Keevil CE Aided Primary School Curriculum Map – LKS2 Rotation 2

TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Maths	**Maths**	**Maths**	**Maths**	**Maths**	**Maths**
Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Measurement – length, perimeter, area Fractions	Fractions and Decimals Measurement – capacity, mass	Decimals Measurement - time	Statistics Geometry
English	**English**	**English**	**English**	**English**	
Charlie and the Chocolate Factory By Roald Dahl Additional Texts for Immersion – other books by Roald Dahl The BFG, James and the Giant Peach	Let sleeping sea-monsters lie...and other cautionary tales by Eva Ibbotson	How to train your dragon? By Cressida Cowell	The Demon Headmaster By Gillian Cross	Kensuke's Kingdom By Michael Morpurgo	
Science	**Science**	**Science**		**Science**	**Science**
Magnets *?*	Forces and Friction ***Why is friction sometimes a good thing and other times not?***	States of Matter ***What are states of matter?***		Humans – skeleton and muscles ***How do we move our bodies?***	Humans – teeth and eating ***What does my body do with the food I eat?***
RE	**RE**	**RE**	**RE**	**RE**	**RE**
Discovery RE: GOD Y4 Summer 2 – ***Do people need to go to church to show they are Christians?***	Understanding Christianity: GOSPEL 2a.4 – ***What kind of world did Jesus want?*** Discovery RE: CHRISTMAS Y4 Autumn 2 – ***What is the most significant part of the nativity story for Christians today?***	Discovery RE: HINDUISM Y3 Autumn 1 – ***Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?***	Understanding Christianity: SALVATION 2a.5 – ***Why do Christians call the day Jesus dies 'Good Friday'?***	Understanding Christianity: PEOPLE OF GOD 2a.2 – ***What is it like to follow God?***	Discovery RE: HINDUISM Y3 Summer 1 – ***How can Brahman be everywhere and in everything?*** Y3 Summer 2 – ***Would visiting the River Ganges feel special to a non-Hindu?***
History		**History**			
How do we know so much about the Ancient Egyptians today?		Invaders and Settlers ***Who has made Britain their home?*** linked to work in English - How To Train Your Dragon by Cressida Cowell *Emphasis on study of Viking invasion of Britain and struggles with Anglo-Saxons*			
		Geography			
		Map work/ Geographical skills ***How do maps help us find out where we are?***			
Art			**Art**		**Art**
Drawing linked to transition into new class ***What can we tell about a person from their portrait?*** ***What is Cubism?***			3D linked to Ancient Egypt history ***What designs can we find in Ancient Egyptian culture?***		Painting and 3D - Weaving Artist Study – David Hockney ***What mediums can we use to create a landscape?*** ***What makes David Hockney's art unique?***
		DT		**DT**	
		Moving Monsters Linked to work in English study of How To Train Your Dragon by Cressida Cowell ***How will your mythical creature move?***		Pop Up Books ***Why are pop up books so popular?*** ***Do pop up books have to be complex?***	
Computing			**Computing**	**Computing**	**Computing**
E-safety ***What can I do if I am worried about something on-line?***			Digital Literacy (Data Handling – Spreadsheets) ***How can IT help with maths and science?***	Programming (Scratch) ***What key skills do I need to program successfully?***	Creativity/Graphics (Publisher; Animation) ***How can I use a computer program to present information?***
Music	**Music**	**Music**	**Music**	**Music**	**Music**
Whole Class Instrument Lessons and Singing	Whole Class Instrument Lessons and Singing	Whole Class Instrument Lessons and Singing	Whole Class Instrument Lessons and Singing	Whole Class Instrument Lessons and Singing	Whole Class Instrument Lessons and Singing
French	**French**	**French**	**French**	**French**	**French**
Quel temps fait-il?	***A quoi ressemble l'école en France?***	***Tu aimes aller au cinema?***	***Tu as de l'argent de poche?***	***Qu'y a-t-il en ville?***	***Qu'est ce que tu portes?***
PE	**PE**	**PE**	**PE**	**PE**	**PE**
Gymnastics	Gymnastics	Swimming Netball	Swimming Football	Athletics	Rounders
PSHE	**PSHE**	**PSHE**	**PSHE**	**PSHE**	**PSHE**
Relationships - Peers	Anti-bullying	Keeping Safe	Emotions	Citizenship	Changes (including RSE)

MATHS	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
	Number **PV x 4** • *Hundreds* • *Count in 50s* • *Represent numbers to 1000* • *100s, 10s and 1s* • *Number line to 1000* • *Find 1, 10, 100 more and less* • *Compare objects to 1000* • *Compare numbers to 1000* • *Order numbers* • Count in 1000s • Count in 25s • Roman Numerals to 100 • 1000s, 100s, 10s and 1s • Partitioning • Number line to 10000 • 1000 more and less • Compare numbers • Order numbers • Round to the nearest 10, 100, 1000 • Negative numbers	**Number** **Addition + Subtraction x 2** *Continuation from Term 1*	**Number** **Multiplication + Division x 2** • *Multiply 2-digits by 1-digit* • *Divide 2-digits by 1-digit* • *Scaling* • *How many ways?* • Written methods • Multiply 2-digits by 1-digit • Multiply 3-digits by 1-digit • Divide 2-digits by 1-digit • Divide 3-digits by 1-digit • Correspondence problems	**Number** **Fractions x 2** *Continuation from Term 3*	**Number** **Decimals inc. money x 3** • *Pounds and pence* • *Convert pounds and pence* • *Add money* • *Subtract money* • *Give change* • *Pounds and pence* • Ordering money • Make a whole • Write decimals • Compare decimals • Order decimals • Round decimals • Halves and quarters • Estimating money • Four operations	**Statistics x 2** • *Bar charts* • *Pictograms* • *Tables* • Interpreting charts • Comparison, sum and difference • Introducing line graphs • Line graphs
Y3/4	**Number** **Addition + Subtraction x 2** • *Add and subtract multiples of 100* • *3-digit and 1-digit numbers* • *3-digit and 2-digit numbers* • *Add and subtract 100s* • *Spot the pattern* • *Add 3-digit and 1-digit – crossing 10* • *Add 3-digit and 2-digit – crossing 100* • *2-digit and 3-digit – not crossing 10/100* • *2-digit and 3-digit crossing 10 or 100* • *3-digit numbers not crossing 10 or 100* • *3-digit numbers – crossing 10 or 100* • *Subtract 1-digit from 3-digits* • *Subtract 2-digits from 3-digits – crossing 100* • *3-digit and 3-digit – no exchange* • *3-digit and 3-digit – exchange* • *Estimate answers* • *Check answers* • Add and subtract 1s, 10s, 100s and 1000s • Add two 4-digit numbers – no exchange • Add two 4-digit numbers – one exchange • Add two 4-digit numbers – more than one exchange • Subtract two 4-digit numbers – no exchange • Subtract two 4-digit numbers – one exchange • Subtract two 4-digit numbers – more than one exchange • Efficient subtraction • Estimate answers • Check answers	**Number** **Multiplication + Division x 4** • *Multiply by 3* • *Divide by 3* • *3 times-table* • *Multiply by 4* • *Divide by 4* • *4 times-table* • *Multiply by 8* • *Divide by 8* • *Multiplication – equal groups* • *Comparing statements* • *Related calculations* • Multiply and divide by 6 • 6 times table and division facts • Multiply and divide by 9 • 9 times table and division facts • Multiply and divide by 7 • 7 times table and division facts • 11 and 12 times table • Multiply by 10 and 100 • Divide by 10 and 100 • Multiply by 1 and 0 • Divide by 1 • Multiply 3 numbers • Efficient multiplication • Factor pairs	**Measurement** **Length, Perimeter and Area x 2** • *Equivalent lengths – m and cm* • *Equivalent lengths – mm and cm* • *Compare lengths* • *Measure length* • *Add lengths* • *Subtract lengths* • *Measure perimeter* • *Calculate perimeter* • Kilometres • Perimeter on a grid • Perimeter of a rectangle • Perimeter of rectilinear shapes • What is area? • Counting squares • Making shapes • Comparing area **Number** **Fractions x 2** • *Unit and non-unit fractions* • *Making the whole* • *Fractions on a number line* • *Equivalent fractions* • *Fractions of an amount* • *Compare fractions* • *Order fractions* • *Add fractions* • *Subtract fractions* • What is a fraction • Fractions greater than 1 • Count in fractions • Equivalent fractions • Calculate fractions of a quantity • Problem-solving – calculate quantities • Add 2 or more fractions • Subtract 2 fractions • Subtract from whole amounts	**Measurement** **Capacity + mass + decimals x 3** • *Tenths* • *Count in tenths* • *Tenths as decimals* • *Measure mass* • *Compare mass* • *Add and subtract mass* • *Measure capacity* • *Compare capacity* • *Add and subtract capacity* • Recognise tenths and hundredths • Tenths as decimals • Tenths on a place value grid • Tenths on a number line • Divide 1- and 2-digit numbers by 10 • Hundredths • Hundredths as decimals • Hundredths on a place value grid • Divide 1- and 2-digits by 100	**Measure** **Time x 2** • *Months and years* • *Hours in a day* • *Telling time to 5 minutes* • *Telling time to nearest minute* • *Using am and pm* • *24-hour clock* • *Finding the duration* • *Comparing durations* • *Start and end times* • *Measuring time in seconds* • Hours, minutes and seconds • Years, months, weeks and days • Analogue to digital – 12-hour • Analogue to digital – 24-hour	**Geometry** **Properties of shape inc. position and direction x 4** • *Turns and angles* • *Right angles in shapes* • *Compare angles* • *Recognise and describe 2-D shapes* • *Draw lines accurately* • *Horizontal and vertical* • *Parallel and perpendicular* • *Recognise and describe 3-D shapes* • *Make 3-D shapes* • Identify angles • Compare and order angles • Triangles • Quadrilaterals • Lines of symmetry • Complete a symmetric figure • Describe position • Draw on a grid • Move on a grid • Describe movement on a grid

