\mathbb{N} NORTHBOURNE CEP SCHOOL \mathbb{N}

				Whole Year Curri	culum Map –Maple C 2021 / 2022	lass Year 2/3		
			Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School	Christian across th		Kindness	Compassion	Love	Faith	Forgiveness	Respect
Values and Theme	Whole The		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 da Visit Enrich Activ	ors, ment	 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)
Fore	st School			FOREST	SCHOOL – Weekly, Half [Day Sessions throughout	the Year	
2/3	Ma ⁱ (White		 Number Place Value <u>Number</u> Addition & Subtraction 	 <u>Number</u> Addition & Subtraction <u>Number</u> Multiplication & Division Money 	<u>Fractions</u> <u>Data</u> • Statistics <u>Measurement</u> • Length, height, perimeter • Mass, capacity, temperature	<u>Fractions</u> <u>Geometry</u> • Shape, position, direction <u>Measurement</u> • Time- reading	SATS YR 2 Statistics <u>Geometry</u> • Shape, position, direction	 Measurement Time- comparing and duration Gaps in maths
Maple Class, Year	Literacy	Text Writing Genre	We're Roaming in the Rainforest Narrative • Adventure story • Role Play • Character and setting descriptions • Poetry- acrostic	Buddy's Rainforest Rescue Non Narrative Information text – Indonesian rainforests Labelling - maps <u>Narrative</u> Recount - newspaper report	<u>UG</u> <u>Narrative</u> Character and setting descriptions Stone age story <u>Non Narrative</u> Instructions – how to make a pair of trousers 	The First DrawingNon NarrativeInformation text – stone age life leafletExplanation text – how did cave people do cave paintings?Poetry- rhyming	 <u>The Little Lowry</u> <u>Non Narrative</u> Fact file – The Edwardians Biography - Lowry Persuasive writing – which of his paintings is the best? 	PicassoNarrativePlay Scripts (narrative of an adventure to Spain)Mon NarrativeDiscussion text – discussing the differences between the UK and Spain.Poetry- verses
	R.I (Unders Christi	tanding	Creation	<u>Incarnation</u>	Gospel	<u>Salvation</u>	<u>Islam</u>	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:	 Picasso: the lives of significant individuals in the past who have contributed t national and internation achievements. Some should be used to compare aspects of life different periods
					 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 	
	Locational knowledge	Locational knowledge	Locational knowledge	Locational knowledge	Locational knowledge	Locational knowledge
Geography	 (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 	 (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 	 (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, 	 (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, 	 (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, 	 (KS2) locate the world' countries, using maps focus on Europe (including the location Russia) and North and South America, concentrating on their environmental regions key physical and huma characteristics, countr and major cities name and locate countr and cities of the United Kingdom, geographica regions and their identifying human and physical characteristics key topographical features (including hill mountains, coasts and rivers), and land-use patterns; and understa how some of these aspects have changed over time identify the position an significance of latitude longitude, Equator,
	 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 	 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 	 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 	 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 	 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 	Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer a Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zor (including day and nig) (KS1) name and locate the world's seven continents and five oceans name, locate and iden characteristics of the f countries and capital cities of the United

