



**Essential Objectives for Year 1**

<p><b>English</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Match graphemes for all phonemes</li> <li>• Read accurately by blending sounds</li> <li>• Read words with very common suffixes</li> <li>• Read contractions &amp; understand purpose</li> <li>• Read phonics books aloud</li> <li>• Link reading to own experiences</li> <li>• Join in with predictable phrases</li> <li>• Discuss significance of title &amp; events</li> <li>• Make simple predictions</li> </ul>		<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Name letters of the alphabet</li> <li>• Spell very common 'exception' words</li> <li>• Spell days of the week</li> <li>• Use very common prefixes &amp; suffixes</li> <li>• Form lower case letters correctly</li> <li>• Form capital letters &amp; digits</li> <li>• Compose sentences orally before writing</li> <li>• Read own writing to peers or teachers</li> <li>• To write their full name correctly</li> <li>• To utilise key words in the classroom to assist with writing</li> <li>• To follow the modelled sentence structure where appropriate in lessons.</li> <li>• To write using the pre-cursive script, beginning to join if ready</li> </ul>		<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Leave spaces between words</li> <li>• Begin to use basic punctuation: . ? !</li> <li>• Use capital letters for proper nouns.</li> <li>• Use common plural &amp; verb suffixes</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Listen &amp; respond appropriately</li> <li>• Ask relevant questions</li> <li>• Maintain attention &amp; participate</li> <li>• To comprehensively speak in full sentences</li> <li>• To begin to know and use terminology: verb, adjective, connective/conjunction.</li> </ul>		<p><b>Art &amp; Design (KS1)</b></p> <ul style="list-style-type: none"> <li>• Use a range of materials</li> <li>• Use drawing, painting and sculpture</li> <li>• Develop techniques of colour, pattern, texture, line, shape, form and space</li> <li>• Learn about range of artists, craftsmen and designers</li> <li>• Use a variety of tools and techniques including different brush sizes and types.</li> <li>• Mix and match colours to artefacts and objects.</li> <li>• Print with a range of hard and soft materials, e.g. corks, pen barrels, sponge.</li> <li>• Make simple marks on rollers and printing palettes. Take simple prints, i.e. mono-printing.</li> <li>• Create images from a variety of media, e.g. photocopies material, fabric, crepe paper, magazines etc.</li> <li>• Match and sort fabrics and threads for colour, texture, length, size and shape.</li> <li>• Explore ideas using digital sources, i.e. internet, CD-ROMs. Record visual information using digital cameras, video recorders.</li> </ul>		<p><b>Computing (KS1)</b></p> <ul style="list-style-type: none"> <li>• Understand use of algorithms</li> <li>• Write &amp; test simple programs</li> <li>• Use logical reasoning to make predictions</li> <li>• Organise, store, retrieve &amp; manipulate data</li> <li>• Communicate online safely and respectfully</li> <li>• Recognise uses of IT outside of school</li> </ul>			
<p><b>Mathematics Number/Calculation</b></p> <ul style="list-style-type: none"> <li>• Count to / across 100</li> <li>• Count in 1s, 2s, 5s and 10s</li> <li>• Identify 'one more' and 'one less'</li> <li>• Read &amp; write numbers to 20</li> <li>• Use language, e.g. 'more than', 'most'</li> <li>• Use +, - and = symbols</li> <li>• Know number bonds to 20</li> </ul>		<ul style="list-style-type: none"> <li>• add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>• Solve one-step problems, including simple arrays</li> </ul> <p><b>Geometry &amp; Measures</b></p> <ul style="list-style-type: none"> <li>• Use common vocabulary for comparison, e.g. heavier, taller,</li> </ul>		<ul style="list-style-type: none"> <li>• full, longest, quickest</li> <li>• Begin to measure length, capacity, weight</li> <li>• Recognise coins &amp; notes</li> <li>• Use time &amp; ordering vocabulary</li> <li>• Tell the time to hour/half-hour</li> <li>• Use language of days, weeks, months &amp; years</li> <li>• Recognise &amp; name common 2-d and 3-d shapes</li> </ul>		<p><b>Design &amp; Technology (KS1)</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional &amp; appealing products for a target audience</li> <li>• Generate, model &amp; communicate ideas</li> <li>• Use range of tools &amp; materials to complete practical tasks</li> <li>• Evaluate existing products &amp; own ideas</li> <li>• Build and improve structure &amp; mechanisms</li> <li>• Understand where food comes from</li> </ul>		<p><b>Geography (Y1)</b></p> <ul style="list-style-type: none"> <li>• Name &amp; locate the four countries and capital cities of the United Kingdom using atlases &amp; globes</li> <li>• identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world</li> <li>• Use basic geographical vocabulary to refer to local &amp; familiar features</li> <li>• Use four compass directions &amp; simple vocab</li> </ul>			