ENGLISH	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing	Key Text: Charlie and the Chocolate Factory By Roald Dahl Additional Texts for Immersion – other books by Roald Dahl The BFG, James and the Giant Peach *Including 1 session per week free write*	Key Text: Let sleeping sea-monsters lie...and other cautionary tales by Eva Ibbotson *Including 1 session per week free write*	Key text: How to train your dragon? By Cressida Cowell *Including 1 session per week free write*	Key Text: The Demon Headmaster By Gillian Cross *Including 1 session per week free write*	Key Text: Kensuke's Kingdom By Michael Morpurgo *including 1 session per week free write* Poetry: Haikus and Tankas	
GENRES	NARRATIVE – FANTASY *NON-CHRONOLOGICAL REPORTS*	NARRATIVE – TRADITIONAL TALES PLAYSCRIPTS *INSTRUCTIONS/PROCEDURAL*	NARRATIVE- HISTORICAL *EXPLANATIONS*	NARRATIVE – MYSTERY *RECOUNTS – LETTERS/DIARIES/ NEWSPAPER REPORTS*	CONSOLIDATION AND REVIEW – RE-VISITING A RANGE OF DIFFERENT GENRES FROM THE YEAR POETRY *DISCUSSION AND PERSUASION*	
Reading	**Fluency** • Increasing sight vocabulary, as appropriate for age and stage **Prosody** • Applying SPAG knowledge and understanding, as appropriate for age and stage • Applying comprehension skills, as appropriate for age and stage **Comprehension** • *I can read and join in discussions about a range of longer texts, expressing what I think and like.* • *I can independently retell lots of age appropriate stories* • *I can find some simple facts from a non-fiction text.* • I can discuss with others books I have read. • I can retell a range of age appropriate stories, including interesting details. • I can explain facts I have found in a non-fiction text using my own language. • I can choose and use the right book for a purpose and talk about what I have done and why.		**Fluency** • Increasing sight vocabulary, as appropriate for age and stage **Prosody** • Applying SPAG knowledge and understanding, as appropriate for age and stage • Applying comprehension skills, as appropriate for age and stage **Comprehension** • *I can talk about how words can have different meanings.* • *I can usually make simple predictions of what will happen next using clues in the text.* • *I can find words and phrases in the text that capture my imagination and explain why.* • I can monitor my own reading for mistakes and talk about the meaning of new and unusual words. • I can usually predict what will happen next using clues in the text. • I can describe how the language, structure and lay-out of a book add to my understanding of it.		**Fluency** • Increasing sight vocabulary, as appropriate for age and stage **Prosody** • Applying SPAG knowledge and understanding, as appropriate for age and stage • Applying comprehension skills, as appropriate for age and stage **Comprehension** • *I can spot and talk about key themes in a story.* • *I can usually self-evaluate my own understanding of stories, for instance, reflecting on how a character might react in a different situation.* • *I can usually make simple inferences when I'm reading a story.* • I can talk about key themes found in different stories. • I can usually self-evaluate my own understanding of stories, for instance, reflecting on characters' thoughts and feelings. • I can usually infer when I'm reading a story.	
Additional subjects + writing options	Science –: Magnets Non Chronological Report writing, Explanation text History – Ancient Egyptians	Science – Forces + friction Instructions, report writing History – Ancient Egyptians	Science: Materials Geography : Map work and geographical skills Non Chronological Report writing, Explanation text		Science: Humans Art, DT: Pop up books Computing: Programing	Science: Humans Art, DT: Meet the Artists Computing: Programing
	Understanding Christianity: CREATION 2a.1 – What do Christians learn from the Creation story?	Understanding Christianity: INCARNATION 2a.3 – What is the Trinity?	Discovery RE: ISLAM Discovery RE: BUDDHISM Y4 Unit – Is it possible for everyone to be happy?	Understanding Discovery RE: EASTER Y4 Spring 2 – Is forgiveness always possible?	Understanding Christianity: KINGDOM OF GOD 2a.6 – When Jesus left, what was the impact of Pentecost?	Discovery RE: ISLAM Discovery RE: BUDDHISM Y4 Units – Can the Buddha's teachings make the world a better place? AND What is the best way for a Buddhist to leave a good life?
Links to subjects	**Art + DT** clay, creating artefacts, Draw pictures of the different expressions on Charlie's face at various points in the story, When Willy Wonka describes Loompaland, he explains that it	**Art + DT** Designing and constructing a creature that could be a character in the book Make a Canopic jar	**DT** History make links with Vikings to find out about how the characters would live **Art + DT** Look at existing images of dragons (see Draconika for	**Geography** draw a map of the school locating where the children sabotaged the TV company **Art + DT** **Design posters for the TV show**	**Science** Michael spots a lot of amazing creatures on his adventure. Can you find out more about one (or more) of them? **Geography** map the journey and the island **Art + DT** Look at the author's illustrations in the book. Could you create your own versions?	

	has 'thick jungles infested by the most dangerous beasts in the world - hornswogglers and snozzwangers and those terrible wicked whangdoodles.' Could you create a new creature from Loompaland? Could you add labels to show its different features? **Geography** – identify places on a map (Egypt) + physical geography – river Nile Find out where the ingredients of a chocolate bar come from. Could you plot these on a map? Research chocolate factories around the world. Could you visit some of them, e.g. Cadbury World. Make a map of the chocolate factory showing the different rooms described in the book.		some great examples) and use these as inspiration for designing your own moving dragon		Could you create a comic-strip version of the story? Draw some sketches of the things that Michael saw during his time on the Peggy Sue, while he was on the island and inside Kensuke's cave house. Choose a chapter (or a few pages) and create a storyboard that shows the main events **Geography** Create your own map of the island, using information in the book (and Michael Morpurgo's illustrations) to help you *(see Resources below)*. Add the locations of the main events in the story to the map. Look at the map of the world, as shown in the book. Can you identify the places Michael travelled to? Can you find out more information about each place? Could you calculate the distance that he travelled? While on his journey on the Peggy Sue, Michael uses a sextant, takes compass bearings, plots a course and fills in the longitude / latitude in the ship's log. Can you learn how to do some (or all) of these tasks **History** Create a timeline that shows the main events in the story.