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energy, food, minerals and water	energy, food, minerals and water		Kingdom a surroundi
Human and physical geography	Human and physical geography		Human and physica
(KS1) identify seasonal	(KS1) identify seasonal		(KS2) nam
and daily weather	and daily weather		counties a
patterns in the United	patterns in the United		United Kir
Kingdom and the	Kingdom and the		geographi
location of hot and cold	location of hot and cold		their ident
areas of the world in	areas of the world in		and physic
relation to the Equator	relation to the Equator		characteri
and the North and South	and the North and South		topograph
Poles	Poles		(including
use basic geographical	use basic geographical		mountains
vocabulary to refer to:	vocabulary to refer to:		rivers), an
key physical features, including: beach, cliff,	key physical features, including: beach, cliff,		patterns; a how some
coast, forest, hill,	coast, forest, hill,		aspects ha
mountain, sea, ocean,	mountain, sea, ocean,		over time
river, soil, valley,	river, soil, valley,		• identify th
vegetation, season and	vegetation, season and		significanc
weather	weather		longitude,
 key human features, 	 key human features, 		Northern
including: city, town,	including: city, town,		Southern
village, factory, farm,	village, factory, farm,		the Tropic
house, office, port,	house, office, port,		Capricorn,
harbour and shop	harbour and shop		Antarctic
			Prime/Gre
Geographical skills and fieldwork	Geographical skills and fieldwork		Meridian a
 (KS2) use maps, atlases, 	 (KS2) use maps, atlases, 		(including
globes and digital/computer	globes and digital/computer		(KS1) iden and daily v
mapping to locate	mapping to locate		patterns in
countries and describe	countries and describe		Kingdom a
features studied	features studied		of hot and
• (KS1) use world maps,	 (KS1) use world maps, 		the world
atlases and globes to	atlases and globes to		the Equato
identify the United	identify the United		North and
Kingdom and its	Kingdom and its		use basic g
countries, as well as the	countries, as well as the		vocabular
countries, continents and	countries, continents and		key physic
oceans studied at this key	oceans studied at this key		including:
stage	stage		coast, fore
 use aerial photographs 	 use aerial photographs 		mountain, river, soil,
and plan perspectives to recognise landmarks and	and plan perspectives to recognise landmarks and		vegetation
basic human and physical	basic human and physical		weather;
features; devise a simple	features; devise a simple		Key huma
map; and use and	map; and use and		including:
construct basic symbols	construct basic symbols		village, fac
in a key	in a key		house, off
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			Place knowledge
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inderstand phical similarities ferences through dy of human and al geography of a of the United m, a region in a ean country, and a within North or America geography, ng: types of nent and land use, mic activity ng 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 ٠ 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, ٠

including: types of settlement and land use, economic activity including trade links, and

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Science	Plants	Living things and their habitats/	Rocks	Uses of everyday materials	Light
	Chatultanı, ya ayılıra ayıta	Animals, including humans	Statutar, varvinamanta Dunila	Ctatutaru yanyiramaata Durila	Chatur
	Statutory requirements		Statutory requirements Pupils	Statutory requirements Pupils	Statut
	Pupils should be taught	Living things and their	should be taught to:	should be taught to:	Pupils
	to:	habitats Statutory	compare and group together	identify and compare the	to:
	observe and describe	requirements Pupils	different kinds of rocks on the	suitability of a variety of	 recog
	how seeds and bulbs	should be taught to:	basis of their appearance and	everyday materials, including	light i
	grow into mature plants	 explore and compare the 	cimplo physical proportios	wood metal plastic glass	l thinga
			simple physical properties	wood, metal, plastic, glass,	things
