

| Term1   | Term 2   | Term 3  | Term 4  | Term 5  | Term 6  |
|---|--|---|---|---|---|
| Maths   | Maths  | Maths   | Maths   | Maths   | Maths   |
| English   | English  | English   | English   | English   | English   |
| THE IRON MAN  | GEORGES SECRET KEY TO THE  | THE FIREWORK MAKER'S  | BEOWULF   | THE LEGEND OF PODKIN ONE-EAR                                    | PUGS OF THE FROZEN NORTH  |
| By: Ted Hughes  | UNIVERSE   | DAUGHTER  | by Michael Morpurgo   | BY: Kieran Larwood  | BY: Phillip Reeves  |
| , ,   | By: Lucy Hawking   | By: Phillip Pullman   | ,   |   | ·   |
| Science   | Science  | Science   | Science   | Science   | Science   |
| Light and Sound   | Electricity  | Rocks   | Evolution   | Plants  | Classification and Habitats   |
| How do light and sound travel?                              | How does an electrical circuit work?   | How are rocks and soil made?  | What can we learn from fossils?   | How do plants reproduce?  | How can environments change and how does this effect the plants and animals living there?   |
| RE  | RE   | RE  | RE  | RE  | RE  |
| Understanding Christianity: CREATION                        | Understanding Christianity:  | Discovery RE: BUDDHISM  | Discovery RE: EASTER  | Understanding Christianity: KINGDOM OF                          | Discovery RE: BUDDHISM  |
| 2a.1 – What do Christians learn from the Creation story?    | INCARNATION  2a.3 – What is the Trinity?   | Y4 Unit – Is it possible for everyone to be happy?  | Y4 Spring 2 – Is forgiveness always possible?   | GOD  2a.6 – When Jesus left, what was the impact of Pentecost?  | Y4 Units – Can the Buddha's teachings<br>make the world a better place? AND What<br>is the best way for a Buddhist to leave a<br>good life? |
| History   | History  |   | History   |   |   |
| Prehistory  | Invaders and Settlers  |   | Invaders and Settlers   |   |   |
| How did daily life change from Stone Age to Iron Age?       | Who has made Britain their home? Emphasis on study of Roman Britain                    |   | Who has made Britain their home? Iinked to Legend writing and reading Beowulf in English                  |   |   |
|   |  |   | Emphasis on study of Anglo-Saxon settlement of Britain  |   |   |
|   |  | Geography   |   |   | Geography   |
|   |  | European (  | ·   |   | What is life like living within the Arctic  |
|   |  | How are European countries the sa   | ame and different from each other?  |   | circle (Greenland)? Iinked to work in English – Pugs Of The Frozen North by Phillip Reeves  |
| Art   |  | Art   |   |   | Art   |
| Drawing  Can I draw what I see?                             |  | Painting and Printing  How are the works of Charles Rennie  Mackintosh and Gustav Klimt similar  and different?  Linked to work in Geography studying  Europe |   |   | 3D - Clay <b>How can we use the earth beneath our feet to decorate our homes?</b>   |
|   | DT   |   |   | DT  |   |
|   | Torches  How can we link science and design?  Linked to work in Science on Electricity |   |   | Pizza  What flavours create the perfect pizza  topping?         |   |
| Computing   |  |   | Computing   | Computing   | Computing   |
| E-safety Why do I need to think about how I behave on-line? |  |   | Digital Literacy (Publisher; Powerpoint)  How can I use computers to help me learn in different subjects? | Programming (code.org Course II)  How do we instruct computers? | Creativity/Graphics (Images & Animation)  How can we edit and improve our  images?  |
| Music   | ·<br>  |   |   |   |   |
|   |  | Whole class instrume  | nt lessons and singing  |   |   |
| French  | French   | French  | French  | French  | French  |
| Qui suis-je?  | Qu'est-ce que tu aimes manger au Café?   | Qui est dans ta famille?  | Qu'est ce que tu aimes faire?   | Tu aimes les animaux?   | Es-tu malade?   |
| PE  | PE   | PE  | PE  | PE  | PE  |
| Gymnastics  | Gymnastics   | Swimming<br>Netball   | Swimming<br>Football  | Athletics   | Rounders  |
| PSHE  | PSHE   | PSHE  | PSHE  | PSHE  | PSHE  |
| Communities   | Digital Safety   | Money   | Family  | Keeping Healthy   | Growing Up (RSE)  |
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# Keevil CE Aided Primary School Curriculum Map – LKS2 Rotation 1



| MATHS | Term1                                | Term 2  | Term 3  | Term 4  | Term 5                            | Term 6                                     |
|-------|--------------------------------------|---|---|---|-----------------------------------|--|
|       | Number<br>PV x 4                     | Number<br>Addition + Subtraction x 2          | Number<br>Multiplication + Division x 2       | Number<br>Fractions x 2                         | Number<br>Decimals inc. money x 3 | Statistics x 2                             |
| Y3/4  | Number<br>Addition + Subtraction x 2 | Number<br>Multiplication + Division x 4       | Measurement<br>Length, Perimeter and Area x 2 | Y3 Measurement<br>Capacity + mass x 3           | Measure<br>Time x 2               | Geometry Properties of shape inc. position |
|       |                                      |   | Number  | Y4 Number                                       |                                   | and direction x 4                          |
|       |                                      |   | Fractions x 2                                 | Decimals x 3                                    |                                   |  |
|       | Number                               | Number  | Number  | Number  | Number                            | Geometry                                   |
|       | PV x 4                               | Addition + Subtraction                        | Multiplication + Division x 3                 | Fractions x 2                                   | Decimals x 2<br>Y4 + inc. money   | Properties of shape x3                     |
| Y4/5  | Number<br>Addition + Subtraction x 2 | Number<br>Multiplication + Division x 3       | Number<br>Fractions x 3                       | Number<br>Y 4 Decimals x 4<br>Y 5 + Percentages | Measure<br>Time                   | Geometry<br>Position and Direction         |
|       |                                      | Measurement<br>Length, Perimeter and Area x 2 |   |   | Statistics x 2                    | Measurement Converting units and volume    |



| ENGLISH                               | Term1  | Term 2  | Term 3  | Term 4  | Term 5   | Term 6   |
|---------------------------------------|--|---|---|---|--|--|
| Writing                               | Key Text: THE IRON MAN<br>By: Ted Hughes   | Key Text: GEORGES SECRET KEY<br>TO THE UNIVERSE<br>By: Lucy Hawking   | Key Text: THE FIREWORK<br>MAKER'S DAUGHTER<br>By: Phillip Pullman   | Key Text: Beowulf by Michael Morpurgo Including 1 session per week free   | Key Text: THE LEGEND OF<br>PODKIN ONE-EAR<br>BY: Kieran Larwood  | Key Text:<br>PUGS OF THE FROZEN NORTH<br>BY: Phillip Reeves  |
|                                       | Including 1 session per week free write  | Including 1 session per week free write   | Including 1 session per week free write   |   | Including 1 session per week free write  | Including 1 session per week free write  |
| Reading                               | write  Vocabulary/M Prior known Associated with Summarise the Teacher Children to inform Think out loud and involve the continuous the standard of the standar | write  Vord meaning bwledge th the reading he story so far r reads er and predict. hildren through questioning and Vfeeling/ g prompts. rs using think out loud strategy as r do. htonation t reading skill eg: g or short answer question type. wer (short answer formats) e choice retrieval ering Vfalse ching sation a phrase/word t — discuss purpose, t etc h text features n — magpie/ glossary? | write  Vocabulary/N Prior kn Associated w Summarise t Teache Children to in Think out loud and involve the o thinking Happenin Read the text in small groups/ pa the (focus on fluency, expression and Model the taugh Skimming/scanning, text-markin Questions to read and ans Multipl Simple Ord True Mat Visual Find and copy Interrogate the tex Layou Annotate wit | Word meaning wowledge ith the reading he story so far er reads fer and predict. Children through questioning and greeling/g prompts. irs using think out loud strategy as y do. | write  Vocabulary/V  Prior kn  Associated wi  Summarise th  Teache  Children to inf  Think out loud and involve the continuous to read and ansion of the continuous t | write  Vord meaning owledge th the reading ne story so far er reads fer and predict. children through questioning and /feeling/ g prompts. irs using think out loud strategy as y do. intonation it reading skill eg: ng or short answer question type. wer (short answer formats) e choice retrieval ering /false ching isation a phrase/word t – discuss purpose, it etc h text features n – magpie/ glossary? |
| Additional subjects + writing options | Children then complete a range Science –: Light Non Chronological Report writing, Explanation text Understanding Christianity: CREATION 2a.1 – What do Christians learn from the Creation  | Science – Electricity Instructions, report writing  Understanding Christianity: INCARNATION 2a.3 – What is the Trinity?   | Science – Rocks Non Chronological Report writing, Explanation text  Discovery RE: ISLAM Discovery RE: BUDDHISM Y4 Unit – Is it possible for everyone to be  | science: Evolution Non Chronological Report writing, Explanation text  Understanding Discovery RE: EASTER Y4 Spring 2 – Is forgiveness always possible?                         | Science – Living Things Report writing, Explanation text, Information text  Understanding Christianity: KINGDOM OF GOD 2a.6 – When Jesus left, what was the impact   | Science plant classification Report writing, Explanation text, Information text  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  |
| Links to subjects                     | story?  History Stone age to iron age Art +DT: emersion Use craft materials to make your own robot model or could you make a life-sized robot? Draw a picture of the space-bat-angel-dragon that lands in Australia. Geography: emersion Draw a map showing the locations within the story. Use a map / atlas to find locations where the story might have taken place. The family who have a picnic on the hill feel an earthquake. Can you find out what causes earthquakes?   | History Roman invasion DT extension Torches linked to science Art recreate artefacts and mosaics  | happy?  Geography - European Comparison Art + DT The children will create firework paintings and bamboo paintings History emersion The children will explore the history of China during the period of the story  | Geography - European Comparison Emersion History: What changes did the Anglo Saxon bring to Britain?  DT create a model mythical creature                                       | of Pentecost?  Design and Technology - Pizza Instructions  Emersion Geography — Exploring the Arctic   | leave a good life?  Art  Clay tiles  |

## Keevil CE Aided Primary School Curriculum Map – LKS2 Rotation 1



## PAG

All PAG should be related to the text you are using and used to improve writing not just as standalone lessons.

Υ4

I can use standard forms of verbs.

#### Y5

- I can write complex sentences with relative clauses starting with who, which, where, when, whose or that.
- I can use commas within a sentence to ensure meaning is clear.

#### 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

#### Y5

- I can write complex sentences with relative clauses starting with who, which, where, when, whose or that.
- I can use commas within a sentence to ensure meaning is clear.