PAG All PAG should be related to the text you are using and used to improve writing not just as standalone lessons.	Y3	Y3	Y3	Y3	Y3	Y3
	• I can explain what verb tenses are. • I can identify the tense of a verb. • I can change verb tenses. I can use the present perfect form of verbs. **Y4** • I can use standard forms of verbs.	• I can identify the main clause and subordinate clause in sentences. • I can write sentences with more than one clause, using different subordinating conjunctions such as when, if, because, although. • I can use different conjunctions to show time, place and cause. • I can use different adverbs to show time place and cause in my writing. **Y4** • I can use a wide range of subordinating conjunctions at the beginning and within sentences to add details. • I can use a wide range of conjunctions to show time, place and cause in my writing. • I can use adverbial phrases to start some sentences followed by a comma	• I can identify the main clause and subordinate clause in sentences. • I can write sentences with more than one clause, using different subordinating conjunctions such as when, if, because, although. • I can use different conjunctions and adverbs to show time, place and cause. • I can use speech marks to show dialogue. • I can use possessive apostrophes in words with a regular plural. **Y4** • can use a wide range of subordinating conjunctions at the beginning and within sentences to add details. • I can use a wide range of conjunctions and adverbs to show time, place and cause in my writing. • I can use adverbial phrases to start some sentences followed by a comma. • I can use speech marks and other punctuation when I am writing speech. • I can use possessive apostrophes in words with irregular plurals. .	• I can use different conjunctions, adverbs and prepositions to show time, place and cause in my writing. • I can spot and use pronouns. • I can spot and use determiners. **Y4** • I can use pronouns to avoid repeating the same noun in my writing. • I can use a wide range of conjunctions, prepositions and adverbs to show time, place and cause in my writing. • I can use different sentence structures for effect.	FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING I can identify main and subordinate clauses. • I can write sentences with more than one clause, using different subordinating conjunctions such as *when, if, because, although*. • I can use different conjunctions and adverbs to show time, place and cause. • I can use speech marks to show dialogue. • I can explain what verb tenses are. • I can use the present perfect form of verbs. • I can use possessive apostrophes in words with a regular plural. • I can spot and use pronouns. • I can spot and use determiners **Y4** • FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING • I can use pronouns to avoid repeating the same noun in my writing. • I can use a wide range of subordinating conjunctions at the beginning and within sentences to add details. • I can use a wide range of conjunctions, prepositions and adverbs to show time, place and cause in my writing. • I can use adverbial phrases to start some sentences followed by a comma. • I can use standard forms of verbs. • I can use speech marks and other punctuation when I am writing speech. • I can use possessive apostrophes in words with irregular plurals.	• EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING • I can identify main and subordinate clauses. • I can write sentences with more than one clause, using different subordinating conjunctions such as when, if, because, although. • I can use different conjunctions and adverbs to show time, place and cause. • I can use speech marks to show dialogue. • I can explain what verb tenses are. • I can use the present perfect form of verbs. • I can use possessive apostrophes in words with a regular plural. • I can spot and use pronouns. • I can spot and use determiners **Y4** • I can use pronouns to avoid repeating the same noun in my writing. • I can use a wide range of conjunctions, prepositions and adverbs to show time, place and cause in my writing. • I can use standard forms of verbs. • I can use a and an correctly.

| Spelling – Read, Write Inc | Y3
• Review children to identify those who require additional phonics input
• Y3
• Unit 1 Adding prefixes dis- and in-
• Unit 2 adding im to root words beginning with m or p
• Special focus tricky words
• Unit 3 adding the suffix –ous
• Revision

Y4
• Unit 1 adding the prefix mis- and revising un-, in-, dis-
• Unit 2 words ending in zhuh, spelt –sure
• Special focus The short u sound spelt ou
• Revision | Y3
• Unit 4 adding the suffix – ly
• Unit 5 words ending in -ture
• Special focus Homophones
• Unit 6 adding - ation to verbs to form nouns
• Revision

Y4
• Unit 3 adding the prefix auto-
• Unit 4 adding the suffix –ly
• Unit 5 adding the prefix inter-
• Special focus Homophones
• Revision | Y3
• Unit 7 Words with the c sound spelt ch
• Unit 8Words with the sh sound spelt ch
• Special focus The short I sound spelt y
• Unit 9 adding the suffix –ion
• Revision –

Y4
• Unit 6 words with the ay sound spelt eigh, ei, ey
• Unit 7 words ending with –ous
• Unit 8 Words with s sound spelt sc | Y3
• Unit 10 adding the suffix – ian
• Unit 11 adding the prefix re-
• Special focus Homophones
• Unit 12 adding the prefix anti
• Revision

Y4
• Unit 9 words ending with zhun spelt sion
• Unit 10 Adding il and revising un-, in-, mis-, dis-
• Unit 11 The c sound spelt – que and the g sound spelt – gue
• Special focus Homophones
• Revision | Y3
• Unit 13 adding the prefix super-
• Unit 14 adding the prefix sub –
• Revision
• Y 3/4 key words

Y4
• Unit 12 adding ir- to words beginning with r
• Unit 13 adding the suffix –ion
• Unit 14 adding the suffix –ion
• Revision | Y3
• Revision
• Assessment

Y4
• Revision
• assessment |

	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	**Magnets** **?**	**Forces and Friction** ***Why is friction sometimes a good thing and other times not?***	**States of Matter** ***What are states of matter?***		**Humans – skeleton and muscles** ***How do we move our bodies?***	**Humans – teeth and eating** ***What does my body do with the food I eat?***
	▪ notice that some forces need contact between two objects, but magnetic forces can act at a distance ▪ observe how magnets attract or repel each other and attract some materials and not others ▪ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ▪ describe magnets as having two poles ▪ predict whether two magnets will attract or repel each other, depending on which poles are facing.	▪ compare how things move on different surfaces ▪ identify the effects of air resistance, water resistance and friction, that act between moving surfaces	▪ compare and group materials together, according to whether they are solids, liquids or gases ▪ observe 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) ▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		▪ identify that humans and some other animals have skeletons and muscles for support, protection and movement.	▪ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ▪ describe the simple functions of the basic parts of the digestive system in humans ▪ identify the different types of teeth in humans and their simple functions
	NEED TO KNOW					

	• Magnets attract magnetic materials.
	• Magnetic materials contain the metals iron, nickel or cobalt.
	• Magnets have two poles a north pole and a south pole.
	• Attract means to pull towards.
	• Repel means to push away.
	• Like magnetic poles repel.
		• Forces affect the movement of a moving object.
		• Forces act between moving surfaces.
		• Friction is the force between 2 solid moving surfaces.
		• Friction slows down the movement of an object.
		• Some surfaces and materials have more friction than others.
			• Every material can exist in three states – solid, liquid and gas.
			• A solid keeps it shape and has a fixed volume.
			• A liquid has a fixed volume but changes shape to fit its container. It can be poured.
			• A gas fills all the available space and has no fixe shape or volume.
			• Melting is when a solid changes into a liquid. It is heated to achieve this.
			• Freezing is when a liquid becomes cold enough to turn solid.
			• The temperature that a solid becomes a liquid is its melting point.
			• The melting point of ice is 0°C.
					• Vertebrate animals have an internal skeleton.
					• Skeletons are made of bones, which are hard.
					• A skeleton has 3 functions:
					   o To support a body.
					   o To protect internal organs.
					   o To allow the body to move.
					• Joints are places where 2 bones meet. As bones can't
						• Humans have 4 types of teeth – incisors, canines, pre-molars and molars.
						• Incisors are thin and sharp and used for cutting.
						• Canines are pointed and rip and tear food.
						• Pre-molars and molars are large and flat, and are used for grinding and chewing food.
						• Humans have 20 baby or milk teeth, and 32 adult teeth.
						• Our baby teeth fall out as we get older, so the larger adult teeth can grow in their place.