	 find out and describe 	differences between	describe in simple terms how	brick, rock, paper and	the at
	 find out and describe how plants need water, 	differences between things that are living,	 describe in simple terms how fossils are formed when things 	brick, rock, paper and cardboard for particular uses	the at notice
	 find out and describe 	differences between things that are living, dead, and things that	describe in simple terms how	brick, rock, paper and cardboard for particular usesfind out how the shapes of	the at
	 find out and describe how plants need water, light and a suitable temperature to grow and 	differences between things that are living, dead, and things that have never been alive	 describe in simple terms how fossils are formed when things that have lived are trapped within rock 	 brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some 	the at notice
	 find out and describe how plants need water, light and a suitable 	 differences between things that are living, dead, and things that have never been alive identify that most living 	 describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made 	 brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by 	the ab notice reflec recog the su
	 find out and describe how plants need water, light and a suitable temperature to grow and 	 differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to 	 describe in simple terms how fossils are formed when things that have lived are trapped within rock 	 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 	the ak notice reflec recog
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distribution of natural	the distribution of natural
ources including	resources including
rgy, food, minerals	energy, food, minerals
water	and water
skills and fieldwork	Geographical skills and fieldwork
2) use maps, atlases,	• (KS2) use maps, atlases,
bes and	globes and
tal/computer	digital/computer
oping to locate	mapping to locate
ntries and describe	countries and describe
tures studied	features studied
1) use world maps,	 (KS1) use world maps,
ses and globes to	atlases and globes to
ntify the United	identify the United
gdom and its	Kingdom and its
ntries, as well as the ntries, continents and	countries, as well as the countries, continents and
ans studied at this key	oceans studied at this key
ge	stage
simple compass	use simple compass
ections (North, South,	directions (North, South,
t and West) and	East and West) and
tional and directional	locational and directional
guage [for example,	language [for example,
r and far; left and	near and far; left and
t], to describe the	right], to describe the
ation of features and	location of features and
tes on a map	routes on a map
	Forces and magnets
utory requirements	Statutory requirements
ils should be taught	Pupils should be taught
0	to:
ognise that they need	compare how things
t in order to see	move on different
igs and that dark is	surfaces
absence of light	 notice that some forces
ice that light is	need contact between
ected from surfaces	two objects, but magnetic
ognise that light from	forces can act at a
sun can be dangerous	distance
that there are ways protect their eyes	 observe how magnets attract or repel each
ognise that shadows	other and attract some
formed when the	materials and not others
t from a light source is	 compare and group
cked by an opaque	together a variety of
ect	everyday materials on the
patterns in the way	basis of whether they are
t the size of shadows	attracted to a magnet,
nge.	and identify some
	magnetic materials
rking scientifically	describe magnets as
tutory requirements	having two poles
ing years 3 and 4,	 predict whether two
ils should be taught use the following	magnets will attract or
ctical scientific	repel each other, depending on which
thods, processes and	poles are facing.
s through the	pores are ruemp.
ching of the	Working scientifically
gramme of study	Statutory requirements
tent:	During years 3 and 4,
ing relevant questions	pupils should be taught
using different types	to use the following
cientific enquiries to	practical scientific
wer them	methods, processes and
	skills through the

