



School Curriculum

2021 – 2022

Our Curriculum Intent

At Long Sutton Primary School, we are aiming for an ambitious curriculum that has equal and high expectations of all who study it. It should be accessible for all and contain meaningful experiences that enhance learning and promote curiosity from the children. Our children are ultimately at the heart of this curriculum. The main question we should ask ourselves is ‘what must it be like to be a child at Long Sutton Primary School?’ Our curriculum should reflect our observations of this and underpin all that in what we plan to teach them.

Our curriculum should be well planned, sequenced and maintain a logical flow throughout. The key foundations, especially around reading, will be introduced early and children will be given opportunities to ‘delve deeper’ to master these skills. We understand the importance of retention, so ‘non-negotiable knowledge’ will be key. Teachers will carefully select the curriculum content to ensure there is sufficient time to embed and explore it. By having a knowledge rich curriculum, we need to show full clarity about what we feel our children need to learn & overlearn, and then how we intend to build upon this progressively, so children retain it. Key questions to us include - Why am I teaching this? Where does it fit into the bigger picture of the curriculum plans? Why is it important to know or master this? What difference would it make to the learning if we did not do this?

We must prepare our children for the demands of living in a diverse 21st century world. Therefore, we must consider the cultural capital of Long Sutton and beyond, so that children leave LSPS as well rounded, knowledgeable and resilience citizens who are eager to achieve well in their future life.



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	This Is Me!	Funny Bones	Dinosaur Planet	Long Sutton Remembers	Old Blighty	Destination: Earth	Hola Mexico!
Autumn 2	Near and Far	Famous People	Space	Location, Location ...	Passport to Europe	Destination: Outer Space	WWI – We will never Surrender!
Spring 1	The World at My Feet	Castles	Superheroes!	Pre-historic Britain	Greece is the Word!	The Anglo-Saxon Settlers	WWII – We will never Surrender!
Spring 2	Tell Me a Story	Gardener’s World	Fire, Fire!	Extreme Earth	The Rise of the Romans	The Viking Invaders	Road Trip USA
Summer 1	Down on the Farm	Oh I do like to be beside the seaside	Great Explorers	Around the World in 80 days	Romanisation	Environmental Explorers	Project Runway: Making the Cut
Summer 2	Outdoor Explorers	Under the Sea	Carnival Time!	Land of the Pharaohs	God Save the Queen!	Environmental Explorers	Tomorrow’s World



Vertical Thematic Concepts

Science	History	Geography	RE	Art	DT	Music	Computing	PE	MFL
Working Scientifically	Chronological Understanding	Key geographical vocabulary	LAS Believing UC Salvation	Develop Ideas	Master practical skills	Play & Perform	Computer Science	Physical	Read fluently
Biology	Connections in World History	Investigating Places: Locational Knowledge and Understanding	LAS Thinking UC Creation	Master Techniques	Design, make, evaluate and improve	Create & Compose	Information Technology	Social	Write imaginatively
Chemistry	Historical Enquiry: Investigating and Interpreting Evidence	Investigating Geographical Patterns	LAS Living UC God	Take inspiration from the greats	Take inspiration from design	Responding and Reviewing	Digital Literacy	Emotional	Speak confidently
Physics	Historical Communication	Communicate Geographically	UC Incarnation			Listening & Applying		Thinking	Listening
									Knowledge about Language



Schemes and Resources to support Curriculum Delivery

To support the consistent delivery of our curriculum, the school has purchased a number of resources to ensure that sequencing is clear and progressive throughout the school.

Subject Area	Scheme / Resources
R/W/M	Pixl
Reading	Literacy Shed Plus – Vipers
Phonics	Letters and Sounds
Handwriting	Teach Handwriting
Maths	White Rose Premium Resources
Computing	Purple Mash
DT	The DT Association
History	Key Stage History / Historical Association
Geography	Digimaps
Music	Charanga
PSHE	Jigsaw
PE	Get Set 4 PE
RE	Lincolnshire Agreed Syllabus / Understanding Christianity
MFL	La Jolie Ronde

Reading Curriculum Expectations

- ✓ The school's chosen programme for Phonics is 'Letters and Sounds'. Children in Reception and Year 1 receive daily phonics teaching and this continues across the school until they have secured Phase 5.
- ✓ High quality texts form part of the school's English and wider curriculum. Texts are selected by class teachers to engage and develop children's vocabulary and understanding of the topic they are studying.
- ✓ Where possible, teachers are encouraged to allow children to use and apply reading skills across the curriculum to enhance children's knowledge.
- ✓ Teachers should be reading regularly to their class – a minimum of twice a week for 15 minutes at a time. From Year 2 onwards, each class will have a class novel that they are reading. Teachers in EYFS/Year 1 will chose a variety of picture books or shorter texts to share with the children.
- ✓ As part of the school's homework policy, children should be reading regularly at home. At the end of each week, class teachers will check the children's reading records to monitor how much reading is taking place at home.
- ✓ Children who are on the Reading Scheme will have their colour band checked each half term to ensure that the books they read maintain the correct level of challenge.
- ✓ Guided Reading is a fundamental part of the school's reading curriculum.
- ✓ Whole Class Comprehension lessons will be introduced from September 2020 to provide a tighter focus on the teaching of content domains.
- ✓ The school will use 'VIPERS' to support the teaching of content domains with a focus on Vocabulary, Retrieval or Inference each half term.
- ✓ Children, in Year 3-6, will undertake the Pixl Reading Speed Test to test their fluency.
- ✓ Each classroom will have a designated reading area for children.



Content Domains

Reading Content domain reference KS1:

1a draw on knowledge of vocabulary to understand texts (V)

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (R)

1c identify and explain the sequence of events in texts (S)

1d make inferences from the text (I)

1e predict what might happen on the basis of what has been read so far (P)

Reading Content domain reference KS2:

2a give / explain the meaning of words in context (V)

2b retrieve and record information / identify key details from fiction and non-fiction (R)

2c summarise main ideas from more than one paragraph (S)

2d make inferences from the text / explain and justify inferences with evidence from the text (I)

2e predict what might happen from details stated and implied (P)

2f identify / explain how information / narrative content is related and contributes to meaning as a whole (E)

2g identify / explain how meaning is enhanced through choice of words and phrases (E)

2h make comparisons within the text (E)

Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise



Termly Reading Focus

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary	Retrieval	Inference	Vocabulary	Retrieval	Inference
All VIPERS skills to be embedded within Guided Reading Questioning					

Weekly Comprehension Lesson Outline

Non-negotiables:

- ✓ Weekly comprehension lessons where the VIR domain of the half term is followed strictly will be taught in Reception using pictures for 30 minutes per week. By term 6, children will be expected in small groups to read a short sentence and answer a written question about it.
- ✓ Weekly comprehension lessons where the VIR domain of the half term is followed strictly will be taught from Y1 – Y6 for one hour per week (initially in Y1 their lesson may only be 30 minutes during the Autumn Term)
- ✓ The weekly comprehension lesson can replace an English lesson for that week or if appropriate, can be a topic or science based comprehension. Therefore, still teaching the knowledge of the non-core lesson but with a focus on the VIPER domain of the half term.
- ✓ Texts and activities do not need to be differentiated – children will be supported or challenged through AfL within sessions
- ✓ The format of the session will be similar across the school to ensure consistency – see below for example outline of lesson.