	• Opposite magnetic poles attract. • Magnetic forces do not need contact and act at a distance.	• Sometimes it is beneficial to have more friction eg. bicycle brakes, grip on climbing shoes. • Sometimes we want there to be less friction eg. blades of ice skates, shorter grass on a golf putting green. • Water resistance is the force between a solid object moving through water. • Air resistance is the force between a solid object moving through the air. • The shape of the object can make it experience more or less water or air resistance.	• The temperature at which a liquid turns into a gas is its boiling point. • The boiling point of water is 100°C. • Evaporation is when a liquid turns into a gas, caused by heating. • Condensation is the process when a gas changes into a liquid, caused by cooling. • Changes between states of matter are reversible. • Changes of state are brought about by giving or taking away energy from the tiny particles that make up a material. If they have more energy they will move more. If they have less energy they will move less. • The water cycle is the never-ending process of water moving from oceans, up into the atmosphere through evaporation, then condensing in clouds and returning to earth as rain (precipitation). • Temperature is the measure of how hot or cold something is.	bend they allow the body to move. • Muscles are attached to bones and help us move. • Muscles are attached across joints. • Muscles contract, which means they get shorter. They pull on bones causing them to move. • Muscles can relax, but they cannot push bones. • Muscles work in pairs to allow joints to move back and forth – when one muscle contracts the other relaxes.	• We need to look after our teeth, otherwise they will decay and fall out. You will not re-grow a new adult tooth. • The digestive system is the organs in our body involved in the digestion of food. • Digestion is the way the body breaks down food so it can absorb the nutrients. • Nutrients are the parts of food that are body needs to stay healthy. • Food enters the body through the mouth. • The teeth start to break the food down and saliva is added. • After swallowing, the food passes down the oesophagus to the stomach. • In the stomach the food is broken down further by being churned around and some chemicals are added. • Food passes into the small intestine where the nutrients are removed to be used elsewhere in the body. • The rest passes into the large intestine where water is removed. • What is left is waste and is stored in the rectum until it leaves the body through the anus when you go to the toilet. • Carbohydrates are foods that give us energy. They are found in sugary and starchy foods. • Proteins are important so the body can grow and repair. They are found in foods that come from animals, such as meat and dairy products. • Vitamins and minerals are substances found in foods that keep us healthy. These are often found in fruit and vegetables. • Fibre lets food pass through your body and keeps your digestive system in good working order.
			VOCABULARY		
	magnet; poles; north; south; attract; repel; force; magnetic; non-magnetic; iron, nickel; cobalt	force; contact; friction; surface; air resistance; water resistance	state; solid; liquid; gas; melting; freezing; melting point; boiling point; evaporation; condensation; water cycle; temperature; precipitation	vertebrate; skeleton; bone, muscle, joint; ligament; tendon; skull; jaw; collar bone; rib cage; spine; pelvis; radius; ulna; femur; tibia; fibula; knee cap; contract; relax; biceps; triceps	teeth; incisors; canines; pre-molars; molars; decay; digestive system; digestion; mouth; saliva; oesophagus; stomach; small intestine; large intestine; rectum; anus; nutrients; carbohydrates; proteins; vitamins and minerals; fibre
Keevil Characteristics	Team work is important for carrying out group investigations. Problem-solving is an integral part of the scientific process.	Team work is important for carrying out group investigations. Problem-solving is an integral part of the scientific process.	Team work is important for carrying out group investigations. Problem-solving is an integral part of the scientific process.	Team work is important for carrying out group investigations. Problem-solving is an integral part of the scientific process.	Team work is important for carrying out group investigations. Problem-solving is an integral part of the scientific process.	Team work is important for carrying out group investigations. Problem-solving is an integral part of the scientific process.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Discovery RE: GOD Y4 Summer 2 – Do people need to go to church to show they are Christians?	**Understanding Christianity: GOSPEL 2a.4 – What kind of world did Jesus want?**	**Discovery RE: HINDUISM Y3 Autumn 1 – Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?**	**Understanding Christianity: SALVATION 2a.5 – Why do Christians call the day Jesus dies 'Good Friday'?**	**Understanding Christianity: PEOPLE OF GOD 2a.2 – What is it like to follow God?**	**Discovery RE: HINDUISM Y3 Summer 1 – How can Brahman be everywhere and in everything?**
RE	• I can explain some of the feelings my special place gives me and suggest why that is. • I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. • I can start to understand the impact a Christian's special place has on him/her.	• Pupils will know that Christians believe that through his teachings Jesus challenges everyone about the way they live. • Pupils will know that Jesus first disciples left their jobs and families to follow Jesus. • Pupils will know that it is claimed that Jesus could heal a leper. By doing this Christians believe that showed love for those that others ignore. They can relate this to the activities of the local church and of Christian charities. • Pupils will know what a parable is. Pupils can retell the parable of the Good Samaritan (including the man being attacked, the Levite and the priest passing by, the Samaritan stopping to help, and that Jesus asked who was this man's neighbour). • They can describe the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid. They should know that people of other faiths and of none also run charity work. **Discovery RE: CHRISTMAS Y4 Autumn 2 – What is the most significant part of the nativity story for Christians today?** • I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. • I can describe one thing a Christian might learn about Jesus from a Christmas symbol. • I can ask questions about what Christmas means to Christians and compare this with what it means to me.	• I can tell you three important actions I could take to support a group I belong to. • I can discuss my understanding of my group's symbol. I can describe some of the ways Hindus celebrate Divali and start to explain how • I think Hindu children might feel at Divali. I can start to say why Divali might bring a sense of belonging to Hindus.	• Pupils will know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • Pupils will be able to say what each event of Holy week means for Christians today inc: Palm Sunday: washing disciples' feet at the Last Supper: Bread and wine at the Last Supper; Judas' betrayal; Peter's denial; the Crucifixion; the Resurrection. • Pupils know that most Christians believe that Jesus rose from the dead and so is alive today. They can explain why Christians call this Good Friday • They know that for some Christians today standing up for your faith can risk ridicule and even persecution.	• Pupils know that Christians believe that God makes covenants or pacts with his people. i.e. The people of God promise to live the way God wants and God promises to stay with them. • Pupils can outline the stories of Noah and Abraham (add selected detail) and the way in which God made a covenant with both. • Pupils know that Christians often make covenants with God and with each other and can make links to e.g. Marriage vows and Baptism vows • Pupils can give detailed example of people today try to live the way God wants often at personal cost. EG William Booth and the Salvation Army.	• I can explain some of the different roles I play whilst still being me. • I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. • I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus. **Y3 Summer 2 – Would visiting the River Ganges feel special to a non-Hindu?** • I can explain why water is important. • I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. • I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.

NEED TO KNOW

• Where different religions consider their religious place to be. E.g. Christians= church, Jews= synagogue, Muslims= Mosque etc • Recognise a Christian church. • Recognise a range of different ceremonies in a Christians church. • Story of John the Baptist • What a baptism is and what it signifies • What a holy communion is and what it signifies • Recognise different styles of Christian worship (modern and traditional) • Ten commandments • How to use the ten commandments to live your life.	• Know the order of the BIG FRIEZE • Know where Gospel fits into the BIG FRIEZE • Know that Gospel is in the new testament • The story of the first disciples well • Understand what Jesus was trying to achieve with his disciples • The story of Jesus heals the leper • Understand what Jesus was trying to achieve in the story • Understand how modern day Christians are trying to make the world a better place • Consider what is meant by Jesus being 'good news' • Know what a parable is • The good Samaritan story • Link the morals in the stories studied	• Hinduism is a world faith. • People who follow Hinduism are called Hindus. • The story of Rama and Sita well • Understand triumph of good over evil • Understand that Diwali is a festival • Know when and how it is celebrated • Know why it is celebrated • Understand the sense of belonging • Explain some of the ways Diwali is celebrated at home and in the community	• Understand the BIG FRIEZE • Where Salvation fit into the BIG FRIEZE. • This takes place in the new testament. • The events that happened on good Friday • Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story' • The events of holy week • How Mary would have felt. • The emotions of Christians throughout holy week • Christians believe Jesus died for a reason and therefore can accept this • What the local church does for holy week/easter celebrations • Jesus died to begin restoring the relationship between God and humans • It was a necessary day in Christianity	• Know the order of the BIG FRIEZE • Know where people of God fits into the big frieze • Know that people of god happens in the old testament (no Jesus) • The story of Noah and the covenant he made with God • Understand why Noah was chosen • Understand what was happening at this time in the bible. Know that sin was taking over and people were not trusting in God and living in the way God wanted • Understand the story of Noah was to rid the world and begin again • Understand this is what God wanted to achieve • Understand God gives rules/commands • God was using Noah to try and make the world a better place • He did not yet have Jesus to spread the word • Story of Abraham	• Hinduism is a world faith. • People who follow Hinduism are called Hindus. • Hindus believe there are many Gods in charge of/responsible for different things. • Understand Braham can be in many different forms • One God who Hindus see in many different forms: This God is called Brahman • This is different to Christianity and God • A deity or god is a supernatural being considered divine or sacred. • Know the tri-murti; Brahma - creator Vishnu - preserver Shiva – destroyer • Brahman is omnipresent

