

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ENGLISH</b> Using a wide range of fiction (classic and modern fiction, myths, traditional stories, stories from different cultures and periods of time) poetry and non-fiction texts and other stimulus, pupils learn to be confident listeners, speakers, readers, and writers (discuss and share ideas).                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>MUSIC</b> <ul style="list-style-type: none"> <li>Perform with control &amp; expression solo &amp; in ensembles</li> <li>Improvise &amp; compose using dimensions of music</li> <li>Listen to detail and recall aurally</li> <li>Use &amp; understand basics of staff notation</li> <li>Develop an understanding of the history of music, including great musicians &amp; composers</li> </ul>                                                                                                                                                                                                                                                                                                             | <b>R.E</b> <ul style="list-style-type: none"> <li>Understanding Christianity</li> <li>Salvation</li> <li>Judaism</li> <li>Redemption Digging deeper</li> <li>Humanism</li> <li>Creation and evolution</li> </ul>                                                                                                                                                                                                                                                                                                                                                             |
| <b>Reading:</b> <ul style="list-style-type: none"> <li>Apply knowledge of morphology &amp; etymology when reading new words</li> <li>Read &amp; discuss a broad range of genres &amp; texts</li> <li>Identify &amp; discuss themes</li> <li>Make recommendations to others</li> <li>Learn poetry by heart</li> <li>Make predictions and use inference</li> <li>Discuss authors' use of language Retrieve &amp; present information from non-fiction texts.</li> <li>Formal presentations &amp; debates</li> </ul> | <b>Writing:</b> <ul style="list-style-type: none"> <li>Secure spellings inc. homophones, prefixes, silent letters, etc.</li> <li>Use a thesaurus and dictionaries Use legible, fluent and joined up handwriting</li> <li>Plan writing to suit audience &amp; purpose</li> <li>Develop character, setting and atmosphere in narrative</li> <li>Use organisational &amp; presentational features</li> <li>Use consistent appropriate tense</li> <li>Proof-reading</li> <li>Perform own compositions</li> </ul> | <b>Grammar:</b> <ul style="list-style-type: none"> <li>Use expanded noun phrases</li> <li>Use modal &amp; passive verbs</li> <li>Relative pronoun</li> <li>Identify determiner / article</li> <li>Use relative clauses</li> <li>Use commas for clauses</li> <li>Use brackets, dashes &amp; commas for parenthesis</li> <li>Speaking &amp; Listening</li> <li>Give well-structured explanations</li> <li>Command of Standard English</li> <li>Consider &amp; evaluate different viewpoints</li> <li>Use appropriate register</li> </ul> | <b>Geography</b> <ul style="list-style-type: none"> <li>Name &amp; locate counties, cities, regions &amp; features of UK</li> <li>Understand latitude, longitude, Equator, hemispheres, tropics, polar circles &amp; time zones</li> <li>Use 4- and 6-figure grid references on OS maps</li> <li>Rivers and the Water Cycle - Describe and understand key aspects of rivers and the water cycle, using field work to observe measure and record features and range of methods.</li> <li>Ancient Greece – a study of a region in Europe. Understand the geographical similarities and differences through the study of human and physical geography.</li> <li>Investigating our county of Somerset</li> </ul> | <b>History</b> <ul style="list-style-type: none"> <li>The Victorian Child in the 1900's.</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> <li>A local history study</li> <li>Use appropriate historical vocabulary to communicate information about the past e.g legacy,</li> <li>Describe the main changes in a period of history using terms such as: social, religious, political, technological and cultural)</li> <li>Understand the concept of continuity and change over time, representing</li> </ul> |
| <b>MATHEMATICS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Modern Foreign Languages - FRENCH</b> <ul style="list-style-type: none"> <li>Listen &amp; engage</li> <li>Engage in conversations, expressing opinions</li> <li>Speak in simple language &amp; be understood</li> <li>Develop appropriate pronunciation</li> <li>Present ideas &amp; information orally</li> <li>Show understanding in simple reading</li> <li>Adapt known language to create new ideas</li> </ul>                                                                                                                                                                                                                                                                                        | <b>Art</b> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas - developing pencil drawing techniques.</li> <li>Improve mastery of techniques such as drawing, painting and sculpture with varied materials •</li> <li>Learn about great artists e.g Monet, architects &amp; designers</li> </ul>                                                                                                                                                                                                                |
