



Great Explorers

Value	Kind			
My Personal Best	Curiosity			
No Outsiders	What the Jackdaw Saw 'To communicate in different ways'			
1Decision	Being Responsible			
Vocabulary Den	Space			
Educational visit	The World Museum			
		Intent		
Subject	Week	National Curriculum Objective	Knowledge	Skills
English	1	<ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear. learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> To use the punctuation I have learnt so far correctly. To use expanded noun phrases effectively To use coordination and subordination correctly To use the correct tense To know how to plan my writing To know how editing is part of the writing process 	<ul style="list-style-type: none"> To write simple, coherent narratives about personal experiences and those of others (real or fictional) To write about real events, recording these simply and clearly To write effectively and coherently for different purposes To draw on reading to inform the vocabulary and grammar of writing To know how to edit my work effectively To make additions to my writing To know the purpose of my writing To know how to engage the reader To re-read my work to check that my writing makes sense. To read aloud what I have written with appropriate intonation to make the meaning clear. To make changes to my work if needed To use a range of vocabulary effectively

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2	<ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes • consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> • To use the punctuation I have learnt so far correctly. • To use expanded noun phrases effectively • To use coordination and subordination correctly • To use the correct tense • To know how to plan my writing • To know how editing is part of the writing process • 	<ul style="list-style-type: none"> • To write simple, coherent narratives about personal experiences and those of others (real or fictional) • To write about real events, recording these simply and clearly • To write effectively and coherently for different purposes • To draw on reading to inform the vocabulary and grammar of writing • To know how to edit my work effectively • To make additions to my writing • To know the purpose of my writing • To know how to engage the reader • To re-read my work to check that my writing makes sense. • To read aloud what I have written with appropriate intonation to make the meaning clear. • To make changes to my work if needed • To use a range of vocabulary effectively
3	<ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes • consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check that their writing 	<ul style="list-style-type: none"> • To use the punctuation I have learnt so far correctly. • To use expanded noun phrases effectively • To use coordination and subordination correctly • To use the correct tense • To know how to plan my writing • To know how editing is part of the writing process • • 	<ul style="list-style-type: none"> • To write simple, coherent narratives about personal experiences and those of others (real or fictional) • To write about real events, recording these simply and clearly • To write effectively and coherently for different purposes • To draw on reading to inform the vocabulary and grammar of writing • To know how to edit my work effectively • To make additions to my writing • To know the purpose of my writing

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		<p>makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form □ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <ul style="list-style-type: none"> □ read aloud what they have written with appropriate intonation to make the meaning clear. □ learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) □ learn how to use: □ sentences with different forms: statement, question, exclamation, command □ expanded noun phrases to describe and specify [for example, the blue butterfly] □ the present and past tenses correctly and consistently including the progressive form □ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> To know how to engage the reader To re-read my work to check that my writing makes sense. To read aloud what I have written with appropriate intonation to make the meaning clear. To make changes to my work if needed <p>To use a range of vocabulary effectively</p>
4	<ul style="list-style-type: none"> □ develop positive attitudes towards and stamina for writing by: □ writing narratives about personal experiences and those of others (real and fictional) □ writing about real events □ writing poetry □ writing for different purposes □ consider what they are going to write before beginning by: □ planning or saying out loud what they are going to write about □ writing down ideas and/or key words, including new vocabulary □ encapsulating what they want to say, sentence by sentence □ make simple additions, revisions and corrections to their own writing by: □ evaluating their writing with the teacher and other pupils □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form □ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] □ read aloud what they have written with appropriate intonation to make the meaning clear. □ learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) □ learn how to use: □ sentences with different forms: statement. 	<ul style="list-style-type: none"> To use the punctuation I have learnt so far correctly. To use expanded noun phrases effectively To use coordination and subordination correctly To use the correct tense To know how to plan my writing To know how editing is part of the writing process 	<ul style="list-style-type: none"> To write simple, coherent narratives about personal experiences and those of others (real or fictional) To write about real events, recording these simply and clearly To write effectively and coherently for different purposes To draw on reading to inform the vocabulary and grammar of writing To know how to edit my work effectively To make additions to my writing To know the purpose of my writing To know how to engage the reader To re-read my work to check that my writing makes sense. To read aloud what I have written with appropriate intonation to make the meaning clear. To make changes to my work if needed To use a range of vocabulary effectively