<p><b>Science</b></p> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>• Identify basic plants</li> <li>• Identify basic plant parts (roots, leaves, flowers, etc.)</li> <li>• Identify &amp; compare common animals</li> <li>• Identify &amp; name basic body parts</li> <li>• Working scientifically delivered throughout the year using the following knowledge units:</li> </ul>		<p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>• Distinguish between objects &amp; materials</li> <li>• Identify &amp; name common materials</li> <li>• Describe simple properties of some materials</li> <li>• Compare &amp; classify materials</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>• Observe weather associated with changes of season</li> </ul>		<p><b>History (KS1)</b></p> <p>Key Concepts</p> <ul style="list-style-type: none"> <li>• Changes in living memory (linked to aspects of national life where appropriate)</li> </ul> <p>Key Individuals</p> <ul style="list-style-type: none"> <li>• Lives of significant historical figures, including comparison of those from different periods</li> <li>• Significant local people</li> </ul> <p>Key Events</p> <ul style="list-style-type: none"> <li>• e.g. Bonfire night</li> <li>• Events of local importance</li> </ul>		<p><b>Physical Education (KS1)</b></p> <ul style="list-style-type: none"> <li>• Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination</li> <li>• Participate in team games</li> <li>• Perform dances using simple movement</li> <li>• Perform a variety of movements for different purposes</li> <li>• Utilise music in different aspects of PE</li> <li>• Begin to explore outdoor education as part of Curriculum Enhancement.</li> <li>• Take part in an annual Sports Day</li> </ul>		<p><b>Modern Languages</b></p> <p>Not required at KS1</p>		<p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>• Continue to follow locally-agreed syllabus for RE</li> <li>• Precious Things</li> <li>• Myself</li> <li>• Our World</li> </ul>	
<p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>• Understand what healthy lifestyles are</li> <li>• Recognise likes and dislikes</li> <li>• Recognise which house hold products could be harmful</li> <li>• Know how to keep safe</li> <li>• To learn about themselves</li> <li>• Understand the local area</li> <li>• To recognise what is fair and unfair</li> </ul>											



**Essential Objectives for Year 2**

<p><b>English</b> <u>Reading</u></p> <ul style="list-style-type: none"> <li>• Develop phonics until decoding</li> <li>• secure</li> <li>• Read common suffixes</li> <li>• Read &amp; re-read phonic-appropriate</li> <li>• books</li> <li>• Read common 'exception' words</li> <li>• Discuss &amp; express views about fiction, non-fiction &amp; poetry</li> <li>• Become familiar with &amp; retell stories</li> <li>• Ask &amp; answer questions; make predictions</li> <li>• Begin to make inferences</li> </ul>	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Spell by segmenting into phonemes</li> <li>• Learn to spell common 'exception' words</li> <li>• Spell using common suffixes, etc.</li> <li>• Use appropriate size letters &amp; spaces</li> <li>• Develop positive attitude &amp; stamina for writing</li> <li>• Begin to plan ideas for writing</li> <li>• Record ideas sentence-by-sentence</li> <li>• Make simple additions &amp; changes</li> <li>• after proof-reading</li> <li>• To spell key words in-line with learning topics</li> <li>• To begin to group writing into sections.</li> <li>• To write for different purposes.</li> <li>• To write fiction, non-fiction and poetry.</li> <li>• To begin to join letters from pre-cursive to cursive script.</li> </ul>	<p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Use . ! ? , and ' </li> <li>• Use simple conjunctions</li> <li>• Begin to expand</li> <li>• noun phrases</li> <li>• Use some features of standard English</li> <li>• <u>Communication</u></li> <li>• Articulate &amp; Justify answers</li> <li>• Initiate &amp; respond to comments</li> <li>• Use spoken language to develop</li> <li>• Understanding</li> <li>• To more comprehensively know and use terminology: verb, adjective, adverb, connective/conjunction.</li> </ul>	<p><u>Art &amp; Design (KS1)</u></p> <ul style="list-style-type: none"> <li>• Use a range of materials</li> <li>• Use drawing, painting and sculpture</li> <li>• Develop techniques of colour, pattern, texture, line, shape, form and space</li> <li>• Learn about range of artists, craftsmen and designers</li> <li>• Experiment with tools and techniques, e.g. layering, mixing media, scrapping through.</li> <li>• Identify primary colours by name - mix primary shades and tones.</li> <li>• Build repeating patterns and recognise pattern in the environment.</li> <li>• Experiment with constructing and joining recycled, natural and manmade materials.</li> <li>• Create, select and use textured paper for an image.</li> <li>• Apply decoration using beads, buttons, feathers, etc.</li> <li>• Create fabrics by weaving materials, i.e. grass through twigs.</li> <li>• □ Use basic selection and cropping tools.</li> </ul> <p><u>Design &amp; Technology (KS1)</u></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional &amp; appealing products for a target audience</li> <li>• Generate, model &amp; communicate ideas</li> <li>• Use range of tools &amp; materials to complete practical tasks</li> <li>• Evaluate existing products &amp; own ideas</li> <li>• Build and improve structure &amp; mechanisms</li> <li>• □ Understand where food comes from</li> </ul>	<p><u>Computing (KS1)</u></p> <ul style="list-style-type: none"> <li>• Understand use of algorithms</li> <li>• Write &amp; test simple programs</li> <li>• Use logical reasoning to make predictions</li> <li>• Organise, store, retrieve &amp; manipulate data</li> <li>• Communicate online safely and respectfully</li> <li>• Recognise uses of IT outside of school</li> <li>• Record information selecting a suitable programme from a variety of programmes</li> <li>• Experiment with different types of visual-media and multi-media for different purposes</li> <li>• Search for and retrieve information safely from the internet, begin to question the reliability of sources.</li> </ul> <p><u>Geography (Y2)</u></p> <ul style="list-style-type: none"> <li>• Name &amp; locate world's continents and oceans</li> <li>• Compare local area to a non-European country</li> <li>• Use basic vocabulary to describe a less familiar area</li> <li>• Use aerial images and other models to create simple plans and maps, using symbols</li> <li>• Use simple fieldwork and observational skills to study the immediate environment</li> </ul>	
<p><u>Mathematics</u> <u>Number/Calculation</u></p> <ul style="list-style-type: none"> <li>• Know 2, 5, 10x tables</li> <li>• Begin to use place value (T/U)</li> <li>• Count in 2s, 3s, 5s &amp; 10s</li> <li>• Identify, represent &amp; estimate numbers</li> <li>• Compare / order numbers, inc. &lt; &gt; =</li> <li>• Write numbers to 100</li> <li>• Know number facts to 20 (+ related to 100)</li> </ul>	<ul style="list-style-type: none"> <li>• Use x and ÷ symbols</li> <li>• Recognise commutative property of multiplication</li> <li>• <u>Geometry &amp; Measures</u></li> <li>• Know and use standard measures</li> <li>• Read scales to nearest whole unit</li> <li>• Use symbols for £ and p and</li> <li>• add/subtract simple sums of less than £1 or in pounds</li> <li>• Use and apply these skills in a variety of situations</li> </ul>	<ul style="list-style-type: none"> <li>• Tell time to the nearest 5 minutes</li> <li>• Identify &amp; sort 2-d &amp; 3-d shapes</li> <li>• Identify 2-d shapes on 3-d surfaces</li> <li>• Order and arrange mathematical objects</li> <li>• Use terminology of position &amp; movement</li> </ul>	<p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>• Find and write simple fractions</li> <li>• Understand equivalence of e.g. 2/4 = 1/2</li> </ul> <p><u>Data</u></p> <ul style="list-style-type: none"> <li>• Interpret simple tables &amp; pictograms</li> <li>• Ask &amp; answer comparison questions</li> <li>• Ask &amp; answer questions about totalling</li> </ul>	<p><u>Modern Languages</u></p> <p>Not required at KS1</p> <ul style="list-style-type: none"> <li>• Introduce French during the Summer term</li> </ul>	<p><u>Religious Education</u></p> <ul style="list-style-type: none"> <li>• Continue to follow locally-agreed syllabus for RE</li> <li>• Special Days</li> <li>• Special People</li> <li>• Special Books</li> </ul>
<p><u>Science</u> <u>Biology</u></p> <ul style="list-style-type: none"> <li>• Differentiate living, dead and non-living</li> <li>• Growing plants (water, light, warmth)</li> <li>• Basic needs of animals &amp; offspring</li> <li>• Simple food chains &amp; habitats</li> </ul> <p><u>Chemistry</u></p> <ul style="list-style-type: none"> <li>• Identify and compare uses of different materials</li> <li>• Compare how things move on different surfaces</li> </ul>	<p><u>History (KS1)</u> Key Concepts</p> <ul style="list-style-type: none"> <li>• Changes in living memory (linked to aspects of national life where appropriate)</li> </ul> <p>Key Individuals</p> <ul style="list-style-type: none"> <li>• Lives of significant historical figures, including comparison of those from different periods</li> <li>• Significant local people</li> </ul>	<p><u>Physical Education (KS1)</u></p> <ul style="list-style-type: none"> <li>• Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination</li> <li>• Participate in team games</li> <li>• Perform dances using simple movement</li> <li>• Swimming proficiency at 25m (KS1 or KS2)</li> <li>• Perform a variety of movements for different purposes</li> <li>• Utilise music in different aspects of PE</li> <li>• Begin to explore outdoor education as part of Curriculum Enhancement</li> <li>• Take part in a weekly swimming lesson.</li> <li>• Take part in an annual Sports Day</li> </ul>	<p><u>Music (KS1)</u></p> <ul style="list-style-type: none"> <li>• Sing songs</li> <li>• Play tuned &amp; un-tuned instruments musically</li> <li>• Listen &amp; understand live and recorded music</li> <li>• Make and combine sounds musically</li> <li>• To learn how to read musical notation.</li> <li>• To learn how to play the recorder.</li> </ul>		
<p><u>PSHE:</u></p> <ul style="list-style-type: none"> <li>• Understand what healthy lifestyles are</li> <li>• Understand safe use of medicines</li> <li>• To understand importance of maintaining personal hygiene</li> <li>• To know how to keep safe</li> <li>• Consider good and bad feelings</li> <li>• To understand different types of teasing and bullying</li> <li>• To understand process of growing from young to old</li> <li>• To understand responsibilities</li> </ul>	<p>Key Events</p> <ul style="list-style-type: none"> <li>• e.g. Bonfire night</li> <li>• □ Events of local importance</li> </ul>				



**Essential Objectives for Year 3**

<p><b>English</b></p> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Use knowledge to read 'exception' words</li> <li>• Read range of fiction &amp; non-fiction</li> <li>• Use dictionaries to check meaning</li> <li>• Prepare poems &amp; plays to perform</li> <li>• Check own understanding of reading</li> <li>• Draw inferences &amp; make predictions</li> <li>• Retrieve &amp; record information from non-fiction books</li> <li>• Discuss reading with others</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Use prefixes &amp; suffixes in spelling</li> <li>• Use dictionary to confirm spellings</li> <li>• Write simple dictated sentences</li> <li>• Use handwriting joins appropriately</li> <li>• Plan to write based on familiar forms</li> <li>• Rehearse sentences orally for writing</li> <li>• Use varied rich vocabulary</li> <li>• Create simple settings &amp; plot</li> <li>• Assess effectiveness of own and others' writing</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Use range of conjunctions</li> <li>• Use perfect tense</li> <li>• Use range of nouns &amp; pronouns</li> <li>• Use time connectives</li> <li>• Introduce speech punctuation</li> <li>• Know language of clauses</li> <li>• <b>Communication</b></li> <li>• Give structured descriptions</li> <li>• Participate activity in conversation</li> <li>• Consider &amp; evaluate different viewpoints</li> </ul>	<p><b>Art &amp; Design (LKS2)</b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks to collect, record and evaluate ideas</li> <li>• Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>• Learn about great artists, architects &amp; designers</li> <li>• Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Create printing blocks and repeat patterns.</li> <li>• Plan, design and make models from observation or imagination.</li> <li>• Join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>• Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>• Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textual effects.</li> <li>• Record and collect visual information using digital cameras and video recorders.</li> <li>• Present recorded visual images using software e.g. Photo story, PowerPoint.</li> </ul>	<p><b>Computing (LKS2)</b></p> <ul style="list-style-type: none"> <li>• Design &amp; write programs to achieve specific goals, including solving problems</li> <li>• Use logical reasoning</li> <li>• Understand computer networks</li> <li>• Use internet safely and appropriately</li> <li>• Collect and present data appropriately</li> <li>• Record information carefully selecting a suitable programme from a variety of programmes</li> <li>• Use different types of visual-media and multi-media for different purposes</li> <li>• Search for and retrieve information safely from the internet, begin to ask more questions to determine the reliability of sources.</li> </ul>	
<p><b>Design &amp; Technology (LKS2)</b></p> <ul style="list-style-type: none"> <li>• Use research &amp; criteria to develop and design products which are fit for purpose</li> <li>• Use annotated sketches and prototypes to explain ideas</li> <li>• Evaluate existing products and improve own work</li> <li>• Use mechanical systems in own work</li> <li>• Understand seasonality; prepare &amp; cook mainly savoury dishes</li> </ul>	<p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>• To understand that some drugs are illegal</li> <li>• To understand strategies for keeping physically and emotionally safe</li> <li>• To work collaboratively</li> <li>• To be aware of different types of relationships between friends and families</li> <li>• To reflect and celebrate achievements</li> <li>• To learn about the role of money</li> <li>• To realise consequences of anti-social behaviour</li> <li>• To learn about enterprise ad skills that can make someone 'enterprising'</li> </ul>	<p><b>Geography (LKS2)</b></p> <ul style="list-style-type: none"> <li>• Locate world's countries, focussing on Europe &amp; Americas focus on key physical &amp; human features</li> <li>• Study a region of the UK (not local area)</li> <li>• Use 8 points of compass, symbols &amp; keys</li> <li>• Describe &amp; understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links, etc.</li> <li>• Use fieldwork to observe, measure &amp; record</li> </ul>	
<p><b>Mathematics Number/Calculation</b></p> <ul style="list-style-type: none"> <li>• Learn 3, 4 &amp; 8x tables</li> <li>• Secure place value to 100</li> <li>• Mentally add &amp; subtract units, tens or hundreds to numbers of up to 3 digits</li> <li>• Written column addition &amp; subtraction</li> <li>• Solve number problems, including multiplication &amp; simple division</li> </ul> <p>and missing number problems</p> <ul style="list-style-type: none"> <li>• Use commutativity to help calculations</li> </ul> <p><b>Geometry &amp; Measures</b></p> <ul style="list-style-type: none"> <li>• Measure &amp; calculate with metric measures</li> <li>• Measure simple perimeter</li> <li>• Add/subtract using money in context</li> </ul>	<ul style="list-style-type: none"> <li>• Use Roman numerals up to XII; tell time</li> <li>• Calculate using simple time problems</li> <li>• Draw 2-d / Make 3-d shapes</li> <li>• Identify and use right angles</li> <li>• Identify horizontal, vertical, perpendicular and parallel lines</li> <li>• Use and apply these skills in a variety of situations</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>• Interpret bar charts &amp; pictograms</li> </ul>	<p><b>Fractions &amp; decimals</b></p> <ul style="list-style-type: none"> <li>• Use &amp; count in tenths</li> <li>• Recognise, find &amp; write fractions</li> <li>• Recognise some equivalent fractions</li> <li>• Add/subtract fractions up to &lt;1</li> <li>• Order fractions with common denominator</li> </ul>	<p><b>Modern Languages (LKS2)</b></p> <ul style="list-style-type: none"> <li>• Listen &amp; engage</li> <li>• Ask &amp; answer questions</li> <li>• Speak in sentences using familiar vocabulary</li> <li>• Develop appropriate pronunciation</li> <li>• Show understanding of words &amp; phrases</li> <li>• Appreciate stories, songs, poems &amp; rhymes</li> <li>• Broaden vocabulary</li> <li>• Begin speaking Spanish as the familiar vocabulary</li> </ul> <p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>• Continue to follow locally-agreed syllabus for RE</li> <li>• Journeys</li> <li>• Right and Wrong</li> <li>• Creation and the environment</li> </ul>
<p><b>Science</b></p> <p><u>Biology</u></p> <ul style="list-style-type: none"> <li>• Plants, incl. parts, lifecycle and requirements for life</li> <li>• Animals: skeletons &amp; nutrition</li> </ul> <p><u>Chemistry</u></p> <ul style="list-style-type: none"> <li>• Classification of rock types</li> <li>• Simple understanding of fossilisation</li> </ul> <p><u>Physics</u></p> <ul style="list-style-type: none"> <li>• Sources of light; shadows &amp; reflections</li> <li>• Simple forces, including magnetism</li> <li>• Working scientifically delivered throughout the year using the following knowledge units :</li> </ul> <p><u>Biology</u></p> <ul style="list-style-type: none"> <li>• Plants and Animals including humans.</li> </ul> <p><u>Physics</u></p> <ul style="list-style-type: none"> <li>• Forces, Magnets and Magnetic Materials, Light</li> </ul> <p><u>Chemistry</u></p> <ul style="list-style-type: none"> <li>• Rocks</li> </ul>	<p><b>History</b></p> <p>British History (taught chronologically)</p> <ul style="list-style-type: none"> <li>• Stone Age to Iron Age Britain, including: hunter-gatherers and early farmers</li> <li>• Bronze age religion, technology &amp; travel</li> <li>• Iron age hill forts</li> </ul> <p>Broader History Study</p> <ul style="list-style-type: none"> <li>• A local history study, e.g.</li> <li>• A depth study linked to a studied period</li> <li>• A study over a period of time</li> <li>• A post-1066 study of relevant local history World War 2 to link in with English Units of work.</li> </ul>	<p><b>Physical Education (LKS2)</b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, catching and throwing in isolation and in combination</li> <li>• Play competitive games, modified as appropriate</li> <li>• Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>• Compare performances to achieve personal bests</li> <li>• Swimming proficiency at 25m (KS1 or KS2)</li> <li>• Perform a variety of movements for different purposes</li> <li>• Utilise music in different aspects of PE</li> <li>• Begin to explore outdoor education as part of Curriculum Enhancement</li> <li>• Take part in a weekly swimming lesson.</li> <li>• Take part in an annual Sports Day</li> </ul>	<p><b>Music (LKS2)</b></p> <ul style="list-style-type: none"> <li>• Use voice &amp; instruments with increasing accuracy, control and expression</li> <li>• Improvise &amp; compose music</li> <li>• Listen with attention to detail</li> <li>• Appreciate wide range of live &amp; recorded music</li> <li>• Begin to develop understanding of history of different musical cultures and backgrounds</li> </ul>



**Essential Objectives for Year 4**

<p><b>English</b> <u>Reading</u></p> <ul style="list-style-type: none"> <li>Secure decoding of unfamiliar words</li> <li>Read for a range of purposes</li> <li>Retell some stories orally</li> <li>Discuss words &amp; phrases that capture the imagination</li> <li>Identify themes &amp; conventions</li> <li>Retrieve &amp; record information</li> <li>Make inferences &amp; justify predictions</li> <li>Recognise a variety of forms of poetry</li> <li>Identify &amp; summarise ideas</li> </ul>	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Correctly spell common homophones</li> <li>Increase regularity of handwriting</li> <li>Plan writing based on familiar forms</li> <li>Organise writing into paragraphs</li> <li>Use simple organisational devices</li> <li>Proof-read for spelling &amp; punctuation errors</li> <li>Evaluate own and others' writing</li> <li>Read own writing aloud</li> </ul>	<p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Use wider range of conjunctions</li> <li>Use perfect tense appropriately</li> <li>Select pronouns and nouns for clarity</li> <li>Use &amp; punctuate direct speech</li> <li>Use commas after front adverbials</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>Articulate &amp; justify opinions</li> <li>Speak audibly in Standard English</li> <li>Gain, maintain &amp; monitor interest of listeners</li> </ul>	<p><u>Art &amp; Design (LKS2)</u></p> <ul style="list-style-type: none"> <li>Use sketchbooks to collect, record and evaluate ideas</li> <li>Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>Learn about great artists, architects &amp; designers</li> <li>Create different effects and textures with paint according to what they need for the task.</li> <li>Mix colours and know which primary colours make secondary colours.</li> <li>Create repeating patterns. Print with two colour overlays.</li> <li>Create surface patterns and textures in a malleable material.</li> <li>Use paper Mache to create a simple 3D object.</li> <li>Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> <li>Develop skills in stitching, cutting and joining.</li> <li>Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.</li> <li>Cross curricular links to Ancient Egypt, Ancient China and Boudicca.</li> <li>Children explore art and design from a different country/ culture.</li> </ul>	<p><u>Computing (LKS2)</u></p> <ul style="list-style-type: none"> <li>Design &amp; write programs to achieve specific goals, including solving problems</li> <li>Use logical reasoning</li> <li>Understand computer networks</li> <li>Use internet safely and appropriately</li> <li>Collect and present data appropriately</li> <li>Record information carefully selecting a suitable programme from a variety of programmes for different purposes</li> <li>Use different types of visual-media and multi-media for different purposes, begin evaluating the impact of something that has been produced</li> <li>Search for and retrieve information safely from the internet, begin to know which sources are more reliable for retrieval of information.</li> </ul>	
<p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>To understand how alcohol and tobacco could damage their health</li> <li>To understand how to keep physically and emotionally safe</li> <li>To differentiate between the terms 'risk, danger and hazard'</li> <li>To understand concept of keeping something confidential</li> <li>To develop their understanding of good feelings and bad feelings</li> <li>To learn about the role of money</li> <li>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> <li>To develop a sense of identity and think about what they would like to do in the future.</li> <li>To understand the importance of relationships with a variety of people in your life i.e. family, friends, school, work.</li> </ul>		<p><u>Design &amp; Technology (LKS2)</u></p> <ul style="list-style-type: none"> <li>Use research &amp; criteria to develop and design products which are fit for purpose</li> <li>Use annotated sketches and prototypes to explain ideas</li> <li>Evaluate existing products and improve own work</li> <li>Use mechanical systems in own work</li> <li>Understand seasonality; prepare &amp; cook mainly savoury dishes</li> </ul>	<p><u>Geography (LKS2)</u></p> <ul style="list-style-type: none"> <li>Locate world's countries, focussing on Europe &amp; Americas Asia &amp; Africa focus on key physical &amp; human features</li> <li>Study a region of the UK (not local area)</li> <li>Use 8 points of compass, symbols &amp; keys</li> <li>Describe &amp; understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links, etc.</li> <li>Use fieldwork to observe, measure &amp; record</li> </ul>		
<p><u>Mathematics</u> <u>Number/Calculation</u></p> <ul style="list-style-type: none"> <li>Know all tables to 12 x 12</li> <li>Secure place value to 1000</li> <li>Use negative whole numbers</li> <li>Round numbers to nearest 10, 100 or 1000</li> <li>Use Roman numerals to 100 (C)</li> <li>Column addition &amp; subtraction up to 4 digits</li> </ul>	<p><u>Geometry &amp; Measures</u></p> <ul style="list-style-type: none"> <li>Multiply &amp; divide mentally</li> <li>Use standard short multiplication</li> <li>Compare 2-d shapes, including quadrilaterals &amp; triangles</li> <li>Find area by counting squares</li> <li>Calculate rectangle perimeters</li> <li>Estimate &amp; calculate measures</li> </ul>	<p><u>Identify acute, obtuse &amp; right angles</u></p> <ul style="list-style-type: none"> <li>Identify symmetry</li> <li>Use first quadrant coordinates</li> <li>Introduce simple translations</li> </ul> <p><u>Data</u></p> <ul style="list-style-type: none"> <li>Use bar charts, pictograms &amp; line graphs</li> <li>Use and apply these skills in a variety of situations</li> </ul>	<p><u>Fractions &amp; decimals</u></p> <ul style="list-style-type: none"> <li>Recognise tenths &amp; hundredths</li> <li>Identify equivalent fractions</li> <li>Add &amp; subtract fractions with common denominators</li> <li>Recognise common equivalents</li> <li>Round decimals to whole numbers</li> <li>Solve money problems</li> </ul>	<p><u>Modern Languages (LKS2)</u></p> <ul style="list-style-type: none"> <li>Listen &amp; engage</li> <li>Ask &amp; answer questions</li> <li>Speak in sentences using familiar vocabulary</li> <li>Develop appropriate pronunciation</li> <li>Show understanding of words &amp; phrases</li> <li>Appreciate stories, songs, poems &amp; rhymes</li> <li>Broaden vocabulary</li> <li>Develop Spanish as the familiar language</li> </ul>	<p><u>