainforest ecosystems and how to separate the millions of life forms in forests) Skill Progression: 6.1, 6.2, 6.3</p> <ul style="list-style-type: none"> Describe how living things are classified into groups according to common characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics <p>Evolution and Inheritance: (link to rainforest ecosystems and how animals are adapted to live there) Skill Progression: 15.1, 15.2, 15.3, 15.4, 15.5</p> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how plants and animals are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>Skill Progression: 1.1, 1.2, 1.3, 1.4, 1.5</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, controlling variables where necessary Take measurements, using a range of scientific equipment with accuracy Record data and results using scientific diagrams, labels, classification keys, tables and charts Use test results to make predictions to set up comparative and fair tests Report and present findings from enquiries, including conclusions and explanations of trust in results through oral and written forms. Identify scientific evidence that has been used to support or refute arguments. <p>Animals including humans: Skill Progression: 3.1, 3.2, 3.3, 3.4</p> <ul style="list-style-type: none"> Identify and name the parts of the human circulatory system and describe the functions of the heart, blood vessel and blood. Recognise the impact of diet, exercise, drugs and lifestyle on how bodies function. (link to dance in PE/acting onstage) Describe the ways in which nutrients and water are transported within animals including humans.
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<p>History</p> <p>Autumn 1</p> <p>Autumn 2</p> <p>Spring 1</p> <p>Spring 2</p> <p>Summer 1</p> <p>Summer 2</p>	<ul style="list-style-type: none"> • Study an aspect of British history that extends pupils' chronological knowledge beyond 1066: <p>Skill Progression: 2.1, 2.3, 2.4, 3.1, 3.3, 4.1</p> <ul style="list-style-type: none"> • A significant turning point in British history, the Battle of Britain. (Link to WW2 text and wider knowledge of wartime to develop depth of understanding of the turning point) <p>Skill Progression: 1.1, 1.2, 1.3, 1.4, 1.5, 3.2, 4.2</p>	<ul style="list-style-type: none"> • Study a non-European society that provides contrast with British history <p>Skill Progression: 2.4, 3.2, 3.3</p> <ul style="list-style-type: none"> • - study chosen: Maya civilisation c. AD900 <p>Skill Progression: 1.1, 1.4, 2.2, 2.3</p>	
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<p>Geography</p> <p>Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2</p>	<ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, such as sketch maps, plans and graphs, digital technologies. <p>Skills Progression: 1.4, 3.1</p> <ul style="list-style-type: none"> Use the 8 points of a compass, 6 figure grid references, symbols and keys (including OS maps) to build on knowledge of the UK and wider world. (locating POW camps in the UK) <p>Skills Progression: 3.3, 3.4</p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital mapping to locate countries and describe features studied. (link to outbreak of world war) <p>Skills Progression: 1.6, 2.3</p> <p>Place knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country. (Swiss Alps/ Scottish Highlands to link with mountains focus) <p>Skills Progression: 1.2, 2.1, 3.1</p> <ul style="list-style-type: none"> Name and locate counties and cities of the UK, geographical regions and their human and physical characteristics, key topographical features (hills, mountains, coasts, rivers), and land-use patterns; and how these aspects have changed. (link to areas used for dig for victory project) <p>Skills Progression: 1.6, 3.5</p> <p>Human and physical geography:</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography including mountains. (Swiss Alps - focus on pilots trying to reach them/ Ben Nevis) <p>Skills progression: 3.1, 3.2</p>	<ul style="list-style-type: none"> Identify the position and significance of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime Meridian and time zones. <p>Skills Progression: 2.4</p> <p>Human and physical geography:</p> <ul style="list-style-type: none"> Describe and understand key aspects of: physical geography including climate zones, biomes and vegetation belts. (looking at South America in particular) <p>Skills Progression: 1.5, 1.7, 2.2, 2.5, 3.1, 3.2</p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> Use maps, atlases globes and digital mapping to locate countries and describe features studied. (link to plotting South America before Brazil study) <p>Skills Progression: 1.3, 1.6</p> <p>Place knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of South America. (England and Brazil to link with rainforest topic) <p>Skills Progression: 1.2, 2.1, 2.5, 3.1, 3.2</p>	<p>Geographical skills and field work</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital mapping to locate countries and describe features studied. (small link to map making and using digital maps to compare Tudor Stratford in Shakespeare's time with current Stratford) <p>Skills Progression: 1.2, 1.3</p>
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<p>DT</p> <p>Autumn 1</p> <p>Autumn 2</p> <p>Spring 1</p> <p>Spring 2</p> <p>Summer 1</p> <p>Summer 2</p>	<p>Design:</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform design of innovative, functional products that are fit for purpose, aimed at particular groups. <p>Skills Progression: 7.1,</p> <ul style="list-style-type: none"> • Generate, develop, model and communicate ideas through discussion, annotated sketches, diagrams, prototypes and CAD. <p>Skills Progression: 7.2, 7.3, 7.4, 7.5, 8.3</p> <p>Make:</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks accurately. <p>Skills Progression: 5.1,</p> <ul style="list-style-type: none"> • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients according to their properties. <p>Skills Progression: 2.1, 2.2</p> <p>Evaluate:</p> <ul style="list-style-type: none"> • Investigate and analyse and arrange of existing products <p>Skills Progression: 8.1, 7.1</p> <ul style="list-style-type: none"> • Evaluate their own ideas and products against design criteria and consider views of others to improve. <p>Skills Progression: 8.1, 8.3</p> <ul style="list-style-type: none"> • Understand how key events and individuals in DT have helped shape the world. <p>Skills Progression: 8.2</p> <p>Technical knowledge:</p> <ul style="list-style-type: none"> • Apply this understanding of how to strengthen, stiffen and reinforce more complex structures. <p>Skills Progression: 5.1, 5.2</p> <ul style="list-style-type: none"> • Understand and use electrical systems in products. • Apply understanding of computing to program, monitor and control products. <p>Skills Progression: 3.1, 4.1</p> <p>(Overall project to design and build a bridge for a bus to cross the Thames as some have been destroyed in the Blitz)</p>		
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<p>Art and Design</p> <p>Discover an Artist Day Improve their mastery of art and design techniques including drawing, painting and sculpture Great artists, architects and designers in history</p> <p>Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2</p>	<p>Discover An Artist Day Lowry - line drawings and pencils drawings</p> <p>Other artwork:</p> <p>Skylines of Blitzed London using charcoal and paint exploration to give greatest silhouettes.</p> <ul style="list-style-type: none"> • Create sketch books to record observations and use them to review and revisit ideas <p>Skills Progression: 1.1, 1.2, 3.2</p> <ul style="list-style-type: none"> • Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials: pencil, charcoal, paint, clay. <p>Skills Progression: 7.1, 5.1, 5.2, 5.4</p> <ul style="list-style-type: none"> • Learn about great artists, architects and designers in history (Phillip Hepworth - WW1 architect of war memorials/post WW2 designer to re-build London) <p>Skills Progression: 1.4, 8.1,</p>	<p>Discover an Artist Day Mayan-Guatemalan artist - Paula Nicho-Comez</p> <p>Other artwork:</p> <p>Henri Rousseau studies of composition and use of shading and toning to create rainforest scene.</p> <ul style="list-style-type: none"> • Create sketch books to record observations and use them to review and revisit ideas (small sketches over time of small plants to build up a whole picture) <p>Skills Progression: 2.2, 3.1</p> <ul style="list-style-type: none"> • Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials: pencil, charcoal, paint, clay. <p>Skills Progression: 2.1, 2.3, 2.4, 3.4, 5.3</p> <ul style="list-style-type: none"> • Learn about great artists, architects and designers in history <p>Skills Progression: 2.4, 8.1, 8.2</p>	<p>Discover and Artist Day Greg Wyatt - did all of the Shakespeare statues around Stratford so do our own sculpture in similar style i.e. mixing elements of each play into one statue.</p> <p>Other artwork:</p> <p>Portraits, similar to those of Hans Holbein, of Shakespeare using copying techniques of the time (pouncing a portrait of Shakespeare)</p> <ul style="list-style-type: none"> • Create sketch books to record observations and use them to review and revisit ideas <p>Skills Progression: 1.3, 1.5, 6.1</p> <ul style="list-style-type: none"> • Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials: pencil, charcoal, paint, clay. (use of charcoal and art techniques contemporary for the Tudor period) <p>Skills Progression: 4.1, 4.2, 4.3, 4.4, 6.2</p> <ul style="list-style-type: none"> • Learn about great artists, architects and designers in history <p>Skills Progression: 8.1, 8.2</p>
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<p>Computing</p> <p>Autumn 1</p> <p>Autumn 2</p> <p>Spring 1</p> <p>Spring 2</p> <p>Summer 1</p> <p>Summer 2</p>			<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling physical systems; solve problems by decomposing them into smaller parts.(use Scratch to create a section of graphic novel from Macbeth) <p>Skill Progression: 1.1, 1.2, 1.5, 1.6, 1.8</p> <ul style="list-style-type: none"> • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.(use Scratch to create a section of graphic novel from Macbeth) <p>Skill Progression: 1.3, 1.4, 1.7, 2.1</p> <ul style="list-style-type: none"> • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. (Scratch as above) <p>Skill Progression: 1.1, 1.2, 1.5, 1.6, 1.8</p> <ul style="list-style-type: none"> • Understand computer networks including the internet; how they can provide multiple services such as the world wide web; and the opportunities they offer for communication and collaboration.(Internet Safety day) <p>Skill Progression: 3.2</p> <ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.(during research of Shakespeare) <p>Skill Progression: 3.4, 3.5</p> <ul style="list-style-type: none"> • select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing evaluating and presenting data and information (representing science experiment data and conclusions on Excel) <p>Skill progression: 2.2, 2.3</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.(Internet safety day) <p>Skill Progression: 3.1, 3.3</p>
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<p>Music</p> <p>Autumn 1</p> <p>Autumn 2</p> <p>Spring 1</p> <p>Spring 2</p> <p>Summer 1</p> <p>Summer 2</p>			<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using voices and playing musical instruments with accuracy, fluency, control and expression (perform fanfare, perform Harry Potter song version) <p>Skills Progression: 1.1, 1.2, 1.3, 1.4, 1.5</p> <ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music. (Composing a Tudor fanfare for the King at the Globe theatre/ composing music for Macbeth scenes) <p>Skills Progression: 2.1, 2.2, 2.3, 3.1</p> <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from greater composers and musicians (study composers such as Mendelssohn for Midsummer's Night's Dream/Tudor pavane dances) <p>Skills Progression: 4.1, 4.2</p>
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PE	<p>Invasion Games (Tag Rugby)</p> <ul style="list-style-type: none"> • Play competitive games and apply basic principles suitable for attacking and defending. <p>Dance</p> <ul style="list-style-type: none"> • Perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Swimming</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25m • Use a range of strokes effectively (e.g. front crawl, backstroke, breaststroke) • Perform safe self-rescue in different water based situations. 		<p>Gymnastics</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance. <p>Net and Wall Games (Tennis)</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance. • Play competitive games 		<p>Striking and Fielding (Cricket/ Rounders)</p> <ul style="list-style-type: none"> • Use throwing and catching in isolation and in combination <p>Athletics</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination 	
RE	<p>Creation and science: conflicting or complementary? UC Creation/fall (2B.2)</p>	<p>What do religions say to us when life gets hard? (2.3 U) Judaism, Islam, Christianity</p>	<p>What difference does the resurrection make to Christians? UC Salvation (2B.7)</p>	<p>Why do some people believe God exists? (2.1 U) Judaism, Islam, Christianity</p>	<p>What kind of king is Jesus? UC Kingdom of God (2B.8)</p>	<p>What does it mean to be a Hindu in Britain today? (2.8 L) Hinduism</p>

MFL (Y4 French link to Swiss studies to progress from Y5 class who are doing Y3)

- Listen attentively to spoken language and show understanding by joining in and responding.

Skills Progression: 1.1

- Explore the sound patterns and sounds of language through songs and rhymes

Skills Progression: 1.1

- Engage in conversations; ask and answer questions; express opinions and respond to other; seek clarification.

Skills Progression: 1.2, 3.2, 3.3

- Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Skills Progression: 3.2

- Develop accurate pronunciation and intonation so others understand.

Skills Progression: 3.4

- Present ideas orally to a range of audiences.

Skills Progression: 3.1

- Read carefully and show understanding of words, phrases and simple writing.

Skills Progression: 2.1, 2.2

- Appreciate stories, songs, poems and rhymes in the language

Skills Progression: 1.1

- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.

Skills Progression: 1.1, 2.3, 2.4, 3.3

- Write phrases from memory and adapt to make new sentences.

Skills Progression: 2.2

- Describe people, places and things orally and in writing.

Skills Progression: 3.3

- Understand basic grammar appropriate to the language including masculine, feminine etc.

Skills Progression: 2.5