

YEAR A KS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creative Theme	Rocks Romans		Nutrition Anglo Saxons		World War II	
<b>Language and Communication</b>						
<b>Writing</b>	<b>Genre and purpose</b> Inform - explanation, biography		<b>Genre and purpose</b> Persuade - poster		<b>Genre and purpose</b> Persuade - letter, speech	
	<b>Grammar</b> Use <b>subordinating conjunctions</b> to join clauses, including as openers, Use <b>expanded noun phrases</b> to inform, Use <b>commas</b> to separate adjectives in a list, Use <b>relative clauses</b> to add further detail Begin to use <b>present perfect</b> tense to place events in time,  <b>Punctuation</b> Consolidate four main punctuation marks ( . , ! ? ) Use <b>capital letters</b> for proper nouns Use <b>commas</b> to mark fronted adverbials Use <b>commas</b> to mark subordinate clauses Use <b>inverted commas</b> for direct speech Use <b>bullet points</b> to list items  <b>Adverbials</b> First Firstly Before After Later Soon Also In addition However  <b>Conjunctions</b> when before after while because if		<b>Grammar</b> Use <b>imperative</b> verbs to convey urgency, Use <b>rhetorical questions</b> to engage the reader, Use <b>noun phrases</b> to add detail and description, Use <b>relative clauses</b> to provide additional enticement  <b>Punctuation</b> Ensure use of <b>capital letters</b> for proper nouns Use ? ! for rhetorical / exclamatory sentences Use <b>commas</b> to mark relative clauses Use <b>commas</b> to make fronted adverbials and subordinate clauses  <b>Adverbials</b> Firstly Also In addition However On the other hand Therefore In conclusion  <b>Conjunctions</b> if because unless so and but even if when		<b>Grammar</b> Use <b>imperative</b> verbs to convey urgency, Use <b>rhetorical questions</b> to engage the reader, Use <b>noun phrases</b> to add detail and description, Use <b>relative clauses</b> to provide additional enticement  <b>Punctuation</b> Ensure use of <b>capital letters</b> for proper nouns Use ? ! for rhetorical / exclamatory sentences Use <b>commas</b> to mark relative clauses Use <b>commas</b> to make fronted adverbials and subordinate clauses  <b>Adverbials</b> Firstly Also In addition However On the other hand Therefore In conclusion  <b>Conjunctions</b> if because unless so and but even if when	

Reading	<p><b>Class shared text for listening and discussion, guided reading, individual reading, library use (school and local)</b>  Read and listen to a wide range of styles of text, including <b>fairy stories, myths and legends</b>.  Listen to and discuss a wide range of texts.  Increase familiarity with a wide range of books, including <b>myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures</b>.  Take part in conversations about books.  Learn a wide range of poetry by heart.  Use the <b>school and community libraries</b>.  Look at <b>classification systems</b>.  Look at books with a <b>different alphabet to English</b>.  Read and listen to <b>whole books</b>.</p>					
	Classic British fiction		Poetry linked to geographical imagery Books from other cultures		Modern fiction	Poetry Books from other cultures
Communication	<p>Engage in meaningful discussions in all areas of the curriculum.  Listen to and learn a wide range of subject specific vocabulary.  Through reading identify vocabulary that enriches and enlivens stories.  Speak to small and larger audiences at frequent intervals.  Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.  Listen to and tell stories often so as to internalise the structure.  Debate issues and formulate well-constructed points.</p>					
<b>Science and Mathematics</b>						
<b>Mathematics</b>						
	<p>Essential Opportunities</p> <ul style="list-style-type: none"> <li>Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.</li> <li>Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.</li> <li>Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.</li> <li>Explore numbers and place value so as to read and understand the value of all numbers.</li> <li>Add and subtract using efficient mental and formal written methods.</li> <li>Multiply and divide using efficient mental and formal written methods.</li> <li>Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.</li> <li>Describe position, direction and movement in increasingly precise ways.</li> </ul>					

	<ul style="list-style-type: none"> <li>• Use and apply measures to increasingly complex contexts.</li> <li>• Gather, organise and interrogate data.</li> <li>• Understand the practical value of using algebra.</li> </ul>					
Mental Maths Focus						
Number & place value						
Fractions, decimals, percentages & ratio						
Addition & subtraction						
Multiplication & Division						
Measurement						
Geometry-Shape, position & direction						
Statistics						
Algebra						
<b>SCIENCE</b>						
Biology				Muscle and skeleton system of humans and animals		Plants. Function of parts of flowering plants, requirements of growth, water transportation in plants. Life cycles

						and seed dispersal.
<b>Chemistry</b>	Rocks and fossils. Compare and group rocks and describe the formation of fossils.					
<b>Physics</b>			Forces and Magnets Look at contact and distant forces, attraction and repulsion, comparing and grouping materials and polarity.		Sound Look at sources, vibration, volume and pitch.	
<b>Computing</b>	CODE Draw			CODE Motion	CODE Sound Create and edit sounds. Control when they are heard, their volume, duration and rests. (Audacity)	Contribute to blogs moderated by teachers, understand comments made on line that are hurtful are the same as bullying.
In areas across the curriculum:	Devise and construct databases; use some advanced features of applications and devices on order to communicate ideas. work or messages professionally.					
E SAFETY	Understand risks posed by online communications, understand the term "copyright", understand how online services work.					
<b>Humanities</b>						