Coverage of Guided Reading Texts across School

Year Two

Fiction	Non-Fiction	Poetry
The Owl Who Was Afraid of the Dark (Jill Tomlinson) The Hodgeheg (Dick King Smith) George’s Marvellous Medicine (Roald Dahl) The Giraffe, the Pelly and Me (Roald Dahl) Traction Man (Mini Grey) The True Story of the Three Little Pigs (Jon Scieszka)	Trailblazers: Neil Armstrong (Alex Woolf) Ready, Steady, Grow! (RHS) The Bee Book (Charlotte Milner) Ladybird Histories: The Great Fire of London (Chris Baker)	The Months Poem (spine) The Small Ghostie (spine) Dinosaur Poetry

Year Three

Fiction	Non-Fiction	Poetry
The Iron Man (Ted Hughes) Dick Turpin: Legends and Lies (T Deary) The Firework Maker’s Daughter (P Pullman) The Twits (Roald Dahl) The boy who grew dragons (Andy Shepherd) Fantastic Mr Fox (Roald Dahl)	Stone, Bronze, Iron Ages (Explore!) (Sonya Newland) Everything Volcanoes and Earthquakes (National Geographic Kids) So You Think You have Got it Bad (Chae Strathie)	Butterworth Toast Colonel Fazackerley Bed in Summer (Robert Louis Stevenson)

Year Four

Fiction	Non-Fiction	Poetry
My friend Walter (Michael Morpurgo) The Railway Children (E. Nesbit) Malamander (Thomas Taylor) Agatha Oddly- The Secret Key (Lena Jones) The boy who Flew (Fleur Hitchcock) The Nothing To See Here Hotel (Stephen Butler)	Body Facts (Fact finder series Collins) The Usborne Official Roman Soldier’s Handbook (Lesley Sims) A Visitor’s Guide to Ancient Greece (Usborne Time Tours S.)	From a Railway Carriage- by Robert Louis Stevenson The Dark Wood- Anon Icarus- Cynthia Ryder The Sound Collector- Roger McGough

Year Five

Fiction	Non-Fiction	Poetry
The White Horses of Zennor (Michael Morpurgo) FARThER (Graheme Baker-Smith) Journey to the River Sea (Eva Ibbotson) Danny the Champion of the World (Roald Dahl) There’s a Viking in my Bed and Other Stories (J Strong) Butterfly Lion (Michael Morpurgo)	Space – A Child’s Encyclopaedia (DK) A World of Information (Richard Platt and James Brown) Wonder Garden (Jenny Broom)	Heard it in the Playground Book (Allah Ahlberg) The Daffodils (William Wordsworth) My Mother Saw a Dancing Bear (Charles Causeley)



Year Six

Fiction	Non-Fiction	Poetry
Holes (Louis Sachar) Wonder (RJ Palacio) Goodnight Mr Tom (Michelle Magorian) The Boy in the Striped Pyjamas (John Boyce) Beetle Boy (MG Leonard) Oliver Twist (Charles Dickens)	Heroes: Incredible Stories of Courageous Animals (David Long and Kelly Hyndman) Incredible Journeys (Levison Wood) DK Eyewitness Books: Forensic Science (DK)	'If' (Rudyard Kipling) 'In Flanders Field' (John McCrae) 'Twas the Night Before Christmas' (Clement Clarke Moore)

Additional Texts

Y2	Y3	Y4	Y5	Y6
Flat Stanley (Jeff Brown) The Battle of Bubble and Squeak (Philippa Pearce) Stink Dog (Tom Watson) Esio Trot (Roald Dahl) The Sheep Pig (Dick King Smith)	Harry and the Poisonous Centipede (Lynne Banks) The Demon Headmaster (Gillian Cross) Matilda (Roald Dahl) The Creakers (Tom Fletcher) Charlotte's Web (E B White) Pog (Padraig Kenny) The Chocoplot (Chris Callaghan) Harry Potter and the Philosopher's Stone (J K Rowling) The Worst Witch (Jill Murphy) Charlie and the Chocolate Factory (Roald Dahl) The Lost Polar Bears (Harry Horse) Tom's Sausage Lion (Michael Morpurgo) Hostage (Malorie Blackman) Deadline (John Townsend) Mr Bird's Nest and the House Next Door (Michael Morpurgo) Mad Iris (Jeremy Strong) Clockwork – All Wound Up (Philip Pullman)	Nevermoor: The Trial of Morrigan Crow Book 1 (Jessica Townsend) Pages and Co (Anna James) One dog and this boy (Eva Ibbotson) A Tale of Dark and Grimm (Adam Gidwitz) Skeleton Keys: The Unimaginary Friend (Guy Bass) The Clockwork Crow (Catherine Fisher) Varjaw Paw (S F Said) Little Manfred (Michael Morpurgo) Coraline (Neil Gaiman) There's a boy in the girls' bathroom (Louis Sachar) The Hunter (Paul Geraghty) E.S.P (Dick King Smith) 100 Facts about Ancient Greece (Fiona MacDonald) Jim (Poem) Language of Cat (Poem) Matilda (Poem)	Northern Lights (Philip Pullman) The Abominables (Eva Ibbotson) Boy (Roald Dahl) Alone on a wide, wide sea (Michael Morpurgo) Skulduggery Pleasant (Derek Landy) The boy with the Power of a Star – Phoenix (S F Said) Clockwork or Wound Up (Philip Pullman)	Lie Tree (Frances Hardinge) The Girl of Ink and Stars (Kiran Millwood) Lockwood and Co: The Screaming Staircase (Jonathan Stroud) The Goldfish Boy (Lisa Thompson) Who Let the Gods Out (Maz Evans) The Nowhere Emporium (Ross Mackenzie) Ink Heart (Cornelia Funke)

Children in Reception, Year One and Year Two (where applicable) will access texts from the Rigby Star and Bug Club Guided Reading sets.

Class Teachers track the books children read within guided sessions to ensure progression and suitability as well as avoiding repetition



Nursery Long Term Overview 2020-21 – Clare Smith (Nursery Manager)

Term 1 – TOPIC – In the Moment Planning

Communication and Language	Physical Development	Personal, Social and Emotional Development	English	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> ✓ I can use words for familiar objects and adults within the nursery environment 	<ul style="list-style-type: none"> ✓ I can grasp a pencil ✓ I can begin to make marks ✓ I can use scissors with support 	<p>Being Me in My world</p> <ul style="list-style-type: none"> ✓ All Play modelled by adults ✓ I can play alongside others with support ✓ I can follow simple instructions ✓ I can put a coat on with support 	<ul style="list-style-type: none"> ✓ I can make sounds in response to stimuli I can listen to stories 	<ul style="list-style-type: none"> ✓ I show interest in numbers and counting in the environment ✓ I can use shapes to make pictures and patterns 	<ul style="list-style-type: none"> ✓ I know I belong to Draco class and know the names of the adults and my friends. ✓ I can interact with the smart board ✓ I can talk about the things I see 	<ul style="list-style-type: none"> ✓ I can begin to select and use basic art resources ✓ I can join in with rhymes and songs

Term 2 – TOPIC – In the Moment Planning

Communication and Language	Physical Development	Personal, Social and Emotional Development	English	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> ✓ I can use social interaction terms appropriately e.g., hello, goodbye, thank you 	<ul style="list-style-type: none"> ✓ I can make marks with increasing control ✓ I can develop my pencil grip 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> ✓ I can begin to follow nursery routines ✓ I can play alongside others ✓ I can take put my shoes on and take them off with support ✓ I can begin to interact with less familiar adults/children 	<ul style="list-style-type: none"> ✓ I can use my voice for different purposes ✓ I can talk about the key events of a story in order 	<ul style="list-style-type: none"> ✓ I use some number names in my play ✓ I can begin to develop an understanding of pattern ✓ I can begin to understand positional language 	<ul style="list-style-type: none"> ✓ I know I belong to different groups and communities e.g., my class, my family, our school ✓ I will begin to do activities in the school e.g., use the hall, panto, Christmas lunch, with Reception Nativity, Singing to parents ✓ I can navigate a simple computer programme on the smart board ✓ I can talk about changes (seasons) 	<ul style="list-style-type: none"> ✓ I can begin to select and use basic art resources ✓ I can join in with rhymes and songs



Term 3 – TOPIC – In the Moment Planning

Communication and Language	Physical Development	Personal, Social and Emotional Development	English	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> ✓ I can use simple sentences and phrases to express my interests ✓ I can name primary and secondary colours 	<ul style="list-style-type: none"> ✓ I can begin to copy/trace shapes and lines ✓ I can develop my pencil grip 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> ✓ I can play in a group ✓ I can sit on the carpet appropriately ✓ I can begin to line up with support ✓ I can put my wellies on when appropriate ✓ I can begin to express needs and interests to an adult 	<ul style="list-style-type: none"> ✓ I can respond to rhythm and rhyme in stories and rhymes ✓ I can talk about the characters and settings in a story 	<ul style="list-style-type: none"> ✓ I know number names to 5 ✓ I can sometimes match a number to its name ✓ I can recognise shapes in the environment 	<ul style="list-style-type: none"> ✓ I can recognise key areas of the school and some staff members e.g. the hall and office area, SLT and SENCo ✓ I can use buttons and switches to make things work ✓ I can talk about different groups of animals. 	<ul style="list-style-type: none"> ✓ I can make simple representations in my drawings and constructions ✓ I can use a narrative in my play