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#### 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.

Y5

- I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used.
- I can use commas within a sentence to ensure meaning is clear.
- I can use ellipsis in an appropriate way in my writing.

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.
- Y5
- I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used.
- I can use commas within a sentence to ensure meaning is clear.
- I can use ellipsis in an appropriate way in my writing.

#### VΔ

- 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.

#### Y5

- I can write complex sentences with relative clauses starting with who, which, where, when, whose or that.
- I can use modal verbs and adverbs to show a range of possibility.
- I can use ellipsis in an appropriate way in my writing.
- I can use a passive voice appropriately in my writing.
- I can use adverbials to build cohesion in a paragraph.
- I can use semi-colons, colons and dashes to mark independent clauses in a sentence.
- I can use hyphens to avoid confusion.
- I can use longer noun phrases.
- I can use a colon to introduce a list and semi-colons within a list.
- I can use past perfect verbs to show relationships between time and cause.
- I can identify and use the subjunctive mood.

#### V

- 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.

#### Y5

- FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING
- I can write complex sentences with relative clauses starting with who, which, where, when, whose or that.
- I can use modal verbs and adverbs to show a range of possibility.
- I can use present perfect verbs to show relationships between time and cause.
- I can spot which clause in a sentence needs to be separate, and decide whether brackets, dashes or commas should be used.
- I can use commas within a sentence to ensure meaning is clear.
- I can use ellipsis in an appropriate way in my writing.
- I can use modal verbs and adverbs to show a range of possibility.
- I can use present perfect verbs to show relationships between time and cause.

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# Keevil CE Aided Primary School Curriculum Map – LKS2 Rotation 1



| Spelling Y4  | Y4  | Y4  | Y4  | Y4  | Y4   |
|--|---|---|---|---|--|
| <ul> <li>Unit 1 adding the prefix misand revising un-, in-, dis-</li> <li>Unit 2 words ending in zhuh, spelt –sure</li> <li>Special focus The short u sound spelt ou</li> <li>Revision</li> <li>Unit 1 words with silent letter b</li> <li>Special focus words that contain the letter string ough</li> <li>Unit 2 words ending in-ible</li> <li>Unit 3 Words ending able</li> <li>Revision</li> </ul> | <ul> <li>Unit 3 adding the prefix auto-</li> <li>Unit 4 adding the suffix –ly</li> <li>Unit 5 adding the prefix inter-</li> <li>Special focus Homophones</li> <li>Revision</li> <li>Special focus orange words</li> <li>Unit 4 words with a silent letter t</li> <li>Special focus orange words</li> <li>Unit 5 words ending – ibly, -ably</li> <li>Revision</li> </ul> | <ul> <li>Unit 6 words with the ay sound spelt eigh, ei, ey</li> <li>Unit 7 words ending with –ous</li> <li>Unit 8 Words with s sound spelt sc         <ul> <li>Unit 6 words ending in – ent</li> <li>Special focus orange words</li> <li>Unit 7 words ending in – ence</li> <li>Special focus orange words</li> <li>Revision</li> </ul> </li> </ul> | <ul> <li>Unit 9 words ending with zhun spelt sion</li> <li>Unit 10 Adding il and revising un-, in-, mis-, dis-</li> <li>Unit 11 The c sound spelt – que and the g sound spelt – gue</li> <li>Special focus Homophones</li> <li>Revision</li> <li>Unit 8 the ee sound spelt ei</li> <li>Special focus homophones and other words that are often confused</li> <li>Uit 9 words ending in – ant, -ance and – ancy</li> <li>Special focus orange words</li> <li>Revision</li> </ul> | <ul> <li>Unit 12 adding ir- to words beginning with r</li> <li>Unit 13 adding the suffix -ion</li> <li>Unit 14 adding the suffix -ion</li> <li>Revision</li> <li>Y5</li> <li>Unit 10 words ending shus spelt -cious</li> <li>Special focus orange words</li> <li>Unit 11 words ending in shus spelt -tious</li> <li>Special focus orange words</li> <li>Unit 12 words endingin shul spelt cial or -tial</li> <li>•</li> </ul> | <ul> <li>Revision</li> <li>assessment</li> <li>Y5</li> <li>Revision</li> <li>Assessment</li> </ul> |



|                        | Term1  | Term 2   | Term 3   | Term 4  | Term 5  | Term 6   |
|------------------------|--|--|--|---|---|--|
|                        | Light and Sound  How do light and sound  travel?   | Electricity  How does an electrical  circuit work?   | Rocks  How are rocks and soil  made?   | Evolution  What can we learn from fossils?  | Plants  How do plants  reproduce?   | Classification and Habitats  How can environments change and how does this effect the plants and animals living there?   |
| Science                | recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change. identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases. | identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. | compare and group together different kinds of rocks on the basis of their appearance and simple physical properties recognise that soils are made from rocks and organic matter. | describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago | identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things. construct and interpret a variety of food chains, identifying producers, predators and prey. |
| 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.   |