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		question, exclamation, command □ expanded noun phrases to describe and specify [for example, the blue butterfly] □ the present and past tenses correctly and consistently including the progressive form □ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)		
	5	<ul style="list-style-type: none"> □ develop positive attitudes towards and stamina for writing by: □ writing narratives about personal experiences and those of others (real and fictional) □ writing about real events □ writing poetry □ writing for different purposes □ consider what they are going to write before beginning by: □ planning or saying out loud what they are going to write about □ writing down ideas and/or key words, including new vocabulary □ encapsulating what they want to say, sentence by sentence □ make simple additions, revisions and corrections to their own writing by: □ evaluating their writing with the teacher and other pupils □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form □ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] □ read aloud what they have written with appropriate intonation to make the meaning clear. □ learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) □ learn how to use: □ sentences with different forms: statement, question, exclamation, command □ expanded noun phrases to describe and specify [for example, the blue butterfly] □ the present and past tenses correctly and consistently including the progressive form □ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> To use the punctuation I have learnt so far correctly. To use expanded noun phrases effectively To use coordination and subordination correctly To use the correct tense To know how to plan my writing To know how editing is part of the writing process 	<ul style="list-style-type: none"> To write simple, coherent narratives about personal experiences and those of others (real or fictional) To write about real events, recording these simply and clearly To write effectively and coherently for different purposes To draw on reading to inform the vocabulary and grammar of writing To know how to edit my work effectively To make additions to my writing To know the purpose of my writing To know how to engage the reader To re-read my work to check that my writing makes sense. To read aloud what I have written with appropriate intonation to make the meaning clear. To make changes to my work if needed To use a range of vocabulary effectively
	6	<ul style="list-style-type: none"> □ develop positive attitudes towards and stamina for writing by: □ writing narratives about personal experiences and those of others (real and fictional) □ writing about real events □ writing poetry □ writing for different purposes □ consider what they are going to write before beginning by: □ planning or saying out loud what they are 	<ul style="list-style-type: none"> To use the punctuation I have learnt so far correctly. To use expanded noun phrases effectively To use coordination and subordination correctly To use the correct tense To know how to plan my 	<ul style="list-style-type: none"> To write simple, coherent narratives about personal experiences and those of others (real or fictional) To write about real events, recording these simply and clearly To write effectively and coherently for different purposes

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		<p>going to write about □ writing down ideas and/or key words, including new vocabulary □ encapsulating what they want to say, sentence by sentence</p> <ul style="list-style-type: none"> □ make simple additions, revisions and corrections to their own writing by: □ evaluating their writing with the teacher and other pupils □ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form □ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] □ read aloud what they have written with appropriate intonation to make the meaning clear. □ learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) □ learn how to use: □ sentences with different forms: statement, question, exclamation, command □ expanded noun phrases to describe and specify [for example, the blue butterfly] □ the present and past tenses correctly and consistently including the progressive form □ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<p>writing</p> <ul style="list-style-type: none"> To know how editing is part of the writing process 	<ul style="list-style-type: none"> To draw on reading to inform the vocabulary and grammar of writing To know how to edit my work effectively To make additions to my writing To know the purpose of my writing To know how to engage the reader To re-read my work to check that my writing makes sense. To read aloud what I have written with appropriate intonation to make the meaning clear. To make changes to my work if needed To use a range of vocabulary effectively
SPaG / Phonics	1-6	<ul style="list-style-type: none"> spell by: □ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly □ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones □ learning to spell common exception words write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	Review of Year 2 Rising star Spelling rules	
Guided Reaading	Weekly	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent □ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes □ read accurately words of two or more syllables that contain the same graphemes as above □ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately □ re-read these books to build up their fluency and confidence in word reading. develop pleasure in reading, motivation to read, vocabulary and understanding by: □ listening to, discussing and expressing views about a wide range of contemporary 	<ul style="list-style-type: none"> I a draw on knowledge of vocabulary to understand texts I b identify / explain key aspects of fction and non-fiction texts, such as characters, events, titles and information I c identify and explain the sequence of events in texts I d make inferences from the text I e predict what might happen on the basis of what has been read so far <p>See additional planning.</p>	

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		<p>and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <ul style="list-style-type: none"> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 		
Maths	1	<ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{3}{1}$, $\frac{4}{1}$, $\frac{4}{2}$ and $\frac{4}{3}$ of a length, shape, set of objects or quantity write simple fractions for example, $\frac{2}{1}$ of 6 = 3 and recognise the equivalence of $\frac{4}{2}$ and $\frac{2}{1}$. 	<ul style="list-style-type: none"> To recognise equal parts. To find half of groups of objects and shapes. To know how to write half as a fraction. To find quarter of groups of objects and shapes. To know how to write quarter as a fraction. 	<ul style="list-style-type: none"> To find half of groups of objects and shapes. To recognise, find, name and write $\frac{1}{2}$ To recognise, find, name and write $\frac{1}{4}$
	2	<ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{3}{1}$, $\frac{4}{1}$, $\frac{4}{2}$ and $\frac{4}{3}$ of a length, shape, set of objects or quantity write simple fractions for example, $\frac{2}{1}$ of 6 = 3 and recognise the equivalence of $\frac{4}{2}$ and $\frac{2}{1}$. 	<ul style="list-style-type: none"> To know $\frac{2}{2}$ is the same as 1 whole. To know $\frac{2}{4}$ is the same as half. To know how to write $\frac{3}{4}$ To know how to find $\frac{3}{4}$ of an amount To find $\frac{1}{3}$ 	<ul style="list-style-type: none"> To recognise, find, name and write $\frac{1}{4}$ To recognise, find, name and write $\frac{1}{3}$
	3	<ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{3}{1}$, $\frac{4}{1}$, $\frac{4}{2}$ and $\frac{4}{3}$ of a length, shape, set of objects or quantity write simple fractions for example, $\frac{2}{1}$ of 6 = 3 and recognise the equivalence of $\frac{4}{2}$ and $\frac{2}{1}$. 	<ul style="list-style-type: none"> To understand 'whole'. To know how to count in thirds, halves and quarters. 	<ul style="list-style-type: none"> To count in wholes, thirds, halves and quarters. To solve problems involving wholes, thirds, halves and quarters.
	4	<ul style="list-style-type: none"> □ compare and sequence intervals of time □ tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times □ know the number of minutes in an hour and the number of hours in a day. 	<ul style="list-style-type: none"> To know how to tell the time to 'o' clock and half past. To know how to tell the time to quarter to and quarter past. To know how to tell the time to 5 minutes intervals. 	<ul style="list-style-type: none"> To tell the time to 'o' clock, half past, quarter to, quarter past and 5 minute intervals. To draw hands on a clock to show a time.
	5	<ul style="list-style-type: none"> □ compare and sequence intervals of time □ tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times □ know the number of minutes in an hour and the number of hours in a day. 	<ul style="list-style-type: none"> To know how to tell the time to 'o' clock and half past. To know how to tell the time to quarter to and quarter past. To know how to tell the time to 5 minutes intervals. 	<ul style="list-style-type: none"> To tell the time to 'o' clock, half past, quarter to, quarter past and 5 minute intervals. To draw hands on a clock to show a time.
	6	<ul style="list-style-type: none"> □ compare and sequence intervals of time □ tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times □ know the number of minutes in an hour and the number of hours in a day. 	<ul style="list-style-type: none"> To know how to tell the time to 'o' clock and half past. To know how to tell the time to quarter to and quarter past. To know how to tell the time to 5 minutes intervals. 	<ul style="list-style-type: none"> To tell the time to 'o' clock, half past, quarter to, quarter past and 5 minute intervals. To draw hands on a clock to show a time.

