



British Transport				
Value	Respect			
No Outsiders	The Way back home			
Educational Visit	St Luke's Church			
		Intent		
Subject	Week	National Curriculum Objective	Knowledge	Skills
English	1 limericks	<p>To be able to recognise some different forms of poetry.</p> <p>To be able to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To be able to write by composing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structure.</p>	<p>To know the structure of a limerick.</p> <p>To know the rhyming pattern in a limerick.</p> <p>To know the rhythm of limericks.</p> <p>To identify rhyming words.</p> <p>To identify rich vocabulary.</p>	<p>To complete and write limerick poems with the correct rhyming structure and rhythm.</p> <p>Create and use a bank of rhyming words and rich vocabulary.</p> <p>To use expanded noun phrases.</p>
	2 - 3 Explanation	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> plan their writing by: <input type="checkbox"/> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <input type="checkbox"/> discussing and recording ideas <input type="checkbox"/> draft and write by: <input type="checkbox"/> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) <input type="checkbox"/> organising paragraphs around a theme <input type="checkbox"/> in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> assessing the effectiveness of their own and others' writing and suggesting improvements. <input type="checkbox"/> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. <input type="checkbox"/> proof-read for spelling and punctuation errors. <input type="checkbox"/> read aloud their own writing, to a group or the whole class, using appropriate intonation and 	<p>To know the features of an explanation text.</p> <p>To know how to use fronted adverbials.</p> <p>To know how to use a range of conjunctions.</p> <p>To know how to use expanded noun phrases.</p> <p>To know how to use possessive apostrophes.</p>	<p>Use technical vocabulary.</p> <p>Use simple organisational devices to aid presentation e.g. subheadings, bullet points, numbers.</p> <p>Use expanded noun phrases (modifying adjectives, nouns and preposition phrases).</p> <p>Use a variety of sentence Types.</p> <p>Use conjunctions for cause (because, so, before, after).</p> <p>Use fronted adverbials (firstly, after that, finally).</p> <p>Use commas after fronted adverbials (both phrases and clauses).</p> <p>Use possessive apostrophes after plural nouns.</p>

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		controlling the tone and volume so that the meaning is clear. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. Indicating possession by using the possessive apostrophe with plural nouns.		
	5-6 Fantasy story	To discuss words and phrases that capture the reader's interest and imagination. To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To identifying how language, structure, and presentation contribute to meaning. To be able to use conjunctions, adverbs and prepositions to express time and cause. To plan their writing by discussing and recording ideas. To draft and write.	To know and use a varied and rich vocabulary. Understand how to use paragraphs to sequence more extended narrative structures To know what an expanded noun phrase is (modifying adjectives, nouns and preposition phrases). To know what a fronted adverbial is and identify them. To know that commas come after fronted adverbials (both phrases and clauses). To know the difference between plural and possessive s. To know how to use inverted commas and other speech punctuation.	Use a varied and rich vocabulary. To use paragraphs to sequence more extended narrative structures. To use expanded noun phrases (modifying adjectives, nouns and preposition phrases). To use fronted adverbials to vary sentence structure. To use commas after fronted adverbials (both phrases and clauses). To use Standard English forms for verb inflections. To use plural and possessive s correctly. To use inverted commas and other speech punctuation.
SPaG	1	To know when the /k/ sound is spelled 'ch'	To know when the /k/ sound is spelt 'ch'	To use the different rules when spelling words with the /k/ sound spelt as 'ch'.
	2	To know when the /s/ sound spelled 'c'	To know a word contains a 'c' pronounced /s/, the 'c' is always followed by a vowel or a 'y' pronounced like a vowel.	To use the 'c' when in a word contains a 'c' pronounced /s/, the 'c' is always followed by a vowel or a 'y' pronounced like a vowel.
	3	To know when to use -ture endings	Words that end in the /cher/ sound are usually spelled -ture.	To use the rule when words ends in -cher sound, they are usually spelled -ture. T
	4	To know when to use -sure and -ture endings	Words that end in the /zher/ sound are usually spelled -sure	To spell Words that end in the /zher/ sound are usually spelled -sure.
	5	To identify unstressed vowels in words	To know some words contain unstressed vowels.	To spell unstressed vowels in words.
Guided Read	1	To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet. To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. To develop positive attitudes to reading and understanding of what they read.	To know different strategies to help with decoding and understanding of texts. To know how to scan a text for the information needed. To understand what grammatical and presentational features are. To understand that the writer's use of language can have an effect on the reader. To know what a narrator is. To know the features of a non-fiction text and how to use them.	Use a range of strategies, including accurate decoding of text, to read for meaning. Understand, describe, select and retrieve information, events or ideas from texts and use quotation and reference to text. Deduce, infer or interpret information, events or ideas from texts. Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
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		<p>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To read books that are structured in different ways and read for a range of purposes.</p> <p>To use dictionaries to check the meaning of words that they have read.</p> <p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>To discuss words and phrases that capture the reader's interest and imagination.</p> <p>To recognise some different forms of poetry [for example, free verse, narrative poetry].</p> <p>To understand what they read, in books they can read independently.</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To ask questions to improve their understanding of a text.</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>To predict what might happen from details stated and implied.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p> <p>To identify how language, structure, and presentation contribute to meaning.</p> <p>To retrieve and record information from non-fiction.</p> <p>To participate in discussions about both books that are read to them and those they can read for themselves, take turns and listen to what others say.</p>	<p>To know what a summary of a text involves.</p> <p>To know what inference and deduction mean.</p>	<p>Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level.</p> <p>Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.</p> <p>Explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Explain the meaning of words in context (vocabulary).</p> <p>Retrieve and record key information/key details from fiction and non-fiction.</p> <p>Summarise main ideas from more than one paragraph.</p> <p>Make inferences from the text and justify these using evidence from the text.</p> <p>Predict what might happen from the details stated and implied.</p> <p>Explain how meaning is enhanced through choice of words and phrases.</p> <p>Make comparisons within the text.</p>
<p>Maths</p>	<p>1-2 Fractions</p>	<p>Add and subtract fractions with the same denominator.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p>	<p>Know how to add and subtract fractions with the same denominator.</p> <p>To know how to find a fraction of a quantity.</p>	<p>Add and subtract fractions with the same denominator.</p> <p>Find a fraction of a quantity.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to</p>