|                        | Term1   | Term 2  | Term 3  | Term 4   | Term 5  | Term 6  |
|------------------------|---|---|---|--|---|---|
|                        | 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?   |
| RE                     | <ul> <li>Pupils know that Christians believe that although God made the world the Bible tells in Genesis 3 how humans spoiled that friendship with God, and that Christians call this the Fall.</li> <li>Pupils know the story of Adam and Eve including Gods command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from God, Adam and Eve expelled from paradise.</li> <li>Pupils know that Christians believe that God wants to help people to get close to him again. He gives them guidelines such as the 10 commandments and offers forgiveness when they fall short.</li> <li>Pupils understand that many Christians believe they are asked to be stewards or caretakers of God's creation and they know about examples where Christians have tried to put this idea in to practice e.g. Forest Churches, A Rocha movement.</li> <li>They know that some people don't believe that God made the world.</li> </ul> | <ul> <li>Pupils know that Christians believe God is Trinity: Father, Son and Holy Spirit. The Father creates; he sends the Son who saves his people; and the Holy Spirit on his people. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus</li> <li>Pupils know that Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief.</li> <li>Pupils know the story of Jesus Baptism (Matthew 3; 11-17) including that Jesus was baptised by John the Baptist that a voice came from above and the dove appeared. They know the symbolism this suggests.</li> <li>Pupils can describe a Christian Baptism (child and adult) including the terminology of 'in the name of the father, the son and the Holy spirit'</li> </ul> | <ul> <li>I can start to show an understanding of why people think it is difficult to be happy all the time.</li> <li>I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him.</li> <li>I can begin to show an understanding of what being happy means to Buddhists.</li> </ul> | <ul> <li>I can talk about what sort of help I might need to show forgiveness.</li> <li>I can describe what a Christian might learn about forgiveness from a Biblical text.</li> <li>I can show an understanding of how Christians believe God can help them show forgiveness.</li> </ul> | <ul> <li>Pupils know that Christians believe that after Jesus returned to be with God he sent the Holy Spirit at Pentecost to help the church make Jesus kingdom visible by living in a way that reflects the love of God.</li> <li>Pupils know the events of the day of Pentecost. That is; The sound of a mighty wind; speaking in tongues; the crowds mixed response: Peter preaches: 3000 believe and are baptised. The church grows from here.</li> <li>Pupils know the symbols used for the Holy spirit that is; Wind/Fire/Dove/Water/Comforter and they can identify them as used in art.</li> <li>Pupils know the that Christians consider the church to be the 'Body of Christ' and that one body has many parts. They can explain what this means</li> <li>Pupils know the term 'Fruits of the spirit' and how Christians believe that these are the qualities they should develop with the help of the Holy Spirit.</li> </ul> | <ul> <li>I can suggest why there may be problems in the world and how people could help solve them.</li> <li>I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.</li> <li>I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.</li> <li>I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice.</li> <li>I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives.</li> <li>I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.</li> </ul> |
| Keevil Characteristics | Communication is key for expressing thoughts, beliefs and ideas.  | Communication is key for expressing thoughts, beliefs and ideas.  | Communication is key for expressing thoughts, beliefs and ideas.  | Communication is key for expressing thoughts, beliefs and ideas.   | Communication is key for expressing thoughts, beliefs and ideas.  | Communication is key for expressing thoughts, beliefs and ideas.  |



|   | History   |  |
|---|---|--|
| Term 1  |   |  |
| Prehistory  |   |  |
| How did daily life change from Stone Age to Iron Age?   | Learning Objectives linked to Outcomes  | History Outcomes Y3/Y4   |
| <ul> <li>Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied.</li> <li>Note connections, contrasts and trends over time.</li> <li>Use appropriate historical terms.</li> <li>Ask historically valid questions about change, cause, similarity, difference and significance.</li> <li>Construct informed responses involving the thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> <li>Changes in Britain from the Stone Age to the Iron Age.</li> <li>Vocabulary</li> <li>Stone, bronze, Iron Age, invasion, tribe, centurion, settlers</li> <li>Cross curriculum Links</li> <li>Geography</li> <li>I can identify locations on a map</li> <li>Art</li> <li>Keevil Characteristics</li> <li>See below.</li> </ul> | 1,2,3,5,6,7,8,9,10,11 12,13,14,15,16,17,18, 19,20,21,22  I can place events on a time line I can create a timeline I can sort artefacts from different time periods I can explain daily life for each time period I can explain why things change I can explain how the Roman invasion impacted on Britain I can explain the reasons for events — Boudicca's revolt; settlement of Anglo-Saxons. I can identify artefacts and describe what this tells us about the people who used them. | <ol> <li>Changes in Britain from the Stone Age to the Iron Age</li> <li>The Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo Saxons and Scots</li> <li>Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</li> <li>Place events from period studied on a time line</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms e.g. BCE/AD</li> <li>Use evidence to reconstruct life in time studied</li> <li>Identify key features and events</li> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events</li> <li>Look at the evidence available</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Use of text books and historical knowledge</li> <li>Use evidence to build up a picture of a past event</li> <li>Choose relevant material to present a picture of one aspect of life in time past</li> </ol> |
| Invaders and Settlers   |   | 17. Ask a variety of questions   |
| Who has made Britain their home?  |   | <ul><li>18. Use the library/e-learning for research</li><li>19. Select data and organise it into a data file to answer historical</li></ul>  |
| Emphasis on study of Roman Britain  |   | questions  |
| Term 4 EXTENSION  |   | 20. Know the period in which the study is set  |
| Invaders and Settlers   |   | 21. Display findings in a variety of ways  |
| Who has made Britain their home?  |   | 22. Work independently and in groups   |
| linked to Legend writing and reading Beowulf in English   |   |  |
| Emphasis on study of Anglo-Saxon settlement of Britain  |   |  |
| <ul> <li>Develop a chronologically secure knowledge and understanding of history, establishing clear narratives within and across the periods studied.</li> <li>Note connections, contrasts and trends over time.</li> <li>Use appropriate historical terms.</li> </ul>   |   |  |
| <ul> <li>Ask historically valid questions about change, cause, similarity, difference and significance.</li> <li>Construct informed responses involving the thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>  |   |  |
| 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.  |   |  |
| The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  Vocabulary   |   |  |
| Cross curriculum Links Geography I can identify locations on a map Art I can make a mosaic Keevil Characteristics Many of the tasks related to history involve finding out with others therefore, teamwork and good communication are key. The children will also have to be diligent when recording their findings to write clearly.   |   |  |