VOCABULARY

God; Jesus; Father; Son; Holy Spirit; Church; Christian; old testament; new testament; prayer; worship; baptism; John the Baptist; Holy communion; ten commandments	Christianity; Christians; God; Father; Jesus; Son; new testament; old testament; bible; BIG FRIEZE; Gospels; disciples; leper; parable	Hinduism; Hindu; Diwali; Rama and Sita; belonging; community; celebration	Holy Trinity; God; Father; Son; Jesus; Holy Spirit; Easter; good Friday; Crucifixion; sins; forgiveness; holy week; emotions; happiness; sadness	Christianity; Christians; God; Father; BIG FRIEZE; People of God; old testament; covenant; Noah; God's commands; promises; symbols	Hinduism; Hindu; Brahman; deity; tri-murti; creator Vishnu - preserver Shiva – destroyer; omnipresent

| Keevil Characteristics | Communication is key for expressing ideas, thoughts and beliefs. | Communication is key for expressing ideas, thoughts and beliefs. | Communication is key for expressing ideas, thoughts and beliefs. | Communication is key for expressing ideas, thoughts and beliefs. | Communication is key for expressing ideas, thoughts and beliefs. | Communication is key for expressing ideas, thoughts and beliefs. |

History

Term 1 and 2	Learning Objectives linked to Outcomes		History Outcomes Y3/Y4
How do we know so much about the Ancient Egyptians today? • Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. • Note connections, contrasts and trends over time. • Use appropriate historical terms. • Ask historically valid questions about change, cause, similarity, difference and significance. • Construct informed responses involving the thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. • **To study the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China** **Vocabulary** Pharaoh, Egypt, ancient, pyramid, scarab, Tutankhamun, river Nile, mummification, Canopic jars, archaeologists, artefacts, sarcophagus, **Cross curriculum Links** **Geography** – I can understand where Egypt is in relation to other countries. I can use an atlas to label a map with the correct information. I can understand the importance of the Nile to the Ancient Egyptians **English** I can take notes from the Tutankhamun video useful to rewriting Howard Carter's diary entry I can write Howard Carter's diary entry for the 26th Nov 1922 I can use my notes to create a really vivid, accurate account I can describe the process of mummification using words and pictures I can write and explanation texts describing the Ancient Egyptian belief in the afterlife I can write an information text about an Egyptian God I can create an information document about pyramids I can present my research **Art** I can choose a range of materials to present aspects of Ancient Egyptian life I can make a Canopic jar use a variety of mediums. I can make a pyramid I can represent Ancient Egyptian wall art using paint and pastels **Keevil Characteristics** Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning	2,3,4,5,6	• I can understand that a timeline is split into AD and BC and that dates increase in both directions • I can place Ancient Egypt on a timeline and understand its location in relation to the modern day	1. Knowledge and understanding of the achievements of the Egyptian ancient civilization. 2. Place time studied and events from the period on a timeline. 3. Sequence events and artefacts. 4. Use terms related to the period. 5. Begin to date events. 6. Understand more complex terms eg. BCE, AD 7. Find out about everyday lives of people in the time studied. 8. Compare with our life today. 9. Identify reasons for and results of people's actions. 10. Understand why people may have had to do something. 11. Study change through the lives of significant individuals. 12. Use evidence to reconstruct life in time studied. 13. Identify key features and events. 14. Look for links and effects in the time studied. 15. Offer a reasonable explanation for some events. 16. Develop a broad understanding of ancient civilizations. 17. identify and give reasons for different ways in which the past is represented 18. look at representations of the period – museum, use of text books and historical knowledge 19. look at the evidence available 20. begin to evaluate the usefulness of different sources 21. use evidence to build up a picture of a past event 22. choose relevant material to present a picture of one aspect of life in time past 23. ask a variety of questions 24. use the library, e-learning for research 25. select data and organise it in a variety of ways to answer historical questions 26. work independently and in groups
	1,7.8.9.10.11.12.13.14,15,16,23,25,26	• I can understand some of the experiences of people in Ancient Egypt. • I can understand the importance of the Nile to the Ancient Egyptians • I can identify and describe the reasons for the Nile's importance in Ancient Egypt. • I understand that farming was vital to the Ancient Egyptians • I can understand Ancient Egyptian beliefs about life after death • I can describe the process of mummification using words and pictures • I know the importance of some of the key Egyptian Gods • I can understand how Ancient Egyptians would have written • I can create and decode hieroglyphic messages	
	1,17,18,19,20,21,22,23,24,25,26	• I can use a physical artefact to ask questions about the past • I can state what the artefact tells me about the Ancient Egyptian people • I can select and organise historical information • I can explore Egyptian beliefs on the afterlife. • I can research an Egyptian God using a range of sources • I can carry out independent research on an area of my choice • I can use a variety of materials in my research	

History

Term 3 **Invaders and Settlers** *Who has made Britain their home?* **linked to work in English - How To Train Your Dragon by Cressida Cowell** Emphasis on study of Viking invasion of Britain and struggles with Anglo-Saxons	Learning Objectives linked to Outcomes		History Outcomes Y3/Y4
• Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied. • Note connections, contrasts and trends over time. • Use appropriate historical terms. • Ask historically valid questions about change, cause, similarity, difference and significance. • Construct informed responses involving the thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. • **The Roman Empire and its impact on Britain.** • **Britain's settlement by Anglo-Saxons and Scots.** • **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.**	4,5,6,7,8,9,10,11,12,13,14, 15,16,17,18,19,20,21,22	• *I can place Viking era on a timeline and understand its location in relation to the modern day* • *I can identify the differences between men and women during the Viking era* • *I can identify aspects of daily life*	1. Changes in Britain from the Stone Age to the Iron Age 2. The Roman Empire and its impact on Britain 3. Britain's settlement by Anglo Saxons and Scots 4. Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor 5. Place events from period studied on a time line 6. Use terms related to the period and begin to date events 7. Understand more complex terms e.g. BCE/AD 8. Use evidence to reconstruct life in time studied 9. Identify key features and events 10. Look for links and effects in time studied 11. Offer a reasonable explanation for some events
Vocabulary **Cross curriculum Links** **Geography** –. I can use an atlas to label a map with the correct information. I **English** This study is part of the emersion for the text **Art** Draw dragons DT make a moving dragon **Keevil Characteristics** Diligence in presentation Team work and good communication are vital during whole class discussions, this shares knowledge and improves learning			12. Look at the evidence available 13. Begin to evaluate the usefulness of different sources 14. Use of text books and historical knowledge 15. Use evidence to build up a picture of a past event 16. Choose relevant material to present a picture of one aspect of life in time past 17. Ask a variety of questions 18. Use the library/e-learning for research 19. Select data and organise it into a data file to answer historical questions 20. Know the period in which the study is set 21. Display findings in a variety of ways 22. Work independently and in groups

Geography

Term 3 and 4	Learning Objectives linked to Outcomes		Geography Outcomes Y3/Y4
How do maps help us find out where we are? **Map work/ Geographical skills** • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • describe and understand key human and physical features and characteristics of their locality **Vocabulary** county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, climate zones, biomes, mountains, water cycle, population, valley, erosion, deposition, locality, **Cross curriculum Links** **History** Then and now maps, identifying key aspects of change in your local area drawing on historic resources and the current circumstances. Research the history of a landmark in the area **Art** sketch the different types of buildings in the locality (St Leonards and Tall Boys and the school) Sketching maps with a key **English** **Keevil Characteristics** Plan and write a geographical guide to Keevil/ Steeple Ashton Children _learn_ to appreciate and respect the values of other people from both their own and different communities around the world. They develop their _communication_ through demonstrating good listening and speaking skills. Children show _team work_ when allowing everyone's ideas and opinions to be acknowledged through working as part of a team. Children develop their _resilience_ through learning new geographical skills and learning about stress and hardship other communities face from natural disasters. They develop their _problem solving_ skills through investigating big questions to do with the Earth they live in. Finally the children have the opportunity to further their _diligence_ by producing work and displaying their findings to the best of their ability.	6,8	• I can use a compass to plan a route • I can identify the 8 compass points •	1. Locate world countries, using maps to focus on Europe, concentrating on environmental regions and key physical and human characteristics. 2. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on maps. 3. Name and locate counties and cities in/around Wiltshire, identifying the physical features including rivers and consider how land use has changed over time. 4. Describe and understand human geography including: types of settlement and land use. 5. use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. 6. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; 7. use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; 8. Learn the eight points of a compass, four-figure grid references.
	1,2,3,5, 6,7,8	• I can use maps, atlases and Google maps to locate my position • I can identify symbols use on an OSM • I can read an OSM • I can name the 4 countries of the UK and their capital cities • I can identify the counties with a boundary with Wiltshire	
	4,5,7	• I can sketch a map including a key • I can identify the humans features of a land scape • I can identify the physical features of a land scape	
	4	• I can identify how an area has changed over time • I can use a historical map to compare land use in the present day	
	2	• I can identify demarcations that mark significant longitude and latitude	