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Science	1	<ul style="list-style-type: none"> □ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 	<ul style="list-style-type: none"> Exploring key concepts and vocabulary -prior knowledge 	<ul style="list-style-type: none"> To use observations and ideas to suggest answers to questions
	2	<ul style="list-style-type: none"> □ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 	<ul style="list-style-type: none"> To name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 	<ul style="list-style-type: none"> identifying and classifying
	3	<ul style="list-style-type: none"> □ distinguish between an object and the material from which it is made □ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 	<ul style="list-style-type: none"> To name an object and the material it is made from 	<ul style="list-style-type: none"> identifying and classifying using their observations and ideas to suggest answers to questions
	4	<ul style="list-style-type: none"> □ distinguish between an object and the material from which it is made □ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 	<ul style="list-style-type: none"> To name an object and the material it is made from To know the different properties of different materials. 	<ul style="list-style-type: none"> identifying and classifying using their observations and ideas to suggest answers to questions
	5	<ul style="list-style-type: none"> □ distinguish between an object and the material from which it is made □ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 	<ul style="list-style-type: none"> To know the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Plan for Focused Assessment in Science – Material Hunter 	<ul style="list-style-type: none"> observing closely, using simple equipment identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions
	6	<ul style="list-style-type: none"> □ distinguish between an object and the material from which it is made □ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 	<ul style="list-style-type: none"> To know the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses To know the different properties of different materials. 	<ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Identifying and classifying Using their observations and ideas to suggest answers to questions
RE	1	Follow Cheshire RE Scheme	<ul style="list-style-type: none"> Assessment session – what do we already know about Judaism? 	<ul style="list-style-type: none"> I can talk about a practice from a religion.
	2		<ul style="list-style-type: none"> To identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives. 	<ul style="list-style-type: none"> I can recognise some religious symbols and words. I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.
	3		<ul style="list-style-type: none"> To tell you why Shabbat is important to a Jew and how Jews may go to Synagogue during this period 	<ul style="list-style-type: none"> I can recognise some religious symbols and words. I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.
	4		<ul style="list-style-type: none"> To name some of the artefacts and symbols that are special to Jewish 	<ul style="list-style-type: none"> I can recognise some religious symbols and words.

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	5		people. <ul style="list-style-type: none"> To know how Jewish families and their communities celebrate Hanukkah 	<ul style="list-style-type: none"> I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them
	6		<ul style="list-style-type: none"> To know the Jewish concept of creation and the Jewish understanding of God. 	<ul style="list-style-type: none"> I notice and respond sensitively to some similarities between different religions and worldviews.
PE	1	<ul style="list-style-type: none"> □ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<ul style="list-style-type: none"> Pupils will consistently apply the correct technique for jumping. 	<ul style="list-style-type: none"> Consolidate jumping
	2	<ul style="list-style-type: none"> □ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<ul style="list-style-type: none"> Pupils will consistently apply the correct technique for jumping. Pupils will accurately apply their jumping skills in combination and also within games. 	<ul style="list-style-type: none"> Consolidate jumping Apply jumping into a game
	3	<ul style="list-style-type: none"> □ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<ul style="list-style-type: none"> Pupils will demonstrate a strong understanding of why, when and where we jump in a game and apply imagination and creativity to their jumping. 	<ul style="list-style-type: none"> Consolidate jumping Apply jumping into a game Linking jumping Explore jumping combinations Develop jumping combinations
	4	<ul style="list-style-type: none"> □ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<ul style="list-style-type: none"> Pupils will develop their ability to give and receive feedback concerning the jumping technique showing fairness and empathy to others. Pupils will consistently apply life skills such as self belief and honesty as they play within the rules of the game and jump confidently. 	<ul style="list-style-type: none"> Consolidate jumping Apply jumping into a game Linking jumping Explore jumping combinations Develop jumping combinations
	5	<ul style="list-style-type: none"> □ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<ul style="list-style-type: none"> Pupils will develop their ability to give and receive feedback concerning the jumping technique showing fairness and 	<ul style="list-style-type: none"> Consolidate jumping Apply jumping into a game Linking jumping Explore jumping combinations Develop jumping combinations