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				divide quantities, including non-unit fractions where the answer is a whole number.
	3-5 Decimals	To recognise and write decimal equivalents of any number of tenths or hundredths. To find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	To know the decimal equivalent of any numbers of tenths or hundredths.	To divide a one or two digit number by 10 and 100. To identify the place value of digits in the answers as ones, tenths and hundreds.
Science	1-2	Electricity	To know who Thomas Edison and Lewis Howard Latimer were.	Asking relevant questions and using different types of scientific enquiries to answer them.
	3	Living things and their habitats	Review of key concepts and vocabulary KWVL	To identify some key concepts To know some living things and their habitat vocabulary.
	4	To know that living things can be grouped in a variety of ways.	<i>To recognise that living things can be grouped in different ways.</i>	To compare the characteristics of different living things.
	5	Recognise that environments can change and that this can sometimes pose dangers to living things.	To recognise that environments can change and that this can sometimes pose dangers to living things	To explain how environmental changes may have an impact on living things
RE	1		To understand why Easter is important to Christians. To understand different Easter concepts.	I can describe and make connections between different features of the religions and worldviews we have studied.
	2			I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.
	3			I can describe and understand links between stories and other aspects of the communities I have been investigating.
	4			I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
	5			I can observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities.
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PE	1	Swimming All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: <input type="checkbox"/> swim competently, confidently and proficiently over a distance of at least 25 metres <input type="checkbox"/> use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	Swimming To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations. Netball Pupils will be able to apply a secure understanding of passing, moving and shooting in order to	Swimming By the end of KS2 children will: Perform safe self-rescue in different water based situations. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. Netball Refine passing and receiving Develop passing and dribbling creating space
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			<p>score points against another team.</p> <p>Pupils will demonstrate a growing understanding of the difference between attack and defence by making effective decisions and creating simple tactics. Pupils will develop life skills such as trust and cooperation as they collaborate with others and apply the rules of the game. Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.</p>	<p>Develop passing, moving and shooting</p> <p>Refine passing and shooting</p> <p>Develop footwork</p>
Geography and History	1	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	<p>To explain how canals were used to trade.</p> <p>To describe some examples of cargo.</p>	<p>Explain how events in the past have influenced current events.</p>
	2		<p>To name canals in Northwich.</p> <p>To identify and name parts of the canal – towpath, lock.</p>	<p>Use terms related to the period and begin to date events.</p>
	3		<p>To name and recall facts about the lives of people who built aspects of British transport.</p>	<p>Choose relevant material to present a picture of one aspect of life in time past.</p>
	4	Use of fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	<p>To know some symbols are keys from Ordnance Survey maps.</p>	<p>Make a map of a short route experienced, with features in correct order.</p> <p>Make a simple scale drawing.</p>
	5	Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.	<p>To know some symbols are keys from Ordnance Survey maps.</p>	<p>Use 8 compass points.</p> <p>Use letter/no. co-ordinates to locate features on a map more confidently.</p>
Art and Design (1 full afternoon fortnightly)	1	<p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To know about great artists, architects and designers in history.</p>	<p>To know that printing can be created on different textures such as different types of paper.</p> <p>To name well known designers who use printing.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Annotate work in sketchbook.</p>
	3	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].	<p>To know how to cut a simple stencil and use this for making printed shapes.</p> <p>To know how to mix the colours they need for printing, using two coloured inks, a roller and stencil or pressprint.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>