Art

Term 6	Learning Objectives linked to Outcomes	Art Outcomes
Painting and 3D - Weaving **Artist Study – David Hockney** *What mediums can we use to create a landscape?* *What makes David Hockney's art unique?* ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history. **Vocabulary** **Cross curriculum Links** Geography. Physical features of the landscape **English** Biography writing **Keevil Characteristics** Children start collecting and developing ideas using sketchbooks. <u>diligence</u>. They continue to build up <u>resilience</u>, making mistakes and suggesting improvements to improve their work. Children practice and share their learning and skills with others, giving and receiving feedback to improve, <u>communication</u>	• I can talk about the style and ideas of David Hockney. • I can develop my sense of perspective in my sketchbook. • I can use water to lighten colours. • I can paint a countryside landscape using tone. • I can mix 3 different tones of green • Pencil mark and cut the loom notches using the template. • Create the tree loom by following the instructions. • Create the trunk by wrapping the remaining wool around the bottom. • I can choose appropriate materials for the task • I can evaluate my product **David Hockney** 	**Knowledge** 1. Can discuss and describe well known artists work 2. Explain how their work is similar and different 3. Explain their reasons behind their choices 4. Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling **Drawing** 5. Use small sketches to produce a final piece 6. Write an explanation of their sketch 7. Use shading to create tone 8. Use different pressures to create hard and soft lines 9. Draw demonstrating an understanding of line, tone, scale, texture and depth 10. Use mirrors, viewfinders, magnifying glasses etc to aid observation 11. Show reflections 12. Explain why they have chosen specific materials to draw with **Painting** 13. Select an appropriate brush type, size and style depending on the task 14. Can mix colours with accuracy 15. Know where the colours are on the colour wheel (primary and secondary) 16. Create a background using a wash 17. Use different brushes for different effects 18. Explore links between colours and feelings 19. Use artists' work as a starting point and create work in the style of different artists 20. Look at and make paintings with background, foreground and middleground and use perspective 21. Create moods in their paintings 22. Use shading in their painting to create feelings 23. Mix and match colours for purposes (e.g. skin colours) 24. Mix different thicknesses of paints **3D - Sculpture** 25. Add onto their work to create texture 26. Build up from a flat surface 27. Can make a sculpture using a range of materials

Art		
Term 1 EXTENSION	**Learning Objectives linked to Outcomes**	**Art Outcomes**
Drawing **linked to transition into new class** *What can we tell about a person from their portrait?* *What is Cubism?* ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history. **Vocabulary** Pablo Picasso, block colour, bold, abstract **Cross curriculum Links** **PSHE** becoming part of a new group - transition **Keevil Characteristics** Children start collecting and developing ideas using sketchbooks. diligence. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practice and share their learning and skills with others, giving and receiving feedback to improve, communication	• I can explore paintings by an artist and identify interesting/ important features • I can record my ideas in a sketch book • I can select colour • I can use pastels and paint and compare the outcome • I can show an awareness of space and form • I can evaluate my work and suggest improvements • I can adapt my ideas **Pablo Picasso** 	**Knowledge** 1. Compare different artists of the same style 2. Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling 3. Can discuss and describe well known artists work 4. Explain how their work is similar and different 5. Explain their reasons behind their choices **Drawing** 6. Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral) 7. Show facial expression in their drawing 8. Use small sketches to produce a final piece 9. Write an explanation of their sketch 10. Use shading to create tone 11. Use different pressures to create hard and soft lines 12. Draw demonstrating an understanding of line, tone, scale, texture and depth 13. Use mirrors, viewfinders, magnifying glasses etc to aid observation 14. Begin to show facial expression and body language in their drawings 15. Show reflections 16. Explain why they have chosen specific materials to draw with

Art

Term 4 EXTENSION	Learning Objectives linked to Outcomes	Art Outcomes
3D **linked to Ancient Egypt history** ***What designs can we find in Ancient Egyptian culture?*** ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history. **Vocabulary** canopic jars, sculpture, ancient Egypt, mummification, symbols, culture. **Cross curriculum Links** **History** creating artefacts in the style of Ancient Egyptians **English** exploring design and style using information books **Keevil Characteristics** Children start collecting and developing ideas using sketchbooks. <u>diligence</u>. They continue to build up <u>resilience</u>, making mistakes and suggesting improvements to improve their work. Children practice and share their learning and skills with others, giving and receiving feedback to improve, <u>communication</u>	• I can make observations of an object • I can record my observations and use them to inform my design • I can select materials to create my jar and explain why I have chosen them • I can make decisions about colour, pattern • I can add material to the jar to enhance 3D effects • I can evaluate my work and suggest improvements • I can adapt my ideas 	**Knowledge** 1. Explore work from different cultures and time periods 2. Explain art from other periods of history **Drawing** 3. Use small sketches to produce a final piece 4. Write an explanation of their sketch **Painting** 5. Select an appropriate brush type, size and style depending on the task 6. Can mix colours with accuracy 7. Mix and match colours for purposes (e.g. skin colours) 8. Mix different thicknesses of paints **3D – Sculpture** 9. Add onto their work to create texture 10. Build up from a flat surface. 11. Cover with tissue paper and glue 12. Can make a sculpture using a range of materials

Design and Technology

Term 3 EXTENSION	Learning Objectives linked to Outcomes	DT Outcomes
Moving Monsters **Linked to work in English study of How To Train Your Dragon by Cressida Cowell** ***How will your mythical creature move?*** *Design* ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design *Make* ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities *Evaluate* ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work *Technical knowledge* ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] **Vocabulary** vehicle, battery, abrasive, hexagon, mechanism, belt drive, simple, compound, gear, worm and wheel, motor, chassis, periphery push to make switch, push to break switch, on-off switch, pulley axle wheel, forwards, backwards, reverse, flashing LED (light emitting diode), series circuit, parallel circuit, bulb holder, buzzer, network **Cross curriculum Links** **Art** clearly the decoration the outer frame will require art skills **Science** link to forces and friction **English** write explanation texts to explain how the buggy works **Keevil Characteristics** Many DT tasks will involve working as a group and sharing resources. Therefore, children will need to be good communicators and work well in a team. The children will also need to work diligently in when designing and making products as well as good problem solving skills.	• I can use appropriate vocabulary to describe how things work • I can explore mechanisms and explain how the function • I ,can compare the effectiveness of different systems • I can investigate products • I can relate the way things work to their intended purpose • I can use appropriate technical vocabulary to describe materials and mechanisms • I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes • I can explore, develop and communicate aspects of my design proposals by modelling my ideas in a variety of ways • I can evaluate my design ideas as these develop, indicating ways of improving them • I can use measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • I can join and combine materials and components accurately in temporary and permanent ways • I understand simple mechanisms can be used to produce types of movement. •	**Technical Knowledge** 1. about the simple working characteristics of materials and components 2. how mechanical systems such as pneumatic systems create movement 3. how to make strong, stiff shell structures 4. how to use learning from science to help design and make products that work 5. how to use learning from mathematics to help design and make products that work 6. that materials have both functional properties and aesthetic qualities 7. the correct technical vocabulary for the projects they are undertaking **Design** 8. beginning to explore how products have been created 9. design products that have a clear purpose and an intended user with support 10. make simple diagrams to show a design 11. develop design criteria with a group 12. generate ideas by drawing on their own experiences 13. use knowledge of existing products to help come up with ideas 14. develop and communicate ideas by talking and drawing 15. model ideas by exploring materials, components and construction kits and by making templates and mock-ups 16. use information and communication technology, where appropriate, to develop and communicate their ideas **Make** 17. plan by suggesting what to do next 18. select from a range of tools and equipment, explaining their choices 19. select from a range of materials and components according to their characteristics 20. cut safely using tools provided 21. begin to create products using electrical mechanisms 22. begin to refine the design as work progresses 23. begin to choose the right materials for making a product according to the properties needed 24. follow procedures for safety and hygiene 25. measure, mark out, cut and shape materials and components 26. assemble, join and combine materials and components 27. use finishing techniques, including those from art and design **Evaluate** 28. Investigate and analyse a range of existing products 29. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 30. understand how key events and individuals in design and technology have helped shape the world 31. talk about their design ideas and what they are making 32. make simple judgements about their products and ideas against design criteria 33. suggest how their products could be improved