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			<ul style="list-style-type: none"> empathy to others. Pupils will consistently apply life skills such as self belief and honesty as they play within the rules of the game and jump confidently. 	
	6 OAA	<ul style="list-style-type: none"> To be able to engage in competitive (both against self and against others) and co-operative physical activities 	<ul style="list-style-type: none"> Pupils will develop and apply teamwork skills in pairs and small teams to complete all of the challenges successfully. Key Success Criteria Pupils will demonstrate a strong understanding of what makes an effective team. Pupils will create and apply simple tactics. Pupils will develop and apply life skills such as fairness and respect as they work together to complete the challenges. Pupils will develop life skills such as courage and self belief as they strive to complete the different challenges, adapting strategies and never giving up. 	<ul style="list-style-type: none"> Introducing teamwork Develop teamwork Building trust and developing communication Cooperation and communication Explore simple strategies Problem solving: Consolidate teamwork
Geography and History	1	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 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 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 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith 	<ul style="list-style-type: none"> Assessment session - what do we already know? 	

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		Cavell]		
	2	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 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 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 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] 	<ul style="list-style-type: none"> To name explorers - Christopher Columbus, Neil Armstrong, Robert Falcon Scott, Roald Amundsen To know where they explored and when To know when they lived To identify their achievements To know the impact of their achievements on today's world 	<ul style="list-style-type: none"> Recall significant facts about individuals learnt about Explain why people did things or why events happened and what happened as a result Observe and handle artefacts and resources to answer questions about the past Ask questions that link to topics studied
	3	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 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 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 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] 	<ul style="list-style-type: none"> To name explorers - Christopher Columbus, Neil Armstrong, Robert Falcon Scott, Roald Amundsen To know where hot and cold locations of the world are To know where the Equator is To know where the North and South Poles are To know where they explored and when To know when they lived To identify their achievements To know the impact of their achievements on today's world 	<ul style="list-style-type: none"> Compare differences between ways of life at different times Compare versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories
	4	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 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 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 the lives of significant individuals 	<ul style="list-style-type: none"> To name explorers - Christopher Columbus, Neil Armstrong, Robert Falcon Scott, Roald Amundsen To know where hot and cold locations of the world are To know where the Equator is To know where the North and South Poles are 	<ul style="list-style-type: none"> Recall significant facts about individuals learnt about Explain why people did things or why events happened and what happened as a result Compare differences between ways of life at different times

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		<p>in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<ul style="list-style-type: none"> To know where they explored and when To know when they lived To identify their achievements To know the impact of their achievements on today's world 	
	5	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 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 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 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] 	<ul style="list-style-type: none"> To name explorers - Christopher Columbus, Neil Armstrong, Robert Falcon Scott, Roald Amundsen To know where hot and cold locations of the world are To know where the Equator is To know where the North and South Poles are To know where they explored and when To know when they lived To identify their achievements To explain why Roald Amundsen reached the South Pole before Robert Falcon Scott To know the impact of their achievements on today's world 	<ul style="list-style-type: none"> Recall significant facts about individuals learnt about Explain why people did things or why events happened and what happened as a result Compare differences between ways of life at different times
	6	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 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 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 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] 	<ul style="list-style-type: none"> To name explorers - Christopher Columbus, Neil Armstrong, Robert Falcon Scott, Roald Amundsen To know where hot and cold locations of the world are To know where the Equator is To know where the North and South Poles are To know where they explored and when To know when they lived To identify their achievements To explain why Roald Amundsen reached the South Pole before Robert Falcon Scott To know the impact of their achievements on today's world 	<ul style="list-style-type: none"> Recall significant facts about individuals learnt about Explain why people did things or why events happened and what happened as a result Compare differences between ways of life at different times
Art and	1	<ul style="list-style-type: none"> to use a range of materials creatively 	<ul style="list-style-type: none"> To explain who LS Lowry 	<ul style="list-style-type: none"> To use a sketchbook and