Image: space of the processes and questions production for new questions
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Art & Design	Sketching plants and leaves	 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. 	Stone Age paint making and drawing (Forest School inclusive)	Stone Age paint making and drawing (Forest School inclusive)	Drawing like Lowry	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 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] 	 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] 	 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] 	 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]. 	 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] 	 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]
Computing	E-safety Pupils should be taught	Internet research as part of English Pupils should be taught	Purple Mash Pupils should be taught	Purple Mash Pupils should be taught	in history. Internet research as part of English Pupils should be taught	in history. Internet research as part of English then produce a Powerpoint
	 use technology safely and respectfully, keeping personal information private; identify where to 	use technology purposefully to create, organise, store,	 design, write and debug programs that accomplish specific goals, including controlling or simulating 	 design, write and debug programs that accomplish specific goals, including controlling or simulating 	use technology purposefully to create, organise, store,	Pupils should be taught use technology purposefully to create, organise, store,

	go for help and support when they have concerns	manipulate and retrieve digital content.	physical systems; solve problems by decomposing	physical systems; solve problems by decomposing	manipula digital co
	about content or contact	use search technologies	them into smaller parts	them into smaller parts	 use searc
	on the internet or other	effectively, appreciate	 use sequence, selection, and 	 use sequence, selection, and 	effectivel
	online technologies.	how results are selected	repetition in programs; work	repetition in programs; work	how resu
	 use technology safely, 	and ranked, and be	with variables and various	with variables and various	and ranke
	respectfully and	discerning in evaluating	forms of input and output	forms of input and output	discernin
	responsibly; recognise	digital content	 use logical reasoning to 	 use logical reasoning to 	digital co
	acceptable/unacceptable		explain how some simple	explain how some simple	 understation
	behaviour; identify a	networks including the	algorithms work and to detect	algorithms work and to detect	networks
	range of ways to report concerns about content	internet; how they can provide multiple services,	and correct errors in algorithms and programs	and correct errors in algorithms and programs	internet; provide n
	and contact.	such as the world wide			such as th
		web; and the			web; and
		opportunities they offer			opportun
		for communication and			for comm
		collaboration			collabora
Desi	ign &	Design and make a 3D rainforest	Create a Stone Age home (Forest School	Foraging and fire cooking soup (Forest	
Techi	nology	When designing and making, pupils	inclusive) and Stone Age tool making	School inclusive)	
		should be taught to:	When designing and making, pupils	As part of their work with food, pupils	
		Design	should be taught to:	should be taught how to cook and apply	
		use research and develop	Design	the principles of nutrition and healthy	
		design criteria to inform	use research and develop	eating. Instilling a love of cooking in	
		the design of innovative,	design criteria to inform the	pupils will also open a door to one of	
		functional, appealing	design of innovative,	the great expressions of human	
		products that are fit for	functional, appealing products	creativity. Learning how to cook is a	
		purpose, aimed at particular individuals or	that are fit for purpose, aimed at particular individuals or	crucial life skill that enables pupils to feed themselves and others affordably	
		groups	groups	and well, now and in later life.	
		 generate, develop, model 	 generate, develop, model and 		
		and communicate their	communicate their ideas	Pupils should be taught to:	
		ideas through discussion,	through discussion, annotated	 use the basic principles of a 	
		annotated sketches,	sketches, cross-sectional and	healthy and varied diet to	
		cross-sectional and	exploded diagrams,	prepare dishes	
		exploded diagrams,	prototypes, pattern pieces and	understand where food comes	
		prototypes, pattern pieces and computer-	computer-aided design	from.	
		aided design	 design purposeful, functional, appealing products for 	 understand and apply the principles of a healthy and 	
		 design purposeful, 	themselves and other users	varied diet	
		functional, appealing	based on design criteria	• prepare and cook a variety of	
		products for themselves	• generate, develop, model and	predominantly savoury dishes	
		and other users based on	communicate their ideas	using a range of cooking	
		design criteria	through talking, drawing,	techniques	
		generate, develop, model	templates, mock-ups and,	 understand seasonality, and 	
		and communicate their ideas through talking,	where appropriate, information and	know where and how a variety	
		drawing, templates,	communication technology	of ingredients are grown, reared, caught and processed.	
		mock-ups and, where	Make		
		appropriate, information	select from and use a wider		
		and communication	range of tools and equipment		
		technology	to perform practical tasks [for		
		 Make select from and use a 	example, cutting, shaping,		
		select from and use a wider range of tools and	joining and finishing], accurately		
		equipment to perform	 select from and use a wider 		
		practical tasks [for	range of materials and		
		example, cutting,	components, including		
		shaping, joining and	construction materials,		
		finishing], accurately	textiles and ingredients,		
		 select from and use a wider range of materials 	according to their functional properties and aesthetic		
		and components,	qualities		
		including construction	 select from and use a range of 		
		materials, textiles and	tools and equipment to		
		ingredients, according to	perform practical tasks [for		
		their functional	example, cutting, shaping,		
		properties and aesthetic	joining and finishing]		
		qualities	l	1	<u> </u>

oulate and retrieve	manipulate and retrieve
l content.	digital content.
earch technologies	 use search technologies
tively, appreciate	effectively, appreciate
results are selected	how results are selected
anked, and be	and ranked, and be
rning in evaluating	discerning in evaluating
l content	digital content
rstand computer	 understand computer
orks including the	networks including the
net; how they can	internet; how they can
de multiple services, as the world wide	provide multiple services, such as the world wide
and the	web; and the
rtunities they offer	opportunities they offer
ommunication and	for communication and
oration	collaboration
	1

	French	 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 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 	French	French	French
Languages	French • 'All About Me' (Tw) Name, age, brothers, sisters. (Included is revision of colours + numbers to 20)	 French Christmas 	French 'Le Navete Enorme' Enormous Turnip (Lb)		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	<u>Fitness</u>	Hockey	Football	<u>Gymnastics</u>	Striking and Fielding	Athletics
	Developing co-ordination, control and agility. Healthy active lifestyle. Compete with self and others.	Developing co-ordination, balance, control and agility.	Participate in team games developing simple tactics for attacking and defending	Developing co-ordination, balance, control and agility. Individual work and work with others.	Developing co-ordination, balance, control and agility. Competition	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	<u>Relationships</u>	Changing Me