

| YEAR A UKS2 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-----------------------------------|---|--------|---|--------|---|--------|
| Creative Theme | Indus Valley/ Ancient Egypt (Mini science topic - Human digestion and circulation) | | Human Settlement leading to historical context of Vikings and Anglo Saxon Britain | | Human Growth and Change | |
| Language and Communication | | | | | | |
| Writing | Genre and Purpose Inform - Biography, report Persuade - Speech | | Genre and Purpose Inform - Recount Persuade - Letter Entertain - Descriptions | | Genre and Purpose Persuade - Advertising Discuss - Balanced Argument | |
| | <p style="text-align: center;"><u>Inform</u></p> Grammar Use subordinating conjunctions in varied positions, Use expanded noun phrases to inform Use relative clauses to add further detail Begin to use passive voice to remain formal or detached, Begin to use colons to link related clauses, Punctuation Use brackets or dashes to explain technical vocabulary Use semi-colons to punctuate complex lists, including when using bullet points Use colons to introduce lists or sections Use brackets or dashes to mark relative clauses Secure use of commas to mark clauses, including opening subordinating clauses Begin to use colons Adverbials Meanwhile At first After Furthermore Despite As a result Consequently Due to For example Conjunctions when before after while because if although as <p style="text-align: center;"><u>Persuade</u></p> Grammar Use imperative and modal verbs to convey urgency, Use adverbials to convey sense of certainty,, Use short sentences for emphasis Use of the subjunctive form for formal structure Punctuation Use ? ! for rhetorical / exclamatory sentences Use colons and semi-colons to list features, attractions or arguments Use brackets or dashes for parenthesis, including for emphasis Use semi-colons for structure repetition, Adverbials Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion Conjunctions if because although unless since even if rather whereas in order to whenever whether | | <p style="text-align: center;"><u>Inform</u></p> Grammar Use subordinating conjunctions in varied positions, Use expanded noun phrases to inform Use relative clauses to add further detail Begin to use passive voice to remain formal or detached, Begin to use colons to link related clauses, Punctuation Use brackets or dashes to explain technical vocabulary Use semi-colons to punctuate complex lists, including when using bullet points Use colons to introduce lists or sections Use brackets or dashes to mark relative clauses Secure use of commas to mark clauses, including opening subordinating clauses Begin to use colons Adverbials Meanwhile At first After Furthermore Despite As a result Consequently Due to For example Conjunctions when before after while because if although as <p style="text-align: center;"><u>Persuade</u></p> Grammar Use imperative and modal verbs to convey urgency, Use adverbials to convey sense of certainty,, Use short sentences for emphasis Use of the subjunctive form for formal structure Punctuation Use ? ! for rhetorical / exclamatory sentences Use colons and semi-colons to list features, attractions or arguments Use brackets or dashes for parenthesis, including for emphasis Use semi-colons for structure repetition, Adverbials Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion Conjunctions if because although unless since even if rather whereas in order to whenever whether <p style="text-align: center;"><u>Entertain</u></p> Grammar 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. | | <p style="text-align: center;"><u>Persuade</u></p> Grammar Use imperative and modal verbs to convey urgency, Use adverbials to convey sense of certainty,, Use short sentences for emphasis Use of the subjunctive form for formal structure Punctuation Use ? ! for rhetorical / exclamatory sentences Use colons and semi-colons to list features, attractions or arguments Use brackets or dashes for parenthesis, including for emphasis Use semi-colons for structure repetition, Adverbials Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion Conjunctions if because although unless since even if rather whereas in order to whenever whether <p style="text-align: center;"><u>Discuss</u></p> Grammar Use modal verbs to convey degrees of probability, Use relative clauses to provide supporting detail Use adverbials to provide cohesion across the text, Use expanded noun phrases to describe in detail Begin to use passive voice to maintain impersonal tone, Punctuation Use brackets or dashes for parenthesis, including for emphasis Use semi-colons for to mark related clauses, Use commas to mark relative clauses Use colons and semi-colons to punctuate complex lists Adverbials Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion Conjunctions if because although unless since even if rather whereas in order to whenever whether | |

| | | | |
|--|--|---|--|
| | | <p>Punctuation Use brackets for incidentals, Use dashes to emphasise additional information, Use colons to add further detail in a new clause, The girl was distraught: she cried for hours. Use semi-colons to join related clauses,</p> <p>Adverbials Meanwhile Later that day Silently Within moments All night Nearby Under the treetops Never before -ing openers -ed openers</p> <p>Conjunctions if when because while as until whenever once since although unless rather</p> | |
|--|--|---|--|

| | | | |
|---------|---|---|--|
| Reading | <p>Class shared text for listening and discussion, guided reading, individual reading, library use (school and local) Read and listen to a wide range of styles of text, including fairy stories, myths and legends. Listen to and discuss a wide range of texts. Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. Take part in conversations about books. Learn a wide range of poetry by heart. Use the school and community libraries. Look at classification systems. Look at books with a different alphabet to English. Read and listen to whole books.</p> | | |
| | <p>Traditional stories Myths and legends Books from other cultures Poetry</p> | <p>Traditional stories Myths and legends Books from other cultures Poetry</p> | <p>Non-fiction, information gathering Poetry</p> |

| | |
|---------------|--|
| 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> |
|---------------|--|

Science and Mathematics

Mathematics

| | | | | | | |
|---|--|--|--|--|--|--|
| <p>Essential Opportunities Count, read, write (numerals and words) Count in different multiples Calculate and solve problems in a range of practical contexts. Use and apply mathematics in everyday activities and across the curriculum. Repeat key concepts in many different practical ways to secure retention. Explore and compare numbers and place value up to at least 100. Add and subtract using mental and formal written methods in practical contexts. Multiply and divide using mental and formal written methods in practical contexts. Explore the properties of shapes. Use language to describe position, direction and movement. Use and apply in practical contexts a range of measures, including time. Handle data in practical contexts.</p> | | | | | | |
|---|--|--|--|--|--|--|

| | | | | | | |
|--|--|---|---|---|--|---|
| Mental Maths Focus | Multiplying and dividing by 10 | Counting forwards and backwards in 10s,100s,1000s | | Adding and subtracting larger numbers using two step and partitioning methods, add one on take one off. | Counting forwards and backwards in decimals | Counting forwards and backwards in negative numbers |
| Number & place value | Identifying values of each digit in a number | Rounding to the nearest 10,100,1000,10 000 and 100 000 - up to and over 1 million | Use rounding to check calculations | Read, write, order and compare decimals up to 3 places | Reading Roman numerals accurately to 1000 (M) and recognise years. | Negative numbers Rounding decimals with 2 decimal places to the nearest whole number. |
| Fractions, decimals, percentages & ratio | | Addition and subtraction of decimals (money) | Equivalent fractions - fraction families Compare and order fractions with denominators that are multiples of the same number | Convert improper fractions to mixed numbers and vice versa. | Adding and subtracting fractions | Converting fractions into decimals and percentages Multiply proper fractions and mixed numbers by whole numbers. |
| Addition & | Column addition and | Column addition and | Solving multi-step | | | |