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Design (1 full afternoon fortnightly)		<ul style="list-style-type: none"> to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>was</p> <ul style="list-style-type: none"> To explain why he was significant To recall the colours Lowry used To have an appreciation of his paintings 	<p>work out ideas</p> <ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook. Identify what they might change in their current work or develop in their future work.
	3	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> To have an appreciation of his paintings To explain why they are using the paintbrush they have chosen. To know that different equipment will produce different outcomes in artwork. To recall the colours Lowry used 	<ul style="list-style-type: none"> Identify what they might change in their current work or develop in their future work. To use a sketchbook and work out ideas To compare similarities and differences between artists
	5	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> Educational visit to The Lowry Museum 	
Design Technology (2 days)		<p>Make Rockets</p> <p>Design</p> <ul style="list-style-type: none"> □ 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 <p>Make</p> <ul style="list-style-type: none"> □ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, 	<ul style="list-style-type: none"> To know how to sketch a design To know what purpose means To know how to identify the purpose of my product To explain what materials will be most efficient for what I am going to make To know how to test and evaluate a range of resources and make possible changes To know the correct 	<ul style="list-style-type: none"> Generate ideas by drawing on their own and other people's experiences Develop their design ideas through discussion, observation, drawing and modelling Identify a purpose for what they intend to design and make Identify simple design criteria Use simple drawings and label parts Begin to select tools and materials; use vocabulary

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		shaping, joining and finishing] <ul style="list-style-type: none"> □ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate <ul style="list-style-type: none"> □ explore and evaluate a range of existing products □ evaluate their ideas and products against design criteria 	vocabulary for the tools and materials I am going to use to make my product <ul style="list-style-type: none"> To know how to join fabric with glue and how to strengthen it To know what a design criteria is 	to name and describe them <ul style="list-style-type: none"> Measure, cut and score with some accuracy Use hand tools safely and appropriately. Assemble, join and combine materials in order to make a product Cut, shape and join fabric to make a simple garment. Choose and use appropriate finishing techniques Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make. Talk about their ideas, saying what they like and dislike about them Evaluate existing products.
PSHE	1	Follow 1 Decision Being Responsible / Perseverance	<ul style="list-style-type: none"> Assessment session - What do we already know? 	
	2		<ul style="list-style-type: none"> Be able to name ways you can improve in an activity or sport Be able to see the benefits of practising an activity or sport 	<ul style="list-style-type: none"> To explore ways to improve performance Develop an understanding of perseverance
	3		<ul style="list-style-type: none"> Be able to name ways you can improve in an activity or sport Be able to see the benefits of practising an activity or sport 	<ul style="list-style-type: none"> To explore ways to improve performance Develop an understanding of perseverance
	4		<ul style="list-style-type: none"> Be able to name ways you can improve in an activity or sport Be able to see the benefits of practising an activity or sport 	<ul style="list-style-type: none"> To explore ways to improve performance Develop an understanding of perseverance
	5		<ul style="list-style-type: none"> Know how you can help other people 	<ul style="list-style-type: none"> To explore ways to help others
	6		<ul style="list-style-type: none"> Understand the risks of talking to people you don't know very well in the community 	<ul style="list-style-type: none"> To show how to communicate safely Learn a range of skills for coping with unpleasant / uncomfortable emotions
Music	1	<ul style="list-style-type: none"> □ use their voices expressively and creatively by singing songs and speaking chants and rhymes □ play tuned and untuned instruments musically □ listen with concentration and understanding to a range of high-quality live and recorded music □ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	Pulse/ Beat <ul style="list-style-type: none"> Understand that the speed of the beat can change, creating a faster or slower pace (tempo). 	Pulse/ Beat <ul style="list-style-type: none"> To know what tempo is