Term 4 – TOPIC – In the Moment Planning

Communication and Language	Physical Development	Personal, Social and Emotional Development	English	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> ✓ I can describe how I feel in a full sentence. 	<ul style="list-style-type: none"> ✓ I can copy and draw shapes and lines with increasing control and accuracy ✓ I am beginning to use scissors independently ✓ I can hold a pencil using my fingers 	<p>Healthy me</p> <ul style="list-style-type: none"> ✓ I can begin to understand and identify the emotions I feel ✓ I can play in a group and develop ideas ✓ I can interact with familiar adults to express needs and wants ✓ I can independently get ready for home time. ✓ I can sit on the carpet with increased concentration ✓ I can line up. 	<ul style="list-style-type: none"> ✓ I can handle books independently and with care ✓ I can distinguish between sounds in the environment ✓ I can predict what happens next in a story 	<ul style="list-style-type: none"> ✓ I can recognise nursery positional language e.g., next, under, in, on ✓ I can count objects to 5 ✓ I can talk about shapes in the everyday environment 	<ul style="list-style-type: none"> ✓ I can begin to recognise the wider school community ✓ I can talk about changes in my environment (seasons) 	<ul style="list-style-type: none"> ✓ I can move and respond to music



Term 5 – TOPIC – In the Moment Planning

Communication and Language	Physical Development	Personal, Social and Emotional Development	English	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> ✓ I can describe how others feel in a full sentence. 	<ul style="list-style-type: none"> ✓ I can begin to copy my name in cursive script ✓ I can hold my pencil using the tripod grip 	<p>Relationships</p> <ul style="list-style-type: none"> ✓ I can begin to negotiate with others when playing ✓ I am mostly independent in my self care ✓ I can begin to adapt my behaviour during changes to routines ✓ I can begin to understand how other people feel 	<ul style="list-style-type: none"> ✓ I know the text has meaning ✓ I can hear the initial sounds in a word ✓ I can hold a book the right way up and turn single pages ✓ I can talk about how stories make me feel 	<ul style="list-style-type: none"> ✓ I can recite numbers in order to 10 ✓ I can use everyday language to describe shapes 	<ul style="list-style-type: none"> ✓ I can begin to identify the reception adults and classrooms ✓ I can talk about the bugs and insects that visit us 	<ul style="list-style-type: none"> ✓ I can create pictures and models using a variety of materials

Term 6 – TOPIC – In the Moment Planning

Communication and Language	Physical Development	Personal, Social and Emotional Development	English	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> ✓ I can participate in short conversations and keep it going with relevant contributions 	<ul style="list-style-type: none"> ✓ I can copy the letters in my name in cursive script ✓ I can hold a pencil using a tripod grip ✓ I can use scissors with increasing control and accuracy. 	<p>Changing me</p> <ul style="list-style-type: none"> ✓ I can begin to self-manage my behaviour in a range of situations. ✓ I can engage purposefully in play. ✓ I can begin to understand how my actions make other people feel. 	<ul style="list-style-type: none"> ✓ I can recognise my name ✓ I can distinguish between letters and numbers ✓ I can hear simple words segmented and blended ✓ I can think of an alternative ending to a story. 	<ul style="list-style-type: none"> ✓ I can talk about more or less ✓ I am beginning to understand the word altogether ✓ I can count to 20 ✓ I can count 10 objects I can name and recognise a square, circle, rectangle and triangle 	<ul style="list-style-type: none"> ✓ I can identify the other outdoor areas linked to reception ✓ I know how to look after our environments (classroom/outdoor area) ✓ I can use the ipads and purple mash ✓ I can talk about how plants change as they grow. 	<ul style="list-style-type: none"> ✓ I can use simple percussion instruments with increasing rhythm.



Reception Long Term Overview 2021-22 – Sarah Emery / Rachel Barkworth & Sally Tidswell-West

Term Title: Wow Event:	Term 1 8 Weeks <i>This is Me!</i> Library & Parent Reading Even	Term 2 7 Weeks <i>Near and Far</i> Walk around Town	Term 3 6 Weeks <i>The World at My Feet</i> Chinese New Year Day	Term 4 6 Weeks <i>Tell Me a Story</i> Den Building	Term 5 6 Weeks <i>Down on the Farm</i> Trip to the Farm	Term 6 7 Weeks <i>Outdoor Explorers</i> Camping Day
Weekly Focus	1. Settling in 2. Who am I? (Birthday) 3. My Feelings & My Body 4. My Family & My House 5. Harvest Festival & School Houses 6. Nursery Rhymes & Autumn 7. Nursery Rhymes & Autumn	1. How does the world change? (Autumn / Hibernation) 2. Where is the South Pole and North Pole? 3. Who lives there? 4. Oliver Jeffers 5. Oliver Jeffers 6. Nativity 7. What is Christmas?	1. What happened at Christmas? 2. What is China? 3. Life in China 4. Chinese New Year 5. Winter Olympics 6. Winter Olympics	1. Who lives in the woods? 2. Red Riding Hood 3. Red Riding Hood 4. Goldilocks and Three Bears 5. Goldilocks and Three Bears 6. Easter	1. How has our world changed? 2. Animals on the farm 3. Farm to Fork 4. Farming in the Past 5. Comparing Countryside and City	1. Who lives in our garden? 2. Minibeast 3. Eric Carle 4. Healthy Eating 5. Healthy Life 6. How have we changed? 7. Our Last Week
Key Texts [Fiction, Non-Fiction, Poetry]	Nursery Rhymes A Great Big Cuddle (Poems for the very young) by Michael Rosen We're Going on a Bear Hunt Jolly Postman Kipper [Spine] & Kipper's Birthday Very Helpful Hedgehog Leaf Man Story We're Going on a Leaf Hunt Hovis the Hedgehog	Tree: Seasons come, seasons go Lost and Found – Oliver Jeffers Up and Down – Oliver Jeffers Cuddly Dudley [Spine] Bonfire Night by Sara Fox	Jolly Postman Christmas Mr Wolf's Pancakes The Runaway Wok (Chinese New Year) Scarecrow Wedding Kipper [Spine] & Kipper's Birthday China Fact Books (Visit school library to collect)	Red Riding Hood The Gingerbread Man Goldilocks and the Three Bears Going on an Egg Hunt Aesop's Fables (alternative to traditional tale)	What the Ladybird Heard Story Collection Rosie's Walk [Spine] Farm Animal Riddles	The Hungry Caterpillar The Bad Tempered Ladybird [Spine] (Eric Carle Stories) Mad about Minibeasts DK First Facts Bugs We're Going on a Bear Hunt: Let's Discover Bugs
English [Comprehension, Word Reading, Writing]	Making marks with meaning and purpose Copying the letters in their name Beginning to copy letters to represent initial sounds Handwriting patterns Phase 2 Sounds	Writing recognisable letters to give meaning (CVC words) Writing their name in a recognisable way Handwriting letters Phase 2 Sounds	To write simple phonetically plausible words independently To write their name with increasing accuracy. Phase 3 Sounds	To write simple sentences To use basic punctuation To begin to write a simple story To begin to write their surname	To write simple stories To write their full name To be aware of and begin to use narrative features Phase 3 Sounds Children are able to read some phase 3 words.	To write extended sentences and phrases using and Phase 4 Sounds Children are beginning to be able to read CCVC, CVCC and CCVCC words. They are able to