| Term 3 and 4 Learn European Comparison  | ning Objectives linked to Outcomes  | Geography Outcomes Y3/Y4   |
|---|---|--|
| How are European countries the same and different from each other?  |   |  |
| <ul> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country.</li> <li>describe and understand key aspects of:         <ul> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including</li> </ul> </li> </ul> | <ul> <li>I can use my own prior knowledge and ideas about Europe</li> <li>I can develop a list of questions about Europe</li> <li>I can view photos of Europe to determine if the photos match their own ideas about Europe</li> <li>I can search for geographic clues within photos to learn more about the subjects shown</li> <li>I can examine the shape of a selected country in Europe</li> <li>I can analyse the influence that shape may have on the human activities within the country</li> </ul> | <ol> <li>Locate world countries, using maps to focus on Europe, concentrating on environmental regions and key physical and human characteristics.</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on maps.</li> <li>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region of Europe.</li> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes, mountains and the water cycle.</li> <li>Describe and understand human geography including: types of settlement and land use.</li> <li>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.</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</li> <li>use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;</li> <li>Learn the eight points of a compass, four-figure grid references.</li> </ol> |



|  | Geography   |   |
|--|---|---|
| Term 6 EXTENSION   | Learning Objectives linked to Outcomes  | Geography Outcomes Y3/Y4  |
| linked to work in English – Pugs Of The Frozen North by Phillip Reeves   |   |   |
| What is life like living within the Arctic circle (Greenland)?  I locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  i 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)  describe and understand key aspects of:  physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  human geography, including: types of settlement and land use, economic activity including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  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  Vocabulary  Arctic, Antarctic, climate, physical, human features, comparison,  Cross curriculum Links  History  Art creating a painting to reflect the cold  English linked to Pug of the Frozen North  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 hardshi | 1,2,3,4,5,6,7,8,9  I can identify the coldest areas in the world and explain why they are so cold I can research what he difficulties of living in this environment might be I can investigate the animals live in this region and how they are adapted to the climate I can identify physical and human features of a location | <ol> <li>Locate world countries, using maps to focus on Europe, concentrating on environmental regions and key physical and human characteristics.</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on maps.</li> <li>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</li> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes, mountains and the water cycle.</li> <li>Describe and understand human geography including: types of settlement and land use.</li> <li>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.</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</li> <li>use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;</li> <li>Learn the eight points of a compass, four-figure grid references.</li> </ol> |



#### Art **Learning Objectives linked to Outcomes** Term 6 **Art Outcomes** • I can research types of clay tiles and explain similarities and difference Knowledge 3D - Clay I can work to a design brief 1. Can discuss and describe well known artists work How can we use the earth beneath our feet to decorate our • I can use my sketch book to plan my ideas 2. Explain how their work is similar and different homes? • I can roll and smooth soft clay 3. Explain their reasons behind their choices I can mould my clay into a tile shape with my hands and a rolling pin **Drawing** I can use equipment correctly and carefully to create sketch books to record their observations and use them 4. Use small sketches to produce a final piece I can draw the outline of my design onto the tile with tools to review and revisit ideas 5. Use mirrors, viewfinders, magnifying glasses etc to aid observation • I can measure and cut accurately 6. Write an explanation of their sketch I can make my design 3D by pushing in the background to improve their mastery of art and design techniques, including 7. Explain why they have chosen specific materials to draw with I can paint my block once it has dried drawing, painting and sculpture with a range of materials [for **Painting** I can evaluate my work and suggest improvements 8. Select an appropriate brush type, size and style depending on the task example, pencil, charcoal, paint, clay] 9. Can mix colours with accuracy about great artists, architects and designers in history. 10. Use different brushes for different effects **Natalie Blake** 11. Mix and match colours for purposes (e.g. skin colours) 12. Mix different thicknesses of paints Vocabulary Roll, smooth, slip, crosshatch, rolling pin 13. Look at the changes in clay as it dries 14. Look at the work of other artists to generate ideas eg. Natalie Blake **Cross curriculum Links** 15. Begin to sculpt clay into other shapes **Science** – plants and habitats Maths – measuring accurately **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



|   | Art  |   |
|---|--|---|
| Term 1 EXTENSION  | Learning Objectives linked to Outcomes   | Art Outcomes  |
| Drawing  Can I draw what I see?   | <ul> <li>I can explore mark making with a variety of materials</li> <li>I can practice techniques to improve my drawing skills</li> <li>I can use a variety of techniques to create texture</li> </ul> | Drawing  1. Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral)  |
| to create sketch books to record their observations and use them to review and revisit ideas  | <ul> <li>I can use my sketch book to record my ideas</li> <li>explore ideas from first-hand observations;</li> <li>question and make observations about starting points, and</li> </ul>                | <ol> <li>Show facial expression in their drawing</li> <li>Use small sketches to produce a final piece</li> <li>Write an explanation of their sketch</li> </ol>  |
| 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]   | <ul> <li>respond positively to suggestions;</li> <li>adapt and refine ideas;</li> <li>experiment with showing line, tone and texture with different hardness of pencils;</li> </ul>                    | <ol> <li>Use shading to create tone</li> <li>Use different pressures to create hard and soft lines</li> <li>Draw demonstrating an understanding of line, tone, scale, texture and depth</li> <li>Use mirrors, viewfinders, magnifying glasses etc to aid observation</li> </ol> |
| about great artists, architects and designers in history.   | <ul> <li>use different materials to draw, e.g. pastels, chalk, felt tips;</li> <li>show an awareness of space when drawing;</li> </ul>   | <ul><li>9. Begin to show facial expression and body language in their drawings</li><li>10. Show reflections</li><li>11. Explain why they have chosen specific materials to draw with</li></ul>  |
| Vocabulary Har, soft, texture, shade, tone  | Vincent Van Gogh   |   |
| Cross curriculum Links  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 |  |   |



## **Term 3 EXTENSION**

## **Painting and Printing**

Linked to work in Geography studying Europe

How are the works of Charles Rennie Mackintosh and Gustav

Klimt similar and different?

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 – European study

#### **Keevil Characteristics**

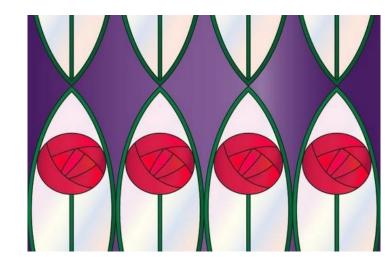
Children start collecting and developing ideas using sketchbooks. <u>diligence</u>. They continue to build up <u>resilience</u>, making mistakes and suggesting improvements to improve their work. Children practice and share their learning and skills with others, giving and receiving feedback to improve, communication

## **Learning Objectives linked to Outcomes**

Art

- I can plan a design
- I can work in mixed medium
- I can cut a block for printing
- I can consider colour choice
- I can make a two layer print
- I can evaluate my work and suggest improvements

## **Charlies Rennie Mackintosh**



## **Gustav Klimt**







## Knowledge

- 1. Compare different artists of the same style
- 2. Explore work from different cultures and time periods
- 3. Understand others points of view by looking at work and trying to understand what the artist might have been thinking and feeling

**Art Outcomes** 

- 4. Can discuss and describe well known artists work
- 5. Explain how their work is similar and different
- 6. Explain their reasons behind their choices
- **7.** Explain art from other periods of history

## **Painting**

- 8. Select an appropriate brush type, size and style depending on the task
- 9. Can mix colours with accuracy
- 10. Know where the colours are on the colour wheel (primary and secondary)
- 11. Create a background using a wash
- 12. Use different brushes for different effects
- 13. Explore links between colours and feelings
- 14. Use artists' work as a starting point and create work in the style of different artists
- 15. look at and make paintings with background, foreground and middleground and use perspective
- 16. Create moods in their paintings
- 17. Use shading in their painting to create feelings
- 18. Mix and match colours for purposes (e.g. skin colours)
- 19. Mix different thicknesses of paints

## Printing

- 20. Make and print card blocks in 2 colours
- 21. Make texture blocks and print (sponge rollers)
- 22. Can print using 4 colours
- 23. Can create accurate print design



|  | Design and Technology  |  |
|--|--|--|
| Term 2 EXTENSION   | Learning Objectives linked to Outcomes   | DT Outcomes  |
| Torches Linked to work in Science on Electricity How can we link science and design?  Design use research and develop design criteria to inform the design of innovative,  | <ul> <li>I can use appropriate vocabulary to describe how things work</li> <li>I can explore electrical circuits and describe how they work</li> <li>I can investigate products</li> <li>I can relate the way things work to their</li> </ul>  | <ol> <li>Technical Knowledge</li> <li>about the simple working characteristics of materials and components</li> <li>how simple electrical circuits and components can be used to create functional products</li> <li>how to make strong, stiff shell structures</li> <li>how to use learning from science to help design and make products that work</li> <li>how to use learning from mathematics to help design and make products that work</li> </ol> |
| 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                                   | <ul> <li>intended purpose</li> <li>I can use appropriate technical vocabulary to describe materials and mechanisms</li> <li>I can develop a clear idea of what has to be done, planning how to use materials, equipment and processes</li> <li>I can explore, develop and communicate</li> </ul> | <ol> <li>that materials have both functional properties and aesthetic qualities</li> <li>the correct technical vocabulary for the projects they are undertaking</li> <li>Design</li> <li>beginning to explore how products have been created</li> <li>design products that have a clear purpose and an intended user with support</li> <li>make simple diagrams to show a design</li> <li>develop design criteria with a group</li> </ol>                |
| 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) according to their functional properties and aesthetic qualities  Evaluate | <ul> <li>aspects of my design proposals by modelling my ideas in a variety of ways</li> <li>I can evaluate my design ideas as these develop, indicating ways of improving them</li> <li>I can use measure, mark out, cut and shape a range of materials, using appropriate</li> </ul>            | <ul> <li>12. generate ideas by drawing on their own experiences</li> <li>13. use knowledge of existing products to help come up with ideas</li> <li>14. develop and communicate ideas by talking and drawing</li> <li>15. model ideas by exploring materials, components and construction kits and by making templates and mock-ups</li> <li>16. use information and communication technology, where appropriate, to develop and</li> </ul>              |
| 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                                 | tools, equipment and techniques  I can join and combine materials and components accurately in temporary and permanent ways  | 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   |
| understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  Vocabulary   | https://www.voltpaperscissors.com/paper-torch  | <ul><li>21. begin to create products using electrical mechanisms</li><li>22. begin to refine the design as work progresses</li><li>23. begin to choose the right materials for making a product according to the properties needed</li></ul>   |
| torch, flashing LED (light emitting diode), series circuit, parallel circuit, bulb holder, buzzer,   | nttps://www.voitpaperscissors.com/paper-torcm  | <ul> <li>24. follow procedures for safety and hygiene</li> <li>25. measure, mark out, cut and shape materials and components</li> <li>26. assemble, join and combine materials and components</li> <li>27. use finishing techniques, including those from art and design</li> </ul>  |
| Cross curriculum Links Art can design and create a surround for the torch Science link to electricity English write explanation texts to explain how the torch works   |  | 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  |
| 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.                           |  | 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  |



| Term 5 Learning Objectives linked to Outcomes  | DT Outcomes  |
|--|--|
| Pizza  What flavours create the perfect pizza topping?  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  Makee  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) according to their functional properties and aesthetic qualities  Evoluate  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  understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  understand asseancality, and know where and how a variety of ingredients are grown, reared, caught and processed.  Vecabulary  Olives, mozzarella, ham, pineapple, packaging, triangular prism, sections, degrees Celsius,  Cross curriculum tinks  Geography finding where pizza/ingredients originate on maps  Art can design and create a package for the pizza  Science changing materials  English write instructions  Maths – shapes and fraction  Keevil Characteristics  Many D'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 as pood | Technical Knowledge  1. that food ingredients can be fresh, pre-cooked and processed  2. how to use learning from science to help design and make products that work  3. how to use learning from mathematics to help design and make products that work  4. that ingredients can be combined and mixed to create more useful characteristics  5. that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world  6. choose the right ingredients for a product  7. Explain what to do to be hygienic and safe  8. use equipment safely  9. make sure that my product looks attractive  10. describe how my combined ingredients come together  11. that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell plate  12. that to be active and healthy, food and drink are needed to provide energy for the body  13. how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source  14. how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking  15. show that a design meets a range of requirements  16. put together a plan which shows the equipment and tools needed  17. describe a design using an accurately labelled diagram  18. generate realistic ideas, focusing on the needs of the user  19. make design decisions that take account of the availability of resources  20. generate ideas, considering the purposes for which they are designing  21. make labelled drawings from different views showing specific features  22. 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  23. evaluate products and identify criteria that can be used for their own designs  Make  24. design meets a range of requirements  55. put together a plan which shows the equ |



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



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



|  | Computing   |  |
|--|---|--|
| Term 4 EXTENSION   | Learning Objectives linked to Outcomes  | Computing Outcomes   |
| Digital Literacy (Publisher; Powerpoint)  How can I use computers to help me learn in different subjects?  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 | 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 | <ol> <li>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.</li> <li>Selects a variety of software to accomplish given goals</li> <li>Selects, uses and combines internet services</li> <li>Analyses and evaluates information</li> <li>Collects and presents data</li> <li>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.</li> <li>Presenting information         <ul> <li>PowerPoint slides</li> <li>Master slides</li> <li>Transitions and animations</li> </ul> </li> </ol> |
| Vocabulary Publisher, PowerPoint, word, format, image, cut and paste, font, spellchecker, shift, internet, keywords  Cross curriculum Links English, History, geography – use for presenting information, researching topic and for sharing knowledge  Keevil Characteristics Good learning in this area requires resilience when learning new skills and diligence when applying the learning.  | <ul> <li>I can use an appropriate tool to share my work and collaborate online.</li> <li>I can give constructive feedback to my friends to help them improve their work and refine my own work.</li> <li>I can tell you whether a resource I am using is on the Internet, the school network or my own device.</li> <li>I can identify key words to use when searching safely on the World Wide Web.</li> <li>I think about the reliability of information I read on the World Wide Web.</li> </ul>   | Presentations on topics etc.   |



|   | Computing  |  |
|---|--|--|
| Term 6  | Learning Objectives linked to Outcomes   | Computing Outcomes   |
| Creativity/Graphics (Images and Animation)  How can we edit and improve our images?  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 | <ul> <li>I can explain what animation is</li> <li>I can identify the features of 2animate</li> <li>I can create an animation</li> <li>I can transfer from 1 program to another</li> <li>I can add an opening introductions, credits, sounds and captions throughout the film.</li> <li>I can import images and save them</li> <li>I can edit images</li> </ul> | <ol> <li>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.</li> <li>Selects a variety of software to accomplish given goals</li> <li>Selects, uses and combines internet services</li> <li>Analyses and evaluates information</li> <li>Collects and presents data</li> <li>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.</li> <li>Art and Design         <ul> <li>Natural Revelation art and Publisher to extend art concepts and enhance presentation</li> </ul> </li> <li>2Animate</li> </ol> |
| Vocabulary Photography Edit Manipulate Image Flower Identify Stop motion Animation Time lapse Drawing tools Introductions Credits Captions Display Share  Cross curriculum Links Science plants and plant classification Art improving and creating images  |  |  |
| Keevil Characteristics  Good learning in this area requires resilience when learning new skills and diligence when applying the learning.   |  |  |