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	2	<ul style="list-style-type: none"> □ use their voices expressively and creatively by singing songs and speaking chants and rhymes □ play tuned and untuned instruments musically □ listen with concentration and understanding to a range of high-quality live and recorded music □ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo. 	<ul style="list-style-type: none"> To represent the beat of music by tapping, clapping and recognising the change in tempo.
	3	<ul style="list-style-type: none"> □ use their voices expressively and creatively by singing songs and speaking chants and rhymes □ play tuned and untuned instruments musically □ listen with concentration and understanding to a range of high-quality live and recorded music □ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato) 	<ul style="list-style-type: none"> To know how to walk in time to the beat of music.
	4	<ul style="list-style-type: none"> □ use their voices expressively and creatively by singing songs and speaking chants and rhymes □ play tuned and untuned instruments musically □ listen with concentration and understanding to a range of high-quality live and recorded music □ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Know the difference between left and right to support coordination and shared movement with others. 	<ul style="list-style-type: none"> To know left and right.
	5	<ul style="list-style-type: none"> □ use their voices expressively and creatively by singing songs and speaking chants and rhymes □ play tuned and untuned instruments musically □ listen with concentration and understanding to a range of high-quality live and recorded music □ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. 	<ul style="list-style-type: none"> To know how to groups beats together and use different body movements to show this.
	6	<ul style="list-style-type: none"> □ use their voices expressively and creatively by singing songs and speaking chants and rhymes □ play tuned and untuned instruments musically □ listen with concentration and understanding to a range of high-quality live and recorded music □ experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. o in 2 Maple Leaf Rag by Joplin o in 3 The Elephant from Carnival of the Animals by Saint-Saëns 	<ul style="list-style-type: none"> To group beats in familiar music.
Computing	1	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or 	<ul style="list-style-type: none"> To know that art can be produced using technology. To know how to use functions on 2Paint a picture to produce artwork. To know how to change colour and line thickness. To know how to save and 	<ul style="list-style-type: none"> Create artwork using technology. Use a range of media in their digital content (e.g. photos, text and sound). Save my work correctly.

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		contact on the internet or other online technologies	open work.	
	2	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<ul style="list-style-type: none"> To know that art can be produced using technology. To know how to use functions on 2Paint a picture to produce artwork. To know how to change colour and line thickness. To know how to save and open work. 	<ul style="list-style-type: none"> Create artwork using technology. Use a range of media in their digital content (e.g. photos, text and sound). Save my work correctly.
	3	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<ul style="list-style-type: none"> To know that art can be produced using technology. To know how to use functions on 2Paint a picture to produce artwork. To know how to change colour and line thickness. To know how to save and open work. To know how to edit work using the eraser tool. To know how to combine more than one effect on 2Paint a picture to create a piece of artwork. 	<ul style="list-style-type: none"> Create artwork using technology. Use a range of media in their digital content (e.g. photos, text and sound). Save my work correctly.
	4	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<ul style="list-style-type: none"> To know that art can be produced using technology. To know how to use functions on 2Paint a picture to produce artwork. To know how to change colour and line thickness. To know how to save and open work. To know how to edit work using the eraser tool. To know how to combine more than one effect on 2Paint a picture to create a piece of artwork. 	<ul style="list-style-type: none"> Create artwork using technology. Use a range of media in their digital content (e.g. photos, text and sound). Save my work correctly.
	5	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or 	<ul style="list-style-type: none"> To know how to listen to sounds on 2Sequence. To know how to combine sounds in 2Sequence. 	<ul style="list-style-type: none"> Edit complex digital data. Use a range of media in their digital content (e.g. photos, text and sound). Create a series of sounds using technology. Edit and improve things I have created using technology. Save my work correctly.



Winnington Park Primary School and Nursery

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		contact on the internet or other online technologies		
	6	<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<ul style="list-style-type: none"> • To know how to listen to sounds on 2Sequence. • To know how to combine sounds in 2Sequence. 	<ul style="list-style-type: none"> • Edit complex digital data. • Use a range of media in their digital content (e.g. photos, text and sound). • Create a series of sounds using technology. • Edit and improve things I have created using technology. • Save my work correctly.