	<p>Children to begin to read VC and CVC words. Begin to recognise phase 2 tricky words.</p> <p>Sharing of familiar stories and rhymes as a whole class. Modelling reading in reading corners of classroom. (This is to continue all year)</p> <p>VIPERS: Retrieval [Picture on the board and as a class discuss the retrieval question]</p>	<p>Children to independently read VC words and develops more confidence with CVC words. Can read and recognise most phase 2 tricky words.</p> <p>Guided Reading; small group shared reading, to begin to develop understanding of events in stories.</p> <p>VIPERS: Inference [Picture on the board with a written question underneath, modelling the answer]</p>	<p>Children to begin to recognise digraphs in words.</p> <p>Children are able to recall the alphabet and understand the difference between letter names and sounds with confidence.</p> <p>Guided Reading; using the set scheme children to begin to read some words and sentences alongside shared reading.</p> <p>VIPERS: Retrieval [Sentence on the board which you read together and then read the question together]</p>	<p>Phase 3 Sounds</p> <p>Children to begin to independently read phase 3 words.</p> <p>Children to begin to recognise phase 3 tricky words.</p> <p>Guided Reading; Children to continue to use the scheme but are beginning to independently read from the phonetic book.</p> <p>VIPERS: Vocabulary & Explain [Vocab: In small groups read a sentence together and the question. Discuss their answers and model answering the question Explain: Using pictures and shared reading to read the question together and discuss their answers, modelling recording their answers]</p>	<p>Children are able to read most of the phase 3 tricky words and is beginning to spell them with support.</p> <p>Guided Reading; Children to continue to use the scheme but are able to independently read from the phonetic book.</p> <p>VIPERS: Sequence [Beginning as a class then small group work. Independent and shared reading. Read the question together and then answer the question together and model recording as a class then record the answer together on their own sheets.]</p>	<p>write these words with support.</p> <p>Children are able to read and spell some polysyllabic words.</p> <p>Children can independently read and write a range of phase 2 and 3 tricky words.</p> <p>They are beginning to recognise, read and write phase 4 tricky words.</p> <p>Guided Reading: Children are independently reading books and demonstrating what has been read to them through activities.</p> <p>VIPERS: All 6 areas [small group working with teacher support. Read the short sentences together and the question. Answer the question together by completing their own sheet.]</p>
<p>Phonics For Detailed plans see Phonics Content Document</p>	<p>Phase 1 Phase 2</p>	<p>Phase 1 Phase 2</p>	<p>Phase 3</p>	<p>Phase 3</p>	<p>Phase 3</p>	<p>Phase 4</p>
<p>Maths (see Additional Plan)_ [Number, Numerical Patterns]</p>	<p>Numbers to 5 Subitising to 5 Number bonds to 5</p> <p>Counting to 5 (forwards & backwards)</p>	<p>Numbers to 5 Subitising to 5 Number bonds to 5</p> <p>Counting to 10 (forwards & backwards)</p>	<p>Numbers to 10 Number bonds to 10</p> <p>Counting to 15 (forwards & backwards)</p>	<p>Numbers to 10 Recap Subitising to 5 Number bonds to 10</p> <p>Counting to 20</p>	<p>Numbers to 20 Recap number bonds to 10 to include doubles</p> <p>Counting to 25 (forwards & backwards)</p>	<p>Numbers to 20</p> <p>Counting beyond 25 (forwards & backwards)</p>



	<p>Compare objects up to 5</p> <p>White Rose Unit: Getting to Know You, Just Like Me</p>	<p>Compare objects up to 5</p> <p>White Rose Unit: It's Me 1 2 3! Light and Dark</p>	<p>Compare objects up to 10</p> <p>Sharing patterns</p> <p>White Rose Unit: Alive in 5! Growing 6,7,8ww</p>	<p>(forwards & backwards)</p> <p>Compare objects up to 10</p> <p>White Rose Unit: Building 9 and 10, Consolidation</p>	<p>Doubles to 10 patterns</p> <p>Sharing patterns</p> <p>Odds and Evens</p> <p>White Rose Unit: To 20 and Beyond, First The Now</p>	<p>White Rose Unit: Find My Pattern, On the Move</p>
<p>Communication and Language [Listening, Attention and Understanding, Speaking]</p>	<p>Key vocabulary – see term 1 overview</p> <p>Children able to listen to a short story on the carpet. Children are beginning to understand what questioning means. Children are beginning to participate in one to one discussions with peers and adults.</p> <p>Beginning to use some simple vocabulary words from stories, poems, rhymes and non-fiction with modelled support. With modelled support children are able to use short phrases to</p>	<p>Key vocabulary – see term 2 overview</p> <p>Children are able to answer a simple question about the story, which is read to them, in small groups. Children are able to answer simple questions during carpet time. Children are able to use simple comments about what they have heard. Children are beginning to develop their questioning skills through adult modelling. Children are confident in responding and participating in one to one discussions with their own ideas. They are beginning to use modelled vocabulary. Children are beginning to become curious to explore why things happen and adults model how to find out more information. Children are beginning to share their ideas and with modelled support</p>	<p>Key vocabulary – see term 3 overview</p> <p>Children are able to answer questions based on discussions in whole class and small group interactions. Children are able beginning to talk about what they have heard in full sentences. Children are beginning to use their questioning skills to develop understanding. Children are able to share their ideas in small group discussions with some confidence and are able to model a limited amount of new vocabulary. Children across the whole class are beginning to share their ideas during class discussions with support on using new vocabulary. Children are beginning to use the correct</p>	<p>Key vocabulary – see term 4 overview</p> <p>Beginning to respond with some confidence about what they have heard. Children are confident talking about what they have heard to demonstrate your understanding. Children are becoming confident in using simple questions accurately to develop their understanding. Children are able to use vocabulary that has been introduced so far in one to one discussions and small groups independently. Children are starting to use and identify new vocabulary in class discussions. Children are beginning to talk about why things might happen with modelled support from adults. Children are beginning to use the correct tenses in</p>	<p>Key vocabulary – see term 5 overview</p> <p>Children are able to discuss books from a range of questions that they have read and are read to. Children can understand questions that are asked from their peers and adults. Children are able to identify new vocabulary from a range of key texts. Children are using the new vocabulary in their play independently. Children are confident showing their knowledge of new vocabulary during class discussions of what interests them. Children are able to explain why things might happen based what has been read to them with occasional support. Children are able to use a range of tenses in their speech with occasional support for the use of conjunctions.</p>	<p>Key vocabulary – see term 6 overview</p> <p>Children can confidently respond in a range of situations. Children can respond to questions asked and ask them back to clarify their understanding. Children are able to participate in a range of discussions demonstrating their ideas with new vocabulary. Children are able to discuss why things might happen using new vocabulary from key texts. Children are able to express their ideas and feelings about their experiences using full sentences, they are able to accurately use different tenses and will use conjunction, with modelling and support from their teacher where required.</p>



		use focused vocabulary in small groups. Some children may begin to feel confident to offer their own ideas during class discussions. With modelled support children are starting to use simple tense words when discussing their experiences.	tenses in a sentence with modelled support.	sentences with only occasional support.		
PSED [Self-Regulation, Managing Self, Building Relationships]	Introduction of feelings trees Following simple 1 step instructions Understanding class rules and school rules Beginning to understand assembly expectations Changing for PE with support Putting on their coats independently Getting to know our class members Begin to make new class friends and trust adults Starting to understand rules of the resources and areas	Working towards simple goals – junk modelling Understanding rules when in local area Joining in with some assemblies. Changing for PE with support Beginning to understand zips Independence with toileting. Have developed small friendship groups Trust one key adult Beginning to share in some areas of the classroom	Following simple 2 step instructions Beginning to understand the routine and rules of different assemblies Changing for PE independently Zips with support Beginning to make further friendships with different children Trusting adults in own classroom Sharing of favourite resources inside and outside	Development of further feelings linked to relationships Able to follow high expectations for assemblies no matter who is delivering Independently zips up coat Developed positive friendships with peers across both classes Trusting adults across the EYFS unit Ability share new resources with others without argument	Following complex instructions Understanding the rules for school trips Healthy food choices Able to be independent with toileting on trips Positive relationships on the playground with older children Beginning to trust adults who are familiar to them at school outside of the EYFS unit. Able to resolve conflicts with others	Feelings over transition Understanding of expectations during school events Healthy Food Choices Positive attachments to adults and friendships with peers Work and play cooperatively and take turns with others Shows sensitivity to their own and to others' needs
Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Relationships	Healthy Me	Changing Me
Physical Development [Gross Motor Skills, Fine Motor Skills]	Space Negotiation using different movements Gross Motor Activities; Get Set 4 PE – Introduction to PE	Space Negotiation using different movements Get Set 4 PE – Fundamentals Pencil Grip (four finger and thumb grip)	Dance: move energetically, such as dancing Get Set 4 PE – Dance (Little Movers)	Gymnastics: demonstrate balance and coordination Get Set 4 PE - Gymnastics	Get Set 4 PE – Ball Skills (Inspire Plus Little Movers) Pencil Grip (dynamic tripod grip) Scissor Skills Small tools;	Games: Move energetically; negotiate space and obstacles Get Set 4 PE - Games Pencil Grip (dynamic tripod grip)