|                           | Whole Class Instrument Lessons and Singing   |   |   |   |   |  |
|---------------------------|--|---|---|---|---|--|
| Music                     | <ul> <li>Singing (Performance)</li> <li>Children will learn several warm ups and understand the importance of warming up</li> <li>Learn a variety of songs with an emphasis on singing in parts</li> <li>Learn songs for the Christmas concert</li> <li>Perform a 30 minute Christmas concert to an audience at the Church</li> <li>Perform a 30 minute Christmas concert to an audience in a care home</li> <li>Whole Class Instrument lessons</li> <li>Children will begin learning an instrument</li> <li>They will learn to produce a good sound and play the first 3 notes</li> <li>Play tunes from memory, following Kodaly hand signs and reading standard notation.</li> <li>At the end of term they will perform a selection of tunes to the school.</li> <li>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</li> </ul> |   | <ul> <li>They will learn more tunes by</li> <li>Have the opportunity to comp<br/>standard notation</li> </ul> | lop their skills on their instrument ear and with staff notation. lose using grid method then include a focus on cluster chords al features.  Le contexts, using their voices and easing accuracy, fluency, control and lange of purposes using the interall sounds with increasing aural lausical notations ange of high-quality live and recorded | <ul> <li>an emphasis on singing in part</li> <li>Year 4's will perform at the Tr<br/>Civic Centre.</li> <li>Whole Class Instrument lessons</li> <li>Pupils will continue to develor</li> <li>They will learn more tunes by</li> </ul> | owbridge Music Festival in the other skills on their instruments. ear and using staff notation. essional musicians and will make a admire. ess of putting a performance will perform to an audience. The contexts, using their voices and easing accuracy, fluency, control and ange of purposes using the interall sounds with increasing aural musical notations ange of high-quality live and recorded and from great composers and |
| Keevil<br>Characteristics | performance. per<br>Resilience to keep going even Res  | igence to produce a quality<br>rformance.<br>silience to keep going even<br>nen 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   |
|----------------------------|--|--|--|---|--|--|
|                            | Qui suis-je?   | Qu'est-ce que tu aimes manger au Café?   | Qui est dans ta famille?   | Qu'est ce que tu aimes faire?   | Tu aimes les animaux?  | Es-tu malade?  |
| Modern Foreign<br>Language | Introduce yourself     Ask and answer questions to share – name, age, where you live     Say and use numbers 1-30     Know the different forms of 2 <sup>nd</sup> person – tu and vous  NATIONAL CURRICULUM     Listen attentively to spoken language and show understanding by joining in and responding     Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words     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     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 | Name different food and drink items     Use masculine and feminine forms     Know different articles     Use vocabulary in a sentence to order food and drink     Understand French currency  NATIONAL CURRICULUM Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 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 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 | Name different family members     Describe who is in your family     Use feminine and masculine pronouns     Understand plurals     Use vocabulary in a sentence  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 | Name different sports and hobbies     Use vocabulary in simple sentences     Express 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 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 Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of highfrequency 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 | Name different animals and pets     Use masculine and feminine forms     Use vocabulary in 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 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 | Name a range of different parts of the body     Name a range of different illnesses     Describe how you are feeling     Use masculine and feminine forms  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 Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of highfrequency 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 |
| 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  |



|                        |   | Cumpostics  | Swimming   | Swimming  |   | D I   |
|------------------------|---|---|--|---|---|---|
|                        | Gymnastics  | Gymnastics  | Netball  | 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 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 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. | 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. | <ul> <li>Throwing – underarm</li> <li>Throwing – overarm</li> <li>Bowling</li> <li>Catching</li> <li>Striking</li> <li>Tactics</li> <li>Working as a team</li> <li>Positions</li> <li>NATIONAL CURRICULUM</li> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>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</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> |
| 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  |
|-----------------|---|--|---|---|---|---|
|                 | Digital safety  | Communities  | Money   | Relationships - Family  | Keeping Healthy   | Growing Up (RSE)  |
| PSHE            | <ul> <li>safety online(including social media, the responsible use of ICT and mobile phones)</li> <li>the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</li> <li>Pupils should have the opportunity to recognise bullying and abuse in all its forms (both in person and online)</li> </ul> | to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view COMMUNICATION      what being part of a community means, and about the varied institutions that support communities locally and nationally      to think about the lives of people living in other places, and people with different values and customs | about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer     that resources can be allocated in different ways and that these economic choices affect individuals     to understand how a simple bank account works     to understand about cash-less money | that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.  identify the qualities of positive friendships and family relationships.  explain how friends and family show they value and care for each other.  describe what is most important in a family relationship.  recognise that family relationships may change for different reasons and how to manage this. | what positively and negatively affects their physical, mental and emotional health (including the media)     RESILIENCE     to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet     what is meant by the term 'habit' and why habits can be hard to change | how their body will, and emotions may, change as they approach and move through puberty     about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact     to be aware of different types of relationship, including those between acquaintances, friends, relatives and families  Coram Life Education (partners for delivering RSE) YEAR 4 The learners will be able to:     List a range of feelings     Name the external sexual body parts of both a male and female body     Name parts of the reproductive organs of a male and female |
| Keevil          | 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.   |
| Characteristics | 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.  |  |   |   |   |   |