Design and Technology

Term 5	Learning Objectives linked to Outcomes		DT Outcomes
Pop Up Books ***Why are pop up books so popular?*** ***How could you make geography more exciting using pop up books?*** ***Do pop up books have to be complex?*** ***Design*** ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design ***Make*** ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities ***Evaluate*** ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world ***Technical knowledge*** ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use mechanical systems in their products [levers and linkages] **Vocabulary** illustrated, fold, crease, slide, flap, tap, push rotate, spring, centre, path of travel, specification, score, mark and pull levers, linkages, split pins, three- evaluation, dimensional, two-dimensional improvement **Cross curriculum Links** **History** A book could be made to reflect an aspect of history that the children have studied **Geography** a popup book to demonstrate aspects of geography such as rivers, mountains or volcanoes etc. **Art** clearly the decoration of the features of the book will require art skills **Science** pop up books are an exciting method of showing things like the water system, habitats etc **English** **Keevil Characteristics** Many DT tasks will involve working as a group and sharing resources. Therefore, children will need to be good communicators and work well in a team. The children will also need to work diligently in when designing and making products as well as good problem solving skills.	*6, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21*	• I can investigate products • I can relate the way things work to their intended purpose • I can use appropriate technical vocabulary to describe materials and mechanisms • I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes • I can explore, develop and communicate aspects of my design proposals by modelling my ideas in a variety of ways • I can evaluate my design ideas as these develop, indicating ways of improving them	**Technical Knowledge** 1. how mechanical systems such as levers and linkages create movement 2. that materials have both functional qualities and aesthetic qualities **Make** 3. select tools and equipment suitable for the task 4. explain their choice of tools and equipment in relation to the skills and techniques they will be using 5. select materials and components suitable for the task 6. explain their choice of materials and components according to functional properties and aesthetic qualities 7. order the main stages of making 8. select appropriate tools and techniques for making their product 9. measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques 10. join and combine materials and components accurately in temporary and permanent ways 11. apply a range of finishing techniques, including those from art and design, with some accuracy **Design** 12. show that a design meets a range of requirements 13. put together a plan which shows the equipment and tools needed 14. describe a design using an accurately labelled diagram 15. generate realistic ideas, focusing on the needs of the user 16. make design decisions that take account of the availability of resources 17. develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail **Evaluate** 18. refer to their design criteria as they design and make 19. use their design criteria to evaluate their completed products 20. identify the strengths and areas for development in their ideas and products 21. consider the views of others, including intended users, to improve their work
	1, 2, 3, 4, 5, 7, 8, 9, 10, 11	• I can use measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques • I can join and combine materials and components accurately in temporary and permanent ways • I understand simple mechanisms can be used to produce types of movement.	

Computing

Term 5	Learning Objectives linked to Outcomes	Computing Outcomes
Programming (Scratch) *What key skills do I need to program successfully?* ▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs . **Vocabulary** Algorithm, program, programming, bug, debug. Loop, event, command, repeat, while loop, conditionals, binary **Cross curriculum Links** **Keevil Characteristics** Good learning in this area requires resilience when learning new skills and diligence when applying the learning.	• I can reframe a sequence of steps as an encoded program • I can explain constraints of translating problems from human language to machine language • I can order movement commands as sequential steps in a program. • I can modify an existing program to solve errors. • I can break down a long sequence of instructions into the largest repeatable sequence. • I can identify actions that correlate to input events. • I can create an interactive game using sequence and event-handlers. • I can share a creative artefact with other students. • Construct a program using structures that repeat areas of code Improve existing code by finding areas of repetition and moving them into looping structures • I can use an efficient procedure to simplify a program. • I can use a sensor to detect a change which can select an action within my program. • I know that I need to keep testing my program while I am putting it together. • I can use a variety of tools to create a program. • I can recognise an error in a program and debug it. • I recognise that an algorithm will help me to sequence more complex programs.	1. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 2. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 3. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. 4. 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 5. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Computing

Term 1 EXTENSION	Learning Objectives linked to Outcomes	Computing Outcomes

E-safety
What can I do if I am worried about something on-line?
 	
▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
 	
Vocabulary
Chat rooms, cyberbullying, spam, block, Instagram, password, internet, viruses,
 	
Cross curriculum Links
PSHE – Keeping Safe
 	
Keevil Characteristics
Good learning in this area requires resilience when learning new skills and diligence when applying the learning.
	• I choose a secure password when I am using a website.
	• I can talk about the ways I can protect myself and my friends from harm online.
	• I can help my friends make good choices about the time they spend online.
	• I comment positively and respectfully online.
	  • I know that anything I post online can be seen by others.
	  • I use the safety features of websites as well as reporting concerns to an adult.
	  • I choose websites and games that are appropriate for my age.
	  • I can talk about why I need to ask a trusted adult before downloading files and games from the Internet.
		1. Use technology safely and respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.
		2. Children understand how they can use the internet safely for research and by following lines of enquiry
		3. Know how to guard against giving out personal information
		4. Know what to do if they are affected by cyber bullying
		5. Use digital etiquette when communicating on-line
		6. Children understand that good online research involves processing the information (rather than copying) and interpreting it for others.
		7. Children recognise issues of copyright and the importance of acknowledging sources

Computing

Term 4 EXTENSION	Learning Objectives linked to Outcomes	Computing Outcomes
Digital Literacy (Data Handling – Spreadsheets) *How can IT help with maths and science?* ▪ 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 ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ select, use and combine a variety of software (including internet services) 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 **Vocabulary** Data , spread sheet, graphs **Cross curriculum Links** **Maths -** statistics **Science –** data collection and analysis **Keevil Characteristics** Good learning in this area requires resilience when learning new skills and diligence when applying the learning.	• I can use a spreadsheet and database to collect and record data. • I can choose an appropriate tool to help me collect data.. • I can present data in an appropriate way. • I can search a database using different operators to refine my search. • I can talk about mistakes in data and suggest how it could be checked.	1. Understand computer network, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunity they offer for communication and collaboration. 2. Selects a variety of software to accomplish given goals 3. Selects, uses and combines internet services 4. Analyses and evaluates information 5. Collects and presents data 6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 7. Spread sheets • Used to support maths

Computing

Term 6	Learning Objectives linked to Outcomes	Computing Outcomes

Creativity/Graphics (Publisher; Animation)
How can I use a computer program to present information?
 	
▪ 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
 	
▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
 	
▪ select, use and combine a variety of software (including internet services) 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
 	
Vocabulary
Publisher, 2animate, motion, slide, capture
 	
Cross curriculum Links
English, History, geography – use for presenting information, researching topic and for sharing knowledge
Science to show plant growth or movement of light to create shadows
 	
Keevil Characteristics
Good learning in this area requires resilience when learning new skills and diligence when applying the learning.
	• I can open a new or saved document
	• I can set up page orientation and margins
	• I can save work
	• I can use photos, video and sound to create an atmosphere when presenting to different audiences.
	• I am confident to explore new media to extend what I can achieve.
	• I can change the appearance of text to increase its effectiveness.
	• I can create, modify and present documents for a particular purpose.
	• I can use a keyboard confidently and make use of a spellchecker to write and review my work.
	• I can use images from the web
	• I can tell you how to check who owns photos, text and clipart.
	•
		1. Understand computer network, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunity they offer for communication and collaboration.
		2. Selects a variety of software to accomplish given goals
		3. Selects, uses and combines internet services
		4. Analyses and evaluates information
		5. Collects and presents data
		6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
		7. Presenting information
		  • PowerPoint slides
		  • Master slides
		  • Transitions and animations
		  • Presentations on topics etc.