	Pencil grip (palmer grip)	Scissor Skills Small tools;	Pencil Grip (tripod grip) Scissor Skills Small tools;	Pencil Grip (tripod grip) Scissor Skills Small tools;		Scissor Skills Small tools;
UTW [Past and Present, People Culture and Communities, The Natural World]	Jobs of people in our family, Time Capsule and Time Line Jolly Postman Map (Map work with Beebots) Aerial Photos of School, Knowing our town, village (where we come from) Describing Autumn	Remembrance Day Describing our school environment through seasons. Comparing our winter to North & South Pole Melting & Freezing liquids – changing states of matter	Chinese Zodiac Story Story of Nian Comparing life in China and England with use of maps	Exploring the wooded area just like the woods setting in stories.	Describing our school environment through seasons. Comparing Countryside and the City Drawing flowers in the school environment and discussing the flowers they choose for their clay tiles.	Study of Eric Carle (important figures from the past) Drawing minibeasts from their observations Lifecycle of a butterfly
RE [Need to check against ELG people and cultures]	Myself [Introduce people who belong to a religious group]	Special People to Me [Introduce people who are important to members of a religious group]	Our Special Books [Introduce stories from religions and important books for members of a religious group]	Salvation [Why do Christians put a cross in an Easter Garden?]	Creation [Why is the word 'God' so important to Christians?]	Our Beautiful World [Introduce stories about creation and some beliefs about the natural world]
Expressive Arts [Creating with Materials, Being Imaginative and Expressive]	Drawing – Self Portraits Singing Nursery Rhymes Recount narratives: Bear Hunt Charanga – Me!	Junk Model Boats (share their creations, explaining the process) Oil Pastel/Watercolour Resist Fireworks Penguin Handprint Art Work Singing Nativity Songs Performing songs and Christmas story Charanga – My Stories	Paper Folding for Chinese New Year Stir Fry Dragon Masks Charanga – Everyone	Printing / Textiles Goldilocks Song Acting out the stories during provision Adapt the stories: traditional tales Charanga – Our World	Clay Flower Tiles Vegetable Soup Invent their own Rosie's Walk story as a class to lead into provision. Charanga – Big Bear Funk!	Clay Minibeasts Matisse Snail – Recreate on iPad Adapt the story Hungry Caterpillar Charanga – Reflect, Rewind, Replay



Year 1 Long Term Overview 2021-22 – Sonia Askher / Olivia Harper

Term 1 – TOPIC – Funny Bones

English	Phonics Letters & Sounds	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE - Jigsaw	PE	RE
Labels, lists and captions & Familiar settings Funny Bones Recounts	Phase 4 Revision of Phase 3 sounds	Number: Place Value (within 10) Number: Addition & Subtraction (within 10)	The Human Body & Senses Seasonal Change – <i>Autumn</i> including class weather diary	Purple Mash Unit 1.1 – Online Safety	Drawing – Self Portraits <i>Artist – Pablo Picasso</i>	Geographical skills & fieldwork Fieldwork of school and its grounds Aerial Views of Long Sutton	Charanga – How Does Music Tell Us Stories from the Past?	Being Me in My World	GetSet4PE Block 1 Fundamentals / Ball Skills	Creation UC (core) Who do Christians believe made the world?

Term 2 – TOPIC – Famous People

English	Phonics Letters & Sounds	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE - Jigsaw	PE	RE
Character Highway Rat Biography Guy Fawkes Performance Poetry Crackle! Spit!	Phase 5a	Geometry: Shape Number: Place Value (within 20)	Everyday Materials Day Length	Purple Mash Unit 1.4 – Lego Builders Barefoot Computing – Crazy Characters	Food Preparing Fruit and Vegetables	Significant historical events, people and places in own locality Dick Turpin & Guy Fawkes (intro to London)		Celebrating Difference	GetSet4PE Block 1 & 2 Fundamentals / Ball Skills Dance / Net & Wall Games	God UC 1.1 (core) What do Christians believe God is like?

Term 3 – TOPIC – Castles

English	Phonics Letters & Sounds	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE - Jigsaw	PE	RE
Fairy Tales – Rapunzel Non-Chronological Reports Castles Non-Fiction	Phase 5b	Number: Addition & Subtraction (within 20) Number: Place Value (within 50)	Everyday Materials Seasonal Change – <i>Winter</i> including class weather diary		Structures Freestanding Structures	Four Countries and Capital Cities of UK Events beyond living memory – Castles in UK	Charanga – How Does Music Make the World a Better Place?	Dreams and Goals	GetSet4PE Block 2 & 3 Dance / Net & Wall Games Gymnastics / Sending and Receiving	LAS Compulsory God - Islam



Term 4 – TOPIC – Gardener’s World

English	Phonics Letters & Sounds	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE - Jigsaw	PE	RE
Traditional Tales – Jack and the Beanstalk Instructions How to Plant a Seed	Phase 5b/c	Measurement: Length and Height Measurement: Weight and Volume	Plants Seasonal Change – <i>Spring</i> including class weather diary	Purple Mash Unit 1.7 – Coding Barefoot Computing – Bee Bots 123	Printing / Textiles Repeating Patterns <i>Artist - Henri Rousseau</i>	Directional Language Physical & Human Features (using basic geographical vocabulary)		Healthy Me	GetSet4PE Block 3 & 4 Gymnastics / Sending and Receiving Athletics / Target Games	LAS Compulsory God - Islam

Term 5 – TOPIC – Oh I do like to be near the seaside

English	Phonics Letters & Sounds	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE - Jigsaw	PE	RE
A Famous Author Benji Davies – Storm Whale Sensory Poems Seaside Senses	Phase 5c	Number: Multiplication & Division Number Fractions	Plants Common Animals Day Length		Mechanisms Slides and Levers	Changes in Living Memory Seasides in the Past	Charanga – How Does Music Teach Us About Looking After the Planet?	Relationships	GetSet4PE Block 4 Athletics / Target Games	LAS Additional Places of worship (including Christianity)

Term 6 – TOPIC – Under the Sea

English	Phonics Letters & Sounds	Maths – White Rose	Science*	Computing	Art/DT	Hist/ Geog**	Music	PSHE - Jigsaw	PE	RE
Stories with patterned language – Tiddler Information Texts The Big Book of the Blue	Screening Check Preparation Phase 5c Y1 Spelling Rules	Number: Place Value (within 100) Measurement: Money Measurement: Time	Animals Seasonal Change – <i>Summer</i> including class weather diary	Purple Mash Unit 1.8 – Spreadsheets & Unit 1.9 – Technology Outside School Barefoot Computing – Sharing Sweets	Painting <i>Artist - Vincent Scarpace</i>	4 countries and seas of the UK Study of a small area of the UK - Hunstanton	Production Songs	Changing Me	GetSet4PE Block 5 Striking & Fielding / Team Building	LAS Additional Places of worship (including Christianity)

*Seasonal Change and associated weather ongoing all year / **Seasonal and daily weather patterns ongoing all year



Year 2 Long Term Overview 2021-22 – Michelle Lee / Lorna O’Dwyer & Jenny Copeman

Term 1 – TOPIC – Dinosaur Planet!

