NORTHBOURNE CEP SCHOOL

Whole Year Curriculum Map –Maple Class Year 2/3
2021 / 2022

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Values and Theme	Christian Value across the Term	**Kindness**	**Compassion**	**Love**	**Faith**	**Forgiveness**	**Respect**
	Whole School Theme	**What A Wonderful World- Rainforests**	**What A Wonderful World- Rainforests**	**Horrible Histories- Stone Age**	**Horrible Histories- Stone Age**	**Blank Canvas- Edwardians**	**Blank Canvas- Edwardians**
	Theme days, Trips, Visitors, Enrichment Activities	• Rainforest Workshop (Andrew Smith)	• Wingham Wildlife Park with a Rainforest SOS talk	• Kent Geology Group visit	• In school day with Mr Fishlock	• Turner Contemporary	• Work with Ned Kelly (Deal)
Forest School		**FOREST SCHOOL – Weekly, Half Day Sessions throughout the Year**					
Maple Class, Year 2/3	Maths (White Rose)	**Number** • Place Value **Number** • Addition & Subtraction	**Number** • Addition & Subtraction **Number** • Multiplication & Division • Money	**Fractions** **Data** • Statistics **Measurement** • Length, height, perimeter • Mass, capacity, temperature	**Fractions** **Geometry** • Shape, position, direction **Measurement** • Time- reading	**SATS YR 2** **Statistics** **Geometry** • Shape, position, direction	**Measurement** • Time- comparing and duration Gaps in maths
	Literacy – Text	**We're Roaming in the Rainforest**	**Buddy's Rainforest Rescue**	**UG**	**The First Drawing**	**The Little Lowry**	**Picasso**
	Literacy – Writing Genre	**Narrative** • Adventure story • Role Play • Character and setting descriptions • Poetry- acrostic	**Non Narrative** • Information text – Indonesian rainforests • Labelling - maps **Narrative** • Recount - newspaper report	**Narrative** • Character and setting descriptions • Stone age story **Non Narrative** • Instructions – how to make a pair of trousers	**Non Narrative** • Information text – stone age life leaflet • Explanation text – how did cave people do cave paintings? • Poetry- rhyming	**Non Narrative** • Fact file – The Edwardians • Biography - Lowry • Persuasive writing – which of his paintings is the best?	**Narrative** • Play Scripts (narrative of an adventure to Spain) • **Non Narrative** • Discussion text – discussing the differences between the UK and Spain. • Poetry- verses
	R.E. (Understanding Christianity)	**Creation**	**Incarnation**	**Gospel**	**Salvation**	**Islam**	**Islam**

		Who made the world?	Why does Christmas matter to Christians? (Digging deeper)	What is the good news that Jesus brings? (Digging deeper)	Why does Easter matter to Christians? (Digging deeper)	Who is a Muslim and what do they believe?	Who is a Muslim and what do they believe?
	History			The Stone Age: • Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age	The Stone Age: • Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age	Edwardians: • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • a local history study LS Lowry: • 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	Picasso: • 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
	Geography	Locational knowledge • (KS2) 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 • (KS1) name and locate the world's seven continents and five oceans Place knowledge • (KS2) 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 within North or South America Human and physical geography. Describe and understand key aspects of: • (KS2) 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	Locational knowledge • (KS2) 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 • (KS1) name and locate the world's seven continents and five oceans Place knowledge • (KS2) 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 within North or South America Human and physical geography. Describe and understand key aspects of: • (KS2) 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	Locational knowledge • (KS2) 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 • (KS1) name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Human and physical geography (KS1) 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 • (KS1) 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	Locational knowledge • (KS2) 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 • (KS1) name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Human and physical geography (KS1) 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 • (KS1) 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	Locational knowledge • (KS2) 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) • (KS1) name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United	Locational knowledge • (KS2) 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) • (KS1) name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United

		energy, food, minerals and water Human and physical geography • (KS1) 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 • (KS2) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • (KS1) 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 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	energy, food, minerals and water Human and physical geography • (KS1) 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 • (KS2) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • (KS1) 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 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			Kingdom and its surrounding seas Human and physical geography • (KS2) 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) • (KS1) 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 Place knowledge • (KS2) 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 within North or South America • human geography, including: types of settlement and land use, economic activity including trade links, and	Kingdom and its surrounding seas Human and physical geography • (KS2) 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) • (KS1) 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 Place knowledge • (KS2) 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 within North or South America • 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 • (KS2) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • (KS1) 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	the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork • (KS2) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • (KS1) 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
	Science	Plants Statutory requirements 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. Statutory requirements 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.	Living things and their habitats/ Animals, including humans Living things and their habitats Statutory requirements 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. Animals, including humans Statutory requirements Pupils should be taught to: • notice that animals, including humans, have	Rocks Statutory requirements 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. Working scientifically Statutory requirements During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Uses of everyday materials Statutory requirements 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. Working scientifically Statutory requirements During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Light Statutory requirements 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. Working scientifically Statutory requirements During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking relevant questions and using different types of scientific enquiries to answer them	Forces and magnets Statutory requirements Pupils should be taught to: • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing. 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		Working scientifically Statutory requirements During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.	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. • 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. 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			presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.				
	Art & Design	Sketching plants and leaves 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 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 • 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]	Clay animals 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 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 • 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]	Stone Age paint making and drawing (Forest School inclusive) 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. 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Pupils should be taught: • 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. • 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.	Painting like Picasso 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 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. • 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.
	Computing	E-safety Pupils should be taught • use technology safely and respectfully, keeping personal information private; identify where to	Internet research as part of English Pupils should be taught • use technology purposefully to create, organise, store,	Purple Mash Pupils should be taught • design, write and debug programs that accomplish specific goals, including controlling or simulating	Purple Mash Pupils should be taught • design, write and debug programs that accomplish specific goals, including controlling or simulating	Internet research as part of English Pupils should be taught • use technology purposefully to create, organise, store,	Internet research as part of English then produce a Powerpoint Pupils should be taught • use technology purposefully to create, organise, store,