| | | | | | | |
|---|---|--|---|--|--|---|
| subtraction | subtraction of 4 digit numbers | subtraction of 5 digit numbers | problems | | | |
| Multiplication & Division | Recognising the difference between factors and multiples. Find factor pairs and common factors of numbers Prime numbers and composite numbers. Recall prime numbers up to 19 | Grid method of 3 and 4 digit numbers | Long multiplication and long division for two digit numbers | Short multiplication of 3 or 4 digit numbers by 2 digit. | Short division (bus stop method) and understanding square numbers and cube numbers. | Dividing and multiplying decimals |
| Measurement | | | Conversions of kg to g, l to ml, cm to m and vice versa. Identifying imperial units | Time and time problems | Area and perimeter - including finding the missing length Estimate the area of irregular shapes | Volume |
| Geometry-Shape, position & direction | | | | | Identifying differences between polygons and irregular shapes, features of a 3D shape. | Angles - obtuse, acute, reflex and right. Drawing angles using a protractor. Finding the missing value in a shape or on a line. Translation and reflection of a shape on an axis. |
| Statistics | | | Interpreting information from line graphs and time tables | Reading time tables to solve problems | | |
| Algebra | | | | | | |
| Science | | | | | | |
| Biology | | Animals and Humans Digestive system. Transportation of water and nutrients around the body. Human circulatory system | | | | All Living Things Reproduction in plants and animals. Human growth and changes. Effect of exercise and drugs on the body. |
| Chemistry | | | | | | |
| Physics | | | | Forces Gravity and drag forces Transferring forces, gears, pulleys, levers and springs. | | |
| Computing | | | | | | |
| 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. | | | | | |
| Humanities | | | | | | |
| History | Early Civilisation achievements and an in depth study of one of Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty | | | The Viking and Anglo Saxon struggle for the Kingdom of England. | | |
| Geography <i>Use a wide range of geographical sources to:</i> | | | Human geography of settlements, Land use, economic activity, trade links and distribution of natural resources, energy, food, minerals and water. | | Map Work Use 8 point compass, 4 figure grid references, symbols and keys to build understanding of the united kingdom and the world. | |

| | | | | | | |
|------------------------------|--|---|--|---|---|----------|
| | | | | | | |
| Creative Arts | | | | | | |
| Design and Technology | Textiles in real context Construction: choose suitable techniques to construct products Strengthen materials using suitable techniques. (Egyptian, Indus design influenced artefacts) | Resistant Materials/Control in real context Understand and use mechanical systems in their products such as gears pulleys cams levers and linkages. | Food in real context Dishes from around the world. | | | |
| | <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 | Essential characteristics of artists <ul style="list-style-type: none"> 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. The ability to communicate fluently in visual and tactile form. The ability to draw confidently and adventurously from observation, memory and imagination. 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. An impressive knowledge and understanding of other artists, craftmakers and designers. The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings. Independence, initiative and originality which they can to develop their creativity. The ability to select and use materials, processes and techniques skillfully and inventively to realize intentions and capitalize on the unexpected. The ability to reflect on, analyse and critically evaluate their own work and that of others. A passion for and a commitment to the subject. | | | | | |
| | Essential opportunities 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. | | | Essential learning objectives To develop ideas To master techniques To take inspiration from the greats | | |
| | Painting and Drawing | Collage | Sculpture | Artist, Artisans and Designers | Textiles | Printing |
| Music | Essential characteristics of musicians 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. | | | | | |
| | Essential opportunities 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. Use and understand the basics of the staff 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. | | | Essential Learning objectives To perform To compose To transcribe To describe music | | |
| | First Access Ukulele : dynamics, rhythm, singing | | Festival performance | | Composition and performance: structure, timbre, texture | |
| Health and Wellbeing | | | | | | |
| PE | Dance | Dance | Dance | Dance | Dance | |
| | Hockey: Choose appropriate tactics Maintain possession Pass to team mates Follow rules of the game | Gymnastics Plan perform and repeat sequences Travel in different ways Improve placement and alignment of | Swimming and water safety Swim between 25 and 50 metres unaided Use more than one stroke Coordinate leg and arm movements Swim at surface and below the water Basketball: | Cricket Throw and catch Strike and field Choose appropriate tactics | Athletics Sprint over a short distance Run over longer distances Jump in a number of ways | |

| | | | | | |
|---------------------------------|--|---|---|-------------|--|
| | | body parts | Pass Follow rules of the game | | Compete with others and aim to improve personal best |
| Personal Development | Try new things | Improve | Imagine | Concentrate | Improve Work hard |
| RE | 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 | | | | |
| Agreed Syllabus | Stories of Faith - Christians, Jews, Muslims. Sacred Stories | Religions in our Community - How can we build a more respectful community? | Sikhism - Who is important to a Sikh in Britain today? | | |
| School Designed Unit | Living and Dying - The journey of life. What happens when we die? (To be covered as appropriate throughout the year.) | | | | |