Whole Class Instrument Lessons and Singing

Music						
	Singing • Children will learn several warm ups and understand the importance of warming up • Learn a variety of songs with an emphasis on singing in parts • Learn songs for the Christmas concert • Perform a 30 minute Christmas concert to an audience at the Church • Perform a 30 minute Christmas concert to an audience in a care home **Whole Class Instrument lessons** • Children will begin learning an instrument • They will learn to produce a good sound and play the first 3 notes • Play tunes from memory, following Kodaly hand signs and reading standard notation. • At the end of term they will perform a selection of tunes to the school. NATIONAL CURRICULUM ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations		**Singing** (Term 3 - link to PSHE topic – Keeping Safe) (Term 4 - link to RE topic – Understanding Christianity) • Children will learn songs that relate to 'Keeping Safe' topic and Easter. • They will sing more songs in parts with a focus on harmony. • Perform this in the sharing assembly **Whole Class Instrument lessons** • Children will continue to develop their skills on their instrument • They will learn more tunes by ear and with staff notation. • Have the opportunity to compose using grid method then standard notation • Explore how music can be used expressively and combined to represent weather and the seasons. NATIONAL CURRICULUM ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		**Singing (Film and TV)** • Children will sing a variety of film and tv songs with an emphasis on singing in parts • Year 4's will perform at the Trowbridge Music Festival in the Civic Centre. **Whole Class Instrument lessons** • Pupils will continue to develop their skills on their instruments. • They will learn more tunes by ear and using staff notation. • Students will explore the different possibilities for professional musicians including different ensembles and practical applications e.g. music therapy. • At the end of term, students will perform to an audience. NATIONAL CURRICULUM ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music.	
Keevil Characteristics	Diligence to produce a quality performance. Resilience to keep going even when it is tricky.	Diligence to produce a quality performance. Resilience to keep going even when it is tricky.	Diligence to produce a quality performance. Resilience to keep going even when it is tricky.	Diligence to produce a quality performance. Resilience to keep going even when it is tricky.	Diligence to produce a quality performance. Resilience to keep going even when it is tricky.	Diligence to produce a quality performance. Resilience to keep going even when it is tricky.

	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
	Quel temps fait-il?	**A quoi ressemble l'école en France?**	**Tu aimes aller au cinema?**	**Tu as de l'argent de poche?**	**Qu'y a-t-il en ville?**	**Qu'est ce que tu portes?**
Modern Foreign Language	Be able to: • *Use a variety of words to describe weather* • *Name the four seasons* • *Name the colours of the rainbow* NATIONAL CURRICULUM ▪ Listen attentively to spoken language and show understanding by joining in and responding ▪ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ Speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ Present ideas and information orally to a range of audiences ▪ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ Describe people, places, things and actions orally and in writing	Be able to: • *Understand the similarities and differences between English and French schools* • *Name different classroom items* • *Use feminine and masculine forms* • *Use vocabulary in simple sentences* NATIONAL CURRICULUM ▪ Listen attentively to spoken language and show understanding by joining in and responding ▪ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ Speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ Present ideas and information orally to a range of audiences ▪ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ Describe people, places, things and actions orally and in writing	Be able to: • *Name some different types of films* • *Use adjectives to describe a film* • *Use vocabulary in simple sentences* • *Express simple opinions* NATIONAL CURRICULUM ▪ Listen attentively to spoken language and show understanding by joining in and responding ▪ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ Speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ Present ideas and information orally to a range of audiences ▪ Read carefully and show understanding of words, phrases and simple writing ▪ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ Describe people, places, things and actions orally and in writing	Be able to: • *Describe how much pocket money you receive* • *Describe what you spend pocket money on* • *Understand French currency* NATIONAL CURRICULUM ▪ Listen attentively to spoken language and show understanding by joining in and responding ▪ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ Speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ Present ideas and information orally to a range of audiences ▪ Read carefully and show understanding of words, phrases and simple writing ▪ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ Describe people, places, things and actions orally and in writing	Be able to: • *Name a range of different places/sites in a town* • *Ask what there is in a town?* • *Use vocabulary in simple sentences* NATIONAL CURRICULUM ▪ Listen attentively to spoken language and show understanding by joining in and responding ▪ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ Speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ Present ideas and information orally to a range of audiences ▪ Read carefully and show understanding of words, phrases and simple writing ▪ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ Describe people, places, things and actions orally and in writing ▪ Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences and how these differ from or are familiar to English	Be able to: • *Name a range of different items of clothing* • *Name different colours* • *Describe what another person is wearing* • *Know different articles for masculine and feminine forms* • *Use vocabulary in simple sentences* NATIONAL CURRICULUM ▪ Listen attentively to spoken language and show understanding by joining in and responding ▪ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ Speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ Develop appropriate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ Present ideas and information orally to a range of audiences ▪ Read carefully and show understanding of words, phrases and simple writing ▪ Appreciate stories, songs, poems and rhymes in the language ▪ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ Describe people, places, things and actions orally and in writing
Keevil Characteristics	Resilience and good learning skills will be required to master a new language	Resilience and good learning skills will be required to master a new language	Resilience and good learning skills will be required to master a new language	Resilience and good learning skills will be required to master a new language	Resilience and good learning skills will be required to master a new language	Resilience and good learning skills will be required to master a new language

	Gymnastics	Gymnastics	Swimming Netball	Swimming Football	Athletics	Rounders
PE	NATIONAL CURRICULUM ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	NATIONAL CURRICULUM ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• NATIONAL CURRICULUM ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations. • Pass – chest, shoulder, bounce • Receive • Creating space • Intercepting • Defending • Marking • Shooting • Footwork • Rules of game • Tactics and positions NATIONAL CURRICULUM ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• NATIONAL CURRICULUM ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations. • Pass • Receive • Dribble • Creating shooting opportunities • Shooting • Defending • Marking • Rules of game • Tactics • Officiating games NATIONAL CURRICULUM ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Sprinting • Race technique • Relay running • Throwing for distance - shotput • Hurdles NATIONAL CURRICULUM ▪ use running, jumping, throwing and catching in isolation and in combination ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Throwing – underarm • Throwing – overarm • Bowling • Catching • Striking • Tactics • Working as a team • Positions NATIONAL CURRICULUM ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Keevil Characteristics	Resilience, diligence and learning skills are important when either learning to swim or improving swimming skills	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities	Teamwork, resilience and good communication are necessary when developing skills in team games and sporting activities

	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
	Relationships - Peers	**Anti-bullying**	**Keeping Safe**	**Emotions**	**Citizenship**	**Changes**
PSHE	• that their actions affect themselves and others • to work collaboratively towards shared goals TEAMWORK • to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices TEAMWORK AND PROBLEM-SOLVING	• Pupils should have the opportunity to recognise bullying and abuse in all its forms (both in person and online) • to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)	• to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build RESILIENCE • to recognise their increasing independence brings increased responsibility to keep themselves and others safe • strategies for keeping physically and emotionally safe including road safety and safety in the environment (including rail , water and fire safety) • about people who are responsible for helping them stay healthy and safe and ways that they can help these people	• to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others RESILIENCE	• why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules • to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child • that these universal rights are there to protect everyone and have primacy both over national law and family and community practices • that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment	• to reflect on and celebrate their achievements, identify their strengths, areas for improvement DILIGENCE AND LEARNING • about change, including transitions (between classes) loss, separation, divorce and bereavement
Keevil Characteristics	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.	PSHE require sharing thoughts and ideas and therefore excellent communication and teamwork skills are vital to successful learning.

How we develop our core values known as Keevil Characteristics is interwoven through our PSHE curriculum. Specific opportunities to do this are highlighted in green above.

One way in which we teach Fundamental British Values is through our PSHE curriculum. This learning is highlighted in red.