		go for help and support when they have concerns about content or contact on the internet or other online technologies. • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	manipulate and retrieve digital content. • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • 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	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	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	manipulate and retrieve digital content. • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • 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	manipulate and retrieve digital content. • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • 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
	Design & Technology		Design and make a 3D rainforest 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 • 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 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	Create a Stone Age home (Forest School inclusive) and Stone Age tool making 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 • 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 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 • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	Foraging and fire cooking soup (Forest School inclusive) As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to: • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		

			• 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 • evaluate their ideas and products against design criteria • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge • build structures, exploring how they can be made stronger, stiffer and more stable • apply their understanding of how to strengthen, stiffen and reinforce more complex structures	• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate • evaluate their ideas and products against design criteria • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Technical knowledge • build structures, exploring how they can be made stronger, stiffer and more stable • apply their understanding of how to strengthen, stiffen and reinforce more complex structures			
	Languages	**French** • 'All About Me' (Tw) *Name, age, brothers, sisters.* *(Included is revision of colours + numbers to 20)*	**French** • French Christmas	**French** • 'Le Navete Enorme' *Enormous Turnip* (Lb)	**French** • 'Les Glaces' *Ice creams* (LA)	**French** • 'Time' *Days, weeks, months, the date, yesterday/tomorrow*	**French** • 'Time' *Days, weeks, months, the date, yesterday/tomorrow*
	Music (Including singing assembly)	Pupils should be taught to: • use their voices expressively and creatively by singing songs and speaking chants and rhymes • listen with concentration and understanding to a range of high-quality live and recorded music.	Pupils should be taught to: • use their voices expressively and creatively by singing songs and speaking chants and rhymes • listen with concentration and understanding to a range of high-quality live and recorded music. • play tuned and untuned instruments musically • experiment with, create, select and combine sounds using the inter-related dimensions of music.	Pupils should be taught • play tuned and untuned instruments musically • experiment with, create, select and combine sounds using the inter-related dimensions of music. • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music	Pupils should be taught • play tuned and untuned instruments musically • experiment with, create, select and combine sounds using the inter-related dimensions of music. • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music	Edward Elgar Pupils should be taught • 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.	Enrique Granados Pupils should be taught • 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	**Fitness** Developing co-ordination, control and agility. Healthy active lifestyle. Compete with self and others.	**Hockey** Developing co-ordination, balance, control and agility.	**Football** Participate in team games developing simple tactics for attacking and defending	**Gymnastics** Developing co-ordination, balance, control and agility. Individual work and work with others.	**Striking and Fielding** Developing co-ordination, balance, control and agility. Competition	**Athletics** Developing co-ordination, balance, control and agility. Competition with self and against others.

		Developing co-ordination, control and agility. Healthy active lifestyle. Compete with self and others. They should develop an understanding of how to improve in and learn how to evaluate and recognise their own success. Demonstrate improvement to achieve their personal best.	Use running, jumping, throwing and catching in isolation and in combination Competitive games with attacking and defending principles Develop flexibility, strength, technique Demonstrate improvement to achieve their personal best. Develop teamwork and leadership skills They should develop an understanding of how to improve in and learn how to evaluate and recognise their own success.	Developing co-ordination, control and agility Competition Throwing, catching and running Participate in team games developing simple tactics for attacking and defending Developing co-ordination, control and agility Use running, jumping, throwing and catching in isolation and in combination Competition Develop flexibility, strength, technique Demonstrate improvement to achieve their personal best. Develop teamwork and leadership skills – communication and collaboration. They should develop an understanding of how to improve in and learn how to evaluate and recognise their own success and that of others.	Develop simple movement patterns through Gymnastics Developing co-ordination, balance, control and agility. Individual work and work with others. Develop a range of movement patterns through Gymnastics and use of equipment. Develop flexibility, strength, technique Work with self and others to improve and evaluate performance. Communication and collaboration	Throwing, catching and running Variety of activities and experiences Developing co-ordination, balance, control and agility. Competition Throwing, striking, catching and running Variety of activities and experiences with different equipment Knowledge of rules and tactics and scoring systems. They should develop an understanding of how to improve in and learn how to evaluate and recognise their own success.	Throwing, running, jumping through a range of activities Developing co-ordination, balance, control and agility. Individual work and work with others. Develop a range of movement patterns through athletics events and use of equipment. Throwing, running and jumping in isolation and as a sequence of movements. Develop flexibility, strength, technique Work with self and others to improve and evaluate performance. Communication and collaboration Competition with self and others.
	PSHE (JIGSAW)	**Being Me In My World**	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**