| <b>Number/Calculation</b> <ul style="list-style-type: none"> <li>Secure place value to 1,000,000</li> <li>Use negative whole numbers in context</li> <li>Use Roman numerals to 1000 (M)</li> </ul>                                                                                                                                                                                                                                                                                                                | <b>Geometry &amp; Measures</b> <ul style="list-style-type: none"> <li>Convert between different units</li> <li>Calculate perimeter of composite shapes &amp; area of rectangles</li> </ul>                                                                                                                                                                                                                                                                                                                   | <b>Fractions, decimals &amp; percentages</b> <ul style="list-style-type: none"> <li>Compare &amp; order fractions</li> <li>Add &amp; subtract fractions with common</li> </ul>                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Use standard written methods for all four operations</li><li>• Confidently add &amp; subtract mentally</li><li>• Use vocabulary of prime, factor &amp; multiple</li><li>• Multiply &amp; divide by powers of ten</li><li>• Use square and cube numbers</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>• Estimate volume &amp; capacity</li><li>• Identify 3-d shapes</li><li>• Measure &amp; identify angles</li><li>• Understand regular polygons Reflect &amp; translate shapes Data</li><li>• Interpret tables &amp; line graphs</li><li>• Solve questions about line graphs</li></ul> | <p>denominators, with mixed numbers</p> <ul style="list-style-type: none"><li>• Multiply fractions by units</li><li>• Write decimals as fractions</li><li>• Order &amp; round decimal numbers</li><li>• Link percentages to fractions &amp; decimals</li></ul> | <ul style="list-style-type: none"><li>• Describe people, places &amp; things</li><li>• Understand basic grammar, e.g. gender</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b><u>SCIENCE</u></b> <ul style="list-style-type: none"><li>• Biology<ul style="list-style-type: none"><li>○ Life cycles of plants &amp; animals (inc.mammal, insect, bird, amphibian)</li><li>○ Describe changes as humans develop &amp; mature</li></ul></li><li>• Chemistry<ul style="list-style-type: none"><li>○ Classify materials according to a variety of properties</li><li>○ Understand mixtures &amp; solutions</li><li>○ Know about reversible changes; identify irreversible</li></ul></li><li>• Physics<ul style="list-style-type: none"><li>○ Understand location and interaction of Sun, Earth &amp; Moon</li><li>○ Introduce gravity, resistance &amp; mechanical forces</li></ul></li></ul> |                                                                                                                                                                                                                                                                                                                           | <b><u>PSHCE</u></b> <p>Our school curriculum and ethos prepares our young people positively for life in modern Britain</p>                                                                                                                                     | <b><u>Computing</u></b> <ul style="list-style-type: none"><li>• Design &amp; write programs to solve problems •</li><li>• Use sequences, repetition, inputs, variables and outputs in programs</li><li>• Detect &amp; correct errors in programs</li><li>• Understand uses of networks for collaboration &amp; communication</li><li>• Be discerning in using the internet safely and evaluating digital content</li></ul>                                                                                                                                                                                                                                              | <b><u>Design &amp; Technology</u></b> <ul style="list-style-type: none"><li>• Use research&amp; criteria to develop products which are fit for purpose and aimed at specific groups</li><li>• Use annotated sketches, cross-section diagrams &amp; computer-aided design</li><li>• Analyse &amp; evaluate existing products and improve own work</li><li>• Use mechanical &amp; electrical systems in own products, including programming</li><li>• Cook savory dishes for a healthy &amp; varied diet</li></ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                           | <b>Link to the National Curriculum:</b><br><a href="https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum">https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum</a>             | <b><u>P.E</u></b> <ul style="list-style-type: none"><li>• Use running, jumping, catching and throwing on own and in a group</li><li>• Play competitive games, applying basic principles and fair play.</li><li>• Develop flexibility &amp; control in gym, dance &amp; athletic</li><li>• Take part in Outdoor &amp; Adventurous activities e.g Land &amp; Wave, Swanage</li><li>• Compare performances to achieve personal bests</li><li>• Swim at least 25m coordinating leg and arm movements by end of KS2</li><li>• Understand how to lead an active healthy lifestyle</li><li>• Perform safe self-rescue (swim)</li><li>• Swim using a range of strokes</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |