

YEAR B UKS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creative Theme	Mayan Civilization		Evolution and Change/ Habitats of the World		Light, Earth and Space Electricity	
<b>Language and Communication</b>						
Writing	<p><b>Genre and Purpose</b> Entertain - Narrative, Characters and setting Discuss - Review</p>		<p><b>Genre and Purpose</b> Discuss - Newspaper Article Persuade - Campaign</p>		<p><b>Genre and Purpose</b> Inform - Newspaper article, Essay Entertain - Poetry</p>	
	<p style="text-align: center;"><u>Entertain</u></p> <p><b>Grammar</b> 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> <p><b>Punctuation</b> Use <b>brackets</b> for incidentals, Use <b>dashes</b> to emphasise additional information, Use <b>colons</b> to add further detail in a new clause, The girl was distraught: she cried for hours. Use <b>semi-colons</b> to join related clauses,</p> <p><b>Adverbials</b> Meanwhile Later that day Silently Within moments All night Nearby Under the treetops Never before -ing openers -ed openers</p> <p><b>Conjunctions</b> if when because while as until whenever once since although unless rather</p> <p style="text-align: center;"><u>Discuss</u></p> <p><b>Grammar</b> Use <b>modal</b> verbs to convey degrees of probability, Use <b>relative clauses</b> to provide supporting detail Use <b>adverbials</b> to provide cohesion across the text, Use <b>expanded noun phrases</b> to describe in detail Begin to use <b>passive voice</b> to maintain impersonal tone,</p> <p><b>Punctuation</b> Use <b>brackets</b> or <b>dashes</b> for parenthesis, including for emphasis Use <b>semi-colons</b> for to mark related clauses, Use <b>commas</b> to mark relative clauses Use <b>colons</b> and <b>semi-colons</b> to punctuate complex lists</p> <p><b>Adverbials</b> Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion</p> <p><b>Conjunctions</b> if because although unless since even if rather whereas in order to whenever whether</p>		<p style="text-align: center;"><u>Discuss</u></p> <p><b>Grammar</b> Use <b>modal</b> verbs to convey degrees of probability, Use <b>relative clauses</b> to provide supporting detail Use <b>adverbials</b> to provide cohesion across the text, Use <b>expanded noun phrases</b> to describe in detail Begin to use <b>passive voice</b> to maintain impersonal tone,</p> <p><b>Punctuation</b> Use <b>brackets</b> or <b>dashes</b> for parenthesis, including for emphasis Use <b>semi-colons</b> for to mark related clauses, Use <b>commas</b> to mark relative clauses Use <b>colons</b> and <b>semi-colons</b> to punctuate complex lists</p> <p><b>Adverbials</b> Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion</p> <p><b>Conjunctions</b> if because although unless since even if rather whereas in order to whenever whether</p> <p style="text-align: center;"><u>Persuade</u></p> <p><b>Grammar</b> Use <b>imperative</b> and <b>modal</b> verbs to convey urgency, Use <b>adverbials</b> to convey sense of certainty,, Use <b>short sentences</b> for emphasis Use of the <b>subjunctive form</b> for formal structure</p> <p><b>Punctuation</b> Use ? ! for rhetorical / exclamatory sentences Use <b>colons</b> and <b>semi-colons</b> to list features, attractions or arguments Use <b>brackets</b> or <b>dashes</b> for parenthesis, including for emphasis Use <b>semi-colons</b> for structure repetition,</p> <p><b>Adverbials</b> Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion</p> <p><b>Conjunctions</b> if because although unless since even if rather whereas in order to whenever whether</p>		<p style="text-align: center;"><u>Inform</u></p> <p><b>Grammar</b> Use <b>subordinating conjunctions</b> in varied positions, Use <b>expanded noun phrases</b> to inform Use <b>relative clauses</b> to add further detail Begin to use <b>passive voice</b> to remain formal or detached, Begin to use <b>colons</b> to link related clauses,</p> <p><b>Punctuation</b> Use <b>brackets</b> or <b>dashes</b> to explain technical vocabulary Use <b>semi-colons</b> to punctuate complex lists, including when using bullet points Use <b>colons</b> to introduce lists or sections Use <b>brackets</b> or <b>dashes</b> to mark relative clauses Secure use of <b>commas</b> to mark clauses, including opening subordinating clauses Begin to use <b>colons</b></p> <p><b>Adverbials</b> Meanwhile At first After Furthermore Despite As a result Consequently Due to For example</p> <p><b>Conjunctions</b> when before after while because if although as</p> <p style="text-align: center;"><u>Entertain</u></p> <p><b>Grammar</b> 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> <p><b>Punctuation</b> Use <b>brackets</b> for incidentals, Use <b>dashes</b> to emphasise additional information, Use <b>colons</b> to add further detail in a new clause, The girl was distraught: she cried for hours. Use <b>semi-colons</b> to join related clauses,</p> <p><b>Adverbials</b> Meanwhile Later that day Silently Within moments All night Nearby Under the treetops Never before -ing openers -ed openers</p> <p><b>Conjunctions</b> if when because while as until whenever once since although unless rather</p>	
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>					
	Poetry myths and legends, traditional stories, books from other cultures.		Poetry myths and legends, traditional stories, modern fiction, books from other cultures.		Poetry modern fiction, classic British fiction	