English	Phonics Letters & Sounds	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE
Narrative - Settings Gigantosaurus Experimenting with words and effects Dinosaur Poems	Phase 5 Revision No Nonsense Spelling	Number: Place Value Number: Addition and Subtraction	Living things and their habitats	Purple Mash Unit 2.1 – Coding Barefoot Computing – Spelling Rules	Sculpture – Clay Coil Pots <i>Artist - Jean Michael Basquiat</i>	Locational Knowledge – Oceans & Continents Hot/Cold Places (include Egypt)		Being Me in My World	GetSet4PE Block 1 Fundamentals / Ball Skills	LAS Compulsory Being Human - Islam

Term 2 – TOPIC – Space

English	Phonics Letters & Sounds	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE
Fantasy Settings Man on the Moon Non- chronological Reports Space N-F	Phonics Screening Check Preparation No Nonsense Spelling	Number: Addition and Subtraction Measurement: Money Number: Multiplication & Division	Animals including humans	Purple Mash – Online Safety	Mechanisms – Wheels and Axles	Significant Individuals – Neil Armstrong Where is America?	Charanga – How Does Music Help Us to Make Friends?	Celebrating Difference	GetSet4PE Block 1 & 2 Fundamentals / Ball Skills Dance / Net & Wall Games	LAS Compulsory Life Journey - Islam

Term 3 – TOPIC – Superheroes

English	Phonics Letters & Sounds	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE
Character Supertato Series Instructions Linked to Supertato Teddies	No Nonsense Spelling	Number: Multiplication & Division Statistics	Use of everyday materials	Purple Mash Unit 2.3 – Spreadsheets Barefoot Computing – Sharing Sweets	Textiles Templates and joining techniques	Geographical skills and fieldwork – maps, compass directions		Dreams and Goals	GetSet4PE Block 2 & 3 Dance / Net & Wall Games Gymnastics / Fitness	LAS Additional Thankfulness (including Christianity)



Term 4 – TOPIC – Fire! Fire!

English	Phonics Letters & Sounds	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE
Newspaper Reports Toby and the Great Fire of London Classical & Contemporary Poetry Fire Poetry	No Nonsense Spelling	Geometry: Properties of Shape Number: Fractions Measurement: Length & Height	Uses of everyday materials		Painting Fire! Fire! Fire! <i>Artist – Jackson Pollock</i>	Events beyond living memory – Great Fire of London	Charanga – How Does Music Make the World a Better Place?	Healthy Me	GetSet4PE Block 3 & 4 Gymnastics / Fitness Athletics / Invasion Games	LAS Additional Thankfulness (including Christianity)

Term 5 – TOPIC – Great Explorers

English	Phonics Letters & Sounds	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE
Information Texts David Attenborough Significant Author Emily Gravett	No Nonsense Spelling	Geometry: Position & Direction Problem Solving & Efficient Methods	Plants	Purple Mash Unit 2.5 – Effective Searching Barefoot Computing – Crazy Characters	Drawing <i>Artist - Martin Bulinya</i>	Significant Individuals – Christopher Columbus		Relationships	GetSet4PE Block 4 Athletics / Invasion Games	Salvation UC 1.5 (core) Why does Easter matter to Christians?

Term 6 – TOPIC – Carnival Time!

English	Phonics Letters & Sounds	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE
Cultural Stories The Great Kapok Tree Explanation Texts How does a sunflower grow?	No Nonsense Spelling	Measurement: Time Measurement: Mass, Capacity and Temperature	Plants		Food - Preparing fruit and vegetables	Locational Knowledge & Place Knowledge (London / South America – Brazil)	Charanga – How Does Music Make Us Happy? Production Songs	Changing Me	GetSet4PE Block 5 Striking & Fielding / Team Building	Incarnation UC 1.3 (core) Why does Christmas matter to Christians?



Year 3 Long Term Overview 2021-22 – Katie Law / Emma Nichols

Term 1 – TOPIC – Long Sutton Remembers

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE	MFL
Stories with Familiar Settings Into the Forest Letters Performance Poetry Michael Rosen / Spike Milligan	Number: Place Value Number: Addition and Subtraction	Forces and Magnets		Painting <i>Artist - Michael Thompsett</i>	A Local History Study – How has Long Sutton Primary changed over time?	Charanga – How Does Music Bring Us Closer Together?	Being Me in My World	GetSet4PE Block 1 Tag Rugby / Swimming	LAS Compulsory God – Hinduism	La Jolie Ronde ✓ Numbers 0-10 ✓ Greetings ✓ Classroom instructions

Term 2 – TOPIC – Location, Location ...

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE	MFL
Author Study Dick King Smith Non-Chronological Reports The Fens	Number: Addition and Subtraction Number: Multiplication & Division	Forces and Magnets	Purple Mash Unit 3.4 – Touch Typing Barefoot Computing – Fossil Formation	Printing / Textiles Cushion rep Lincolnshire <i>Artist – Andy Warhol</i>	The Fens – A study of the physical & human geography of a region of the UK		Celebrating Difference	GetSet4PE Block 1 & 2 Tag Rugby / Swimming Dance / Swimming	LAS Compulsory God – Islam	La Jolie Ronde ✓ Ask for and give name ✓ Revision of no’s 0 – 10 ✓ Ask for and state age ✓ Christmas

Term 3 – TOPIC – Pre-historic Britain

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE	MFL
Character Stone Age Boy Recounts Stone Age Exp Instructions How to Wash a Woolly Mammoth	Number: Multiplication & Division Measurement: Money Statistics	Animals including Humans	Purple Mash – Online Safety	Food Healthy and varied diet	Changes in Britain from the Stone Age to the Iron Age	Charanga – How Does Music Help to Make the World a Better Place?	Dreams and Goals	GetSet4PE Block 2 & 3 Tag Rugby / Swimming Netball / Swimming	God/ Incarnation UC 2a.3 What is the Trinity?	La Jolie Ronde ✓ Colours ✓ Verb – est ✓ Connective - et



Term 4 – TOPIC – Extreme Earth

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE	MFL
Adventure Stories Escape from Pompeii Poems on a Theme Volcanoes	Measures: Length & Perimeter Number: Fractions	Rocks	Purple Mash Unit 3.6 – Branching Databases Barefoot Computing – Network Hunt	Structures Shell structures (CAD) Packaging / Desk Tidy	Human & Physical Geography – Volcanoes (Pompeii) & Earthquakes	Production Songs	Healthy Me	GetSet4PE Block 3 & 4 Netball / Gymnastics Athletics / Gymnastics	God/ Incarnation UC 2a.3 What is the Trinity?	La Jolie Ronde ✓ Names of fruit ✓ Food items ✓ Easter

Term 5 – TOPIC – Around the World in 80 days

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE	MFL
Stories set in imaginary worlds Journey Poetic Form Haikus	Number: Fractions Measurement: Time	Plants		Drawing <i>Artist - Anthony Mwangi</i>	Locational Knowledge (World's Countries) Geographical skills and fieldwork (Globes & Digital Mapping)	Charanga – How Does Music Make a Difference to Us Every day? Whole Class Music Instrumental Tuition	Relationships	GetSet4PE Block 4 Athletics / Tennis	Salvation UC 2a.5 Why do Christians call the day Jesus died 'Good Friday'?	La Jolie Ronde ✓ Days of the week

Term 6 – TOPIC – Land of the Pharaohs

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE	MFL
Traditional Tales The Egyptian Cinderella Information Texts Ancient Egypt	Geometry: Properties of Shape Measurement: Mass and Capacity	Light	Purple Mash Unit 3.5 – Email (including email safety) Barefoot Computing – Shapes & Crystal Flowers	Mechanical systems Levers and linkages	Achievements of the Earliest Civilisations – Ancient Egypt	Whole Class Music Instrumental Tuition	Changing Me	GetSet4PE Block 5 Golf / Rounders / Tennis	LAS Additional Big Questions What does it mean to live a good life?	La Jolie Ronde ✓ Months of the week



Year 4 Long Term Overview 2021-22 – Pete Whitehead / Jo Deal

Term 1 – TOPIC – Old Blighty

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE	MFL
Author Study MG Leonard Letters The Highland Falcon Thief Diary Entries	Number: Place Value Number: Addition and Subtraction	Animals including Humans	Purple Mash Unit 4.1 – Coding Barefoot Computing – 2D Shape Drawing Debugging	Drawing <i>Artist - Rene Magritte</i>	Cities and Counties of the UK Land Use and Settlement Compass Points / OS Maps		Being Me in My World	GetSet4PE Block 1 Hockey / Dodgeball	LAS Additional Big Questions Why do we celebrate?	La Jolie Ronde ✓ Revision of colours from Y3 ✓ Parts of the body ✓ Asking for French translation ✓ Zoo Animals

Term 2 – TOPIC – Passport to Europe

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE	MFL
Poetry – Classic and Contemporary Novel Study The Midnight Fox	Measurement: Length and Perimeter Number: Multiplication and Division	Living Things and their Habitats		Textiles 2D shape to 3D product (CAD)	Locational Knowledge – Europe Human & Physical Geography Campania region of Italy	Charanga – How Does Music Bring Us Together?	Celebrating Difference	GetSet4PE Block 1 & 2 Hockey / Dodgeball Dance / Football	LAS Compulsory Community - Hinduism	La Jolie Ronde ✓ Verbs / Quantifiers / Adjectives ✓ Members of family ✓ Christmas Theme

Term 3 – TOPIC – Greece is the Word!

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE	MFL
Myths Greek Myths Performance Poetry Non-Chronological Reports The Greeks	Number: Multiplication and Division Measurement: Area	Animals including Humans	Purple Mash Unit 4.6 – Animation Barefoot Computing – Selecting Search	Sculpture – Krator / Pinch Pot <i>Artist - Yayoi Kusama</i>	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Whole Class Music Instrumental Tuition	Dreams and Goals	GetSet4PE Block 2 & 3 Dance / Football Gymnastics / OAA	LAS Compulsory Community - Islam	La Jolie Ronde ✓ Family Members ✓ Vocabulary for Story ✓ Revision of pets



Term 4 – TOPIC – The Rise of the Romans

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE	MFL
Historical Settings Newspaper Reports Claudius' Invasion of Britain	Number: Fractions Number: Decimals	Electricity	Purple Mash – Online Safety	Electrical systems Simple circuits and switches (programming and control)	The Roman Empire and its impact on Britain	Charanga – How Does Music Make the World a Better Place? Whole Class Music Instrumental Tuition	Healthy Me	GetSet4PE Block 3 & 4 Gymnastics / Swimming Athletics / OAA & Tennis	Creation Unit 2a.1 What do Christians learn from the creation story?	La Jolie Ronde ✓ Dictionary skills ✓ Playground song and activity ✓ Hobbies ✓ Easter

Term 5 – TOPIC – Romanisation

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE	MFL
Persuasive Writing Information Texts The Romans Stories with issues and dilemmas Roman Mysteries	Number: Decimals Measurement: Money Measurement: Time	States of Matter	Purple Mash Unit 4.7 – Effective Searching & Unit 4.8 – Hardware Investigators Barefoot Computing – Network Hunt	Food Healthy and varied diet	Romanisation of Britain – what did the Romans leave for us?		Relationships	GetSet4PE Block 4 Athletics / OAA & Tennis	LAS Additional Pilgrimage	La Jolie Ronde ✓ Numbers 12-31 ✓ Revision of leisure activities and opinion phrases

Term 6 – TOPIC – God Save the Queen!

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE	MFL
Biographies Queen Victoria Explanation Texts	Statistics Geometry: Properties of Shape Geometry: Position and Direction	Consolidation		Painting <i>Artist – Georgia O’Keeffe</i>	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 Queen Victoria	Charanga – How Does Music Shape Our Way of Life?	Changing Me	GetSet4PE Block 5 Cricket / Tennis	LAS Additional Pilgrimage	La Jolie Ronde ✓ Weather ✓ Clothes



Year 5 Long Term Overview 2021-22 – Emma Clark / Chloe Hannam

Term 1 – TOPIC – Destination: Earth

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE	MFL
Writing for a purpose The Day the Crayons Quit Drew Daywalt Performance Poetry The Raft. The Rhythm of Life Michael Rosen Jabberwocky Lewis Carroll	Number: Place Value Number: Addition and Subtraction Statistics	Forces		Painting <i>Artists – Andre Derain</i>	Locational Knowledge Geographical Skills and Fieldwork	Charanga – How Does Music Bring Us Together? Whole Class Music Instrumental Tuition	Being Me in My World	GetSet4PE Block 1 Golf / Netball	LAS Compulsory Being Human Hinduism	La Jolie Ronde ✓ Zoo Animals ✓ Verbs / Quantifiers / Adjectives ✓ Receptive vocabulary only from song ✓ Ask and answer questions about family members

Term 2 – TOPIC – Destination: Outer Space

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE	MFL
Information Texts Space DK Dialogue Pandora Literacy Shed Letter Writing For the Birds Pixar short	Number: Multiplication & Division Measurement: Perimeter & Area	Earth, Sun, Moon	Purple Mash Unit 5.1 – Coding Barefoot Computing – Logical Number Sequences	Mechanisms (pulleys, gears or CAMS)	Locational Knowledge Geographical Skills and Fieldwork	Whole Class Music Instrumental Tuition	Celebrating Difference	GetSet4PE Block 1 & 2 Golf / Netball Dance / Badminton	LAS Compulsory Being Human Islam	La Jolie Ronde ✓ Vocabulary for Story ✓ Revision of pets ✓ Dictionary skills ✓ Christmas ✓ Dictionary skills



Term 3 – TOPIC – The Anglo-Saxon Settlers

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE	MFL
Narrative Poetry The Highwayman Alfred Noyes Character Inference – The Lost Thing Shaun Tan	Number: Multiplication & Division Number: Fractions	Properties of Materials		Drawing <i>Artists - Colin Davidson and Julian Opie</i>	Britain’s settlement by the Anglo-Saxons and Scots	Charanga – How Does Music Make the World a Better Place?	Dreams and Goals	GetSet4PE Block 2 & 3 Dance / Badminton Gymnastics / Basketball	Salvation Unit 2b.7 What difference does the resurrection make for Christians?	La Jolie Ronde ✓ Numbers 12-31 ✓ Revision of leisure activities and opinion phrases ✓ Weather ✓ Clothes ✓ Easter

Term 4 – TOPIC – The Viking Invaders

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE	MFL
Narrative – Building Suspense / Legends Beowulf Michael Morpurgo	Number: Fractions Number: Decimals & Percentages	Properties of Materials	Purple Mash Unit 5.4 – Databases Barefoot Computing – Modelling in the Internet	Structures Frame structures	The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor		Healthy Me	GetSet4PE Block 3 & 4 Gymnastics / Basketball Athletics / Yoga	Incarnation Unit 2b.4 Was Jesus the Messiah?	La Jolie Ronde ✓ Buildings on the High Street ✓ Directions ✓ Asking where places are ✓ Times of day



Term 5 – TOPIC – Environmental Explorers

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE	MFL
Dialogue – Convey Character The Explorer Katherine Rundell Extended Writing The Explorer Katherine Rundell	Number: Decimals Geometry: Properties of Shape	Living Things and their Habitats	Purple Mash – Online Safety	Printing / Textiles A landscape fabric piece linking to geography <i>Artist - Katsushika Hokusai</i>	Key topographical features Mountains	Charanga – How Does Music Shape Our Way of Life?	Relationships	GetSet4PE Block 4 Athletics / Swimming	LAS Additional Expressing Beliefs through the Arts	La Jolie Ronde ✓ Simple future tense ✓ Months of year ✓ Revision of sports and hobbies ✓ Numbers 0-50

Term 6 – TOPIC – Environmental Explorers

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE - Jigsaw	PE	RE	MFL
Balanced Arguments Persuasive Writing	Geometry – Position and Direction Measurement – converting units Measurement: Volume	Animals including Humans	Purple Mash Unit 5.6 – 3D Modelling Barefoot Computing – Ranking Search	Food Celebrating culture and seasonality	Key topographical features Rivers (including River Fieldwork Study) Coastlines, Oceans & Pollution	Production Songs	Changing Me	GetSet4PE Block 5 Tag Rugby / Rounders	LAS Additional Expressing Beliefs through the Arts	La Jolie Ronde ✓ Fruit ✓ Food items ✓ Breakfast ✓ Ingredients for a French dessert



Year 6 Long Term Overview 2021-22 – Nikki Dowding / Amy Jaques

Term 1 – TOPIC – Hola Mexico! (The Mayans)

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE	MFL
Setting and Character The Lost Happy Ending Non-chronological Reports The Amazon Rainforest First Person Narrative The Arrival	Number: Place Value Link with 'Measures' (x and ÷ 10, 100 and 1000) Addition and Subtraction	Living Things and their Habitats	Purple Mash Unit 6.1 – Coding Barefoot Computing – Logical Reasoning	Food Celebrating culture and seasonality	A non-European society that provides contrasts with British history The Mayan Civilization		Being Me in My World	GetSet4PE Block 1 Volleyball / Football	God UC 2b.1 (core) What does it mean if God is loving and holy?	La Jolie Ronde ✓ Zoo Animals ✓ Verbs / Quantifiers / Adjectives / Receptive vocabulary only from song Ask and answer questions about family members

Term 2 – TOPIC – We Will Never Surrender! (WWI)

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE	MFL
Informal Letter Letter from a WW1 Trench/The Christmas Truce Remembrance Poetry Discussion Text Should Britain have fought in WW1?	Multiplication & Division Fractions Geometry	Animals including Humans The Circulatory System		Sculpture <i>Artist - Alberto Giacometti</i>	Local History Links to soldiers from Long Sutton who fought in WWI	Charanga – How Does Music Bring Us Together?	Celebrating Difference	GetSet4PE Block 1 & 2 Volleyball / Football Dance / Hockey	LAS Additional Unit: Do you have to believe in God to be good?	La Jolie Ronde ✓ Vocabulary for Story ✓ Revision of pets ✓ Dictionary skills ✓ Christmas ✓ Dictionary skills



Term 3 – TOPIC – WWI - We Will Never Surrender! (WWII)

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE	MFL
Extended Write – Flashbacks First Person Narrative Newspaper Reports Outbreak of World War II	Decimals Fractions Percentages FDP equivalence	Animals including Humans Diet and Exercise	Purple Mash Unit 6.5 – Text Adventures Barefoot Computing – Ranking Search	Drawing Perspective and Movement of People Artists - LS Lowry & Stephen Wilshire	WWII – A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066		Dreams and Goals	GetSet4PE Block 2 & 3 Dance / Hockey Gymnastics / Dodgeball	Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary?	La Jolie Ronde ✓ Numbers 12-31 ✓ Revision of leisure activities and opinion phrases ✓ Weather ✓ Clothes ✓ Easter

Term 4 – TOPIC – Road Trip USA!

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE	MFL
Formal Letters Diary Recount Narrative Holes / Hidden Figures	Shape Area & Perimeter Volume	Light		Painting Artist - Freda Kahlo	Place Knowledge – Study of a region of South America (Amazon) Physical Geography: Biomes, Climate Zones, Vegetation belts etc Time Zones	Charanga – How Does Music Make the World a Better Place?	Healthy Me	GetSet4PE Block 3 & 4 Gymnastics / Dodgeball Athletics / OAA	Creation UC 2b. (digging deeper) Creation and Science: Conflicting or Complementary?	La Jolie Ronde ✓ Buildings on the High Street ✓ Directions ✓ Asking where places are ✓ Times of day



Term 5 – TOPIC – Project Runway: Making the Cut

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE	MFL
Non-chronological Repots Texas / Florida Biographies Coco Chanel Explanation Text Why does fashion change? Poetry Haiku	Statistics Revision	Electricity	Purple Mash Unit 6.4 – Blogging Barefoot Computing – Modelling in the Internet	Textiles Combining different fabric shapes (CAD)	Fashion through History ‘Overlearning’ from previous years history		Relationships	GetSet4PE Block 4 Athletics / OAA	LAS Compulsory Life Journey – Hinduism / Islam Hinduism: How do Hindus show they belong?	La Jolie Ronde ✓ Simple future tense ✓ Months of year ✓ Revision of sports and hobbies ✓ Numbers 0-50 ✓

Term 6 – TOPIC – Tomorrow’s World

English	Maths – White Rose	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE	MFL
Non-Chronological Report The Galapagos Islands Balanced Argument Sustainability Formal Letter	Mathematics Projects	Evolution and Inheritance How will ‘Man’ evolve further?	Purple Mash – Online Safety	Electrical Systems using more complex switches and circuits (programming, control and monitoring)	Fair Trade Sustainability Destruction of the High Street Careers	Charanga – How Does Music Shape Our Way of Life? Production Songs	Changing Me Transition	GetSet4PE Block 5 Cricket / Swimming	LAS Compulsory Life Journey – Hinduism / Islam Islam: How do Muslims show they belong?	La Jolie Ronde ✓ Fruit ✓ Food items ✓ Breakfasts for a French dessert ✓



Key Stage One - National Curriculum Statutory Requirements

Year One / Year Two

SCIENCE

Year 1 Statutory Requirements

Plants

Pupils should be taught to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

Animals, including humans

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Everyday materials

Pupils should be taught to:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

Seasonal changes

Pupils should be taught to:

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies



Year 2 Statutory Requirements

Living things and their habitats

Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Plants

Pupils should be taught to:

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Animals, including humans

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Uses of everyday materials

Pupils should be taught to:

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

GEOGRAPHY

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

HISTORY

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

- Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality

COMPUTING

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

ART (School Progression Document)

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

DT

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products

- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products

MUSIC (Charanga Progression document)

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

PE (GetSet4PE Progression Document)

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Key Stage Two - National Curriculum Statutory Requirements

Year 3/Year 4/Year 5/Year 6

SCIENCE

Y3 - Plants

Pupils should be taught to:

- 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

Y3 - Animals, including humans

Pupils should be taught to:

- 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
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

Y3 - Rocks

Pupils should be taught to:

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter

Y3 - Light

Pupils should be taught to:

- 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 an opaque object
- find patterns in the way that the size of shadows change

Y3 - Forces and magnets

- compare how things move on different surfaces
- notice that some forces need contact between 2 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 2 poles
- predict whether 2 magnets will attract or repel each other, depending on which poles are facing

Y4 - Living things and their habitats

Pupils should be taught to:

- 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

Y4 - Animals, including humans

Pupils should be taught to:

- 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
- construct and interpret a variety of food chains, identifying producers, predators and prey

Y4 - States of matter

Pupils should be taught to:

- 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 ($^{\circ}\text{C}$)



- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Y4 - Sound

Pupils should be taught to:

- 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

Y4- Electricity

Pupils should be taught to:

- 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

Y5 - Living things and their habitats

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

Y5 - Animals, including humans

Pupils should be taught to:

- describe the changes as humans develop to old age

Y5 - Properties and changes of materials

Pupils should be taught to:

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Y5 - Earth and space

Pupils should be taught to:

- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Y5 - Forces

Pupils should be taught to:

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

Y6 - Living things and their habitats

Pupils should be taught to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics



Y6 - Animals including humans

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Y6 - Evolution and inheritance

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Y6 - Light

Pupils should be taught to:

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Y6 - Electricity

Pupils should be taught to:

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram

GEOGRAPHY

Locational knowledge

- 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
- 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)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

Human and physical geography

- 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 trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-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
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

HISTORY

Statutory Requirement	Examples (non-statutory)
Changes in Britain from the Stone Age to the Iron Age	<ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture
The Roman Empire and its impact on Britain	<ul style="list-style-type: none"> Julius Caesar’s attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian’s Wall British resistance, for example, Boudica ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
Britain’s settlement by Anglo-Saxons and Scots	<ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066
A local history study	<ul style="list-style-type: none"> a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	<ul style="list-style-type: none"> the changing power of monarchs using case studies such as John, Anne and Victoria changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history, for example, the first railways or the Battle of Britain

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

Ancient Greece – a study of Greek life and achievements and their influence on the western world

A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

COMPUTING

Pupils should be taught to:

- 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
- 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
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

ART (School Progression Document)

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- 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

DT

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

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 [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products

MUSIC (Charanga Progression document)

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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 interrelated 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

PE (GetSet4PE Progression Document)

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and water safety - All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- 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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y3	Y3	Y3	Y4	Y5	Y6 Catch Up

LANGUAGES (La Jolie Ronde Progression Document)

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen, the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- 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 accurate 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
- 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 similar to English

The starred (*) content above will not be applicable to ancient languages.