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				<p>Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want. Resist printing including marbling, silkscreen and coldwater paste. Print with two colour overlays.</p>
	5	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].	<p>To know how their own work is similar and different to that of well known designers. To have an awareness of how to design a complex pattern made up from two or more motifs and print a tiled version.</p>	<p>Adapt their work according to their views and describe how they might develop it further. Create repeating patterns. Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want. Resist printing including marbling, silkscreen and coldwater paste. Print with two colour overlays.</p>
<p>Design Technology (2 days)</p> <p>Moving Vehicle</p>	1	<p>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.</p>	<p>To be able to generate ideas and write the purposes for my designs. To know that making labelled drawings from different views, sharing specific features and details are part of the planning process. To have an awareness of alternative methods. To know the appropriate tools and techniques to make my product. To know how to measure, mark out, cut and shape a range of materials, tools and a range of techniques. To know how to join and combine materials in temporary and permanent ways.</p>	<p>Generate ideas, considering the purposes for which they are designing. Make labelled drawings from different views showing specific features. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail. Select appropriate tools and techniques for making their product.</p>
	2	<p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world.</p>	<p>To know how to measure, mark out, cut and shape a range of materials, tools and a range of techniques. To know how to join and combine materials in temporary and permanent ways. To know how to evaluate products and identify criteria that can be used for their own design. To know how to evaluate my product against a design criteria. To know how to evaluate during and at the end of the process. To know how to plan and carry out appropriate tests to evaluate my product.</p>	<p>Evaluate products and identify criteria that can be used for their own designs. Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. Join and combine materials and components accurately in temporary and permanent ways. Evaluate their work both during and at the end of the assignment. Evaluate their products carrying out appropriate tests.</p>
PSHE	1		<p>To know how to be responsible at home, at school, in the community. To know how children and young people can be irresponsible.</p>	<p>To act responsibly in different places and situations. To be on time.</p>
	Being Responsible			
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			Understand the importance of being responsible in a range of situations. To know when being on time is important.	
	6 First Aid			
Music Feelings through music	1	To play and perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To listen with attention to detail and recall sounds with increasing aural memory. To use and understand staff and other musical notations.	To recognise rhythmic patterns with less support needed. To recall melodic patterns. To identify repeated patterns used in a variety of music (Ostinato). To identify ways sounds are used to accompany. To know that sounds are used to create different moods. To know how sounds complement each other. To recognise combinations of pitch sounds. To identify melodic phrases. To name an increasing number of instruments. To know that music describes contrasting moods/emotions and how to recognise them. To know how to improvise simple tunes. To know how to compose music. To know how to make changes to music they have composed. To name some musicians from history. To name some music performed by these musicians from history.	Recognise and perform rhythmic patterns. Perform a repeated pattern to a steady pulse. Recall melodic patterns. Identify repeated patterns used in a variety of music (Ostinato). Analyse how sounds are used to create different moods. Perform different types of accompaniment. Recognise combinations of pitch sounds. Identify melodic phrases and play them by ear. Create music that describes contrasting moods/emotions. To improvise within a major scale, using one to five notes. Improvise simple tunes. Compose music and make improvements. Create an accompaniment to a known song. Perform with awareness of different parts. Perform in different ways, exploring the way the performers are a musical resource. Recognise how music can reflect different intentions.
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Computing	Logo and Animation	To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	To know coding vocabulary. To know what decomposition and abstraction are in computer science.	Design and write programs that accomplish specific goals. Debug programs. Solve problems by decomposing them into smaller parts. Create algorithms that involve sequence, selection and repetition. Using logical reasoning explain how some simple algorithms work. Detect and correct errors in algorithms and programs.
MFL	1	Pupils read carefully and show understanding of words, phrases and simple writing.	To re-read "Va-t'en, grand monstre vert!" and answer questions related to a song about the story.	Pupils read and understand some of the main points from a short text.
	2 3	Pupils listen attentively to spoken language and show understanding by joining in and responding.	To recap on language learned so far including animals and colours To hear the verb aimer and begin to use it to express preferences.	Pupils communicate by answering a range of questions.



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	4	Pupils engage in conversations; ask and answer questions; express opinions and respond to those of others.	To use aimer to express preferences for colours.	Pupils use question forms.
	5	Pupils engage in conversations; ask and answer questions; express opinions and respond to those of others.	To consolidate using aimer to ask and say if we like colours To recap on vocabulary for animals and express preferences.	Pupils communicate by answering a range of questions.