<b>Communication</b>	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.
----------------------	---

## Science and Mathematics

### Mathematics

	<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> <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>					
<b>Mental Maths Focus</b>	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
<b>Number &amp; place value</b>	Identifying values of each digit in a number 1,000,000 and <b>10,000,000</b>	Rounding to the nearest 10,100,1000,10 000 and 100 000 - up to and over 1 million and <b>10 million</b>	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.
<b>Fractions, decimals, percentages &amp; ratio</b>	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  <b>Calculate percentages of numbers</b>	Converting fractions into decimals and percentages  <b>Multiplying sets of proper fractions and writing answer in simplest form. Divide proper fractions by whole numbers</b>	Multiply proper fractions and mixed numbers by whole numbers.
<b>Addition &amp; subtraction</b>	Column addition and subtraction of 4 digit numbers	Column addition and subtraction of 5 digit numbers	Solving multi-step problems			
<b>Multiplication &amp; Division</b>	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 - <b>numbers up to 2 decimal places by whole numbers</b>
<b>Measurement</b>		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
<b>Geometry-Shape, position &amp; direction</b>				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 pie charts - Recognising 360 degrees as 100 percent	Interpreting information from line graphs and time tables  Calculate and interpret the mean as an average	Reading time tables to solve problems		
Algebra						
<b>Science</b>						
Biology			<b>Evolution and Inheritance</b> Look at resemblance and difference in offspring. Adaption and evolution and changes to animals and human skeleton over time.	<b>All Living Things</b> Look at classification keys. Classification of microorganisms		
Chemistry		<b>Materials</b> Examine the properties of materials using various tests Solubility and reversibility. Separating mixtures Non reversible changes that create new materials.				
Physics					<b>Electricity</b> Look at circuits, the effect of voltage in cells, resistance and conductivity of materials.	<b>Light</b> Light travelling in straight lines, shadows and sight. <b>Earth and Space</b> Movement of the Earth and Moon. Day and Night
<b>Computing</b>						
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	<b>Mayan Civilization</b> A Non-European Society that contrasts with British History.					
<b>Geography</b> <i>Use a wide range of geographical sources to:</i>	<b>North and South America.</b> Locate countries. Understand geographical difference and similarity through human and physical geography of North or South America.		<b>Physical Geography</b>  Locate and understand the geographical zones of the world. Climate zones, biomes and vegetation belts.		<b>Map Work</b> Use 8 point compass, 4 figure grid references, symbols and keys to build understanding of the united kingdom and the world.	
<b>Creative Arts</b>						
Design and Technology		<b>Textiles in real context</b> Construction: choose suitable techniques to construct products Strengthen materials using suitable techniques.	<b>Food in real context</b> Prepare a range of predominantly savoury, seasonal foods with regard for origin and processing.	<b>Control in real context</b> Apply their understanding of computers to programme, monitor and control their products.	<b>Resistant Materials/ Control in real context</b> Understand and use electrical systems in their products such as series circuits, switches, bulbs and buzzers and motors.	<b>Resistant Materials in real context</b> Construction: choose suitable techniques to construct products Strengthen materials using suitable techniques (Puppets)

		(shoes/bags)			Use computers to programme electrical sequences..	
<b>Design, Make Evaluate</b> <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>						
<b>Art and Design</b>	<p><b>Essential characteristics of artists</b></p> <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> <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
<b>Music</b>	<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. 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.</p>			<p><b>Essential Learning objectives</b> To perform To compose To transcribe To describe music</p>		
	First access <b>Ukuleles</b> ; dynamics, rhythm, ensemble playing			Composition and performance, texture timbre, structure.		
<b>Health and Wellbeing</b>						
<b>PE</b>	Dance	Dance	Dance	Dance	Dance	Dance
	<p><b>Football</b> Choose appropriate tactics Maintain possession Strike a ball Pass to team mates Follow rules of the game</p>	<p><b>Gymnastics</b> Move in a clear, fluent and expressive manner Show changes of speed direction and level Swing and hang from equipment safely</p>	<p><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</p> <p><b>Outdoor and adventurous:</b> Residential visit</p>	<p><b>Cricket:</b> Throw and catch Strike and field Choose appropriate tactics</p>	<p><b>Athletics</b> Sprint over a short distance Run over longer distances Throw with accuracy Compete with others and aim to improve personal best</p>	
<b>Personal Development</b>	Work hard	Push oneself	Concentrate	Understand others	To not give up	Push oneself
<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>	Hinduism - What can we learn from some aspects of the Hindu religion?		Whose world is it? - how is the world created and why should I care about it today?		Beliefs and Actions in the World - Christian and Islamic Relief	
<b>School Designed Unit</b>	Words of Wisdom - Reflecting on Christian, Sikh and Muslim wisdom. (To be covered as appropriate throughout the year.)					