History		Roman Empire and its impact on Britain.		Britain's settlement by Anglo Saxons and Scots		Study of a theme in British history. Evacuees WWII.
<b>Geography</b> <i>Use a wide range of geographical sources to:</i>	Describe and understand volcanoes and earthquakes.	Locate the world's countries with a focus on Europe.  Use maps atlases, globes and computer mapping to locate countries.		Use field work to record the human features in the local area. (include place names)		Understand geographical differences through the study of human and physical geography of a region of the UK. Use 4 figure grid references, the eight points of a compass, symbols and keys to build knowledge of the UK.
<b>Creative Arts</b>						
Design and Technology			Use scientific knowledge of transference of forces to choose appropriate mechanisms.			Make do and Mend Dig for victory Cut materials accurately and safely Measure and mark out. Select appropriate joining techniques.
<i>Design with purpose, work efficiently, refine work and techniques, identify some of the great designers, improve upon existing designs, disassemble to understand how things work.</i>						
Art and Design	<b>Essential characteristics of artists</b> <ul style="list-style-type: none"> <li>• The ability to use visual language skillfully and convincingly (eg line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.</li> <li>• The ability to communicate fluently in visual and tactile form.</li> <li>• The ability to draw confidently and adventurously from observation, memory and imagination.</li> </ul>					

	<ul style="list-style-type: none"> <li>• The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.</li> <li>• An impressive knowledge and understanding of other artists, craftmakers and designers.</li> <li>• The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.</li> <li>• Independence, initiative and originality which they can to develop their creativity.</li> <li>• The ability to select and use materials, processes and techniques skillfully and inventively to realize intentions and capitalize on the unexpected.</li> <li>• The ability to reflect on, analyse and critically evaluate their own work and that of others.</li> </ul> <p>A passion for and a commitment to the subject.</p>					
	<p><b>Essential opportunities</b> Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. Develop and share ideas in a sketchbook and in finished products. Improve mastery of techniques Learn about the great artists, architects and designers in history.</p>			<p><b>Essential learning objectives</b> To develop ideas To master techniques To take inspiration from the greats</p>		
	Painting and Drawing	Collage	Sculpture	Artist, Artisans and Designers	Textiles	Printing
Music	<p><b>Essential characteristics of musicians</b> A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work. A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise. Very good awareness and appreciation of different musical traditions and genres. An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles. The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately. A passion for and commitment to a diverse range of musical activities.</p>					
	<p><b>Essential opportunities</b> Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. Improvise and compose music using the inter-related dimensions of music separately and in combination. Listen with attention to detail and recall sounds with increasing aural memory.</p>			<p><b>Essential Learning objectives</b> To perform To compose To transcribe To describe music</p>		

	Use and understand the basics of the stave and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. Develop an understanding of the history of music.					
	First Access Ukulele; dynamics, rhythm, singing	Festival performance			Composition and performance: structure, timbre, texture	
<b>Health and Wellbeing</b>						
<b>PE</b>	Dance  <b>Hockey:</b> Choose appropriate tactics Maintain possession Pass to team mates Follow rules of the game	Dance  <b>Gymnastics</b> Plan perform and repeat sequences Travel in different ways Improve placement and alignment of body parts	Dance  <b>Swimming and water safety</b> Swim between 25 and 50 metres unaided Use more than one stroke Coordinate leg and arm movements Swim at surface and below the water  <b>Basketball:</b> Pass Follow rules of the game		Dance  <b>Cricket</b> Throw and catch Strike and field Choose appropriate tactics	Dance  <b>Athletics</b> Sprint over a short distance Run over longer distances Jump in a number of ways Compete with others and aim to improve personal best
	Personal Development	Try new things	Improve	Imagine	Concetrate	Improve
<b>RE</b>	Study beliefs, festivals and celebrations of Christianity. Study at least two other religions in depth - Islam. Study two other religions in order to gain a brief outline - Buddhism, Sikhism					
<b>Agreed Syllabus</b>	Light/ Dark - Hannukah, Divali (SDU) The Church Year - Christmas		Values (short unit) and Peace (Schools designed unit)		Islam - The 5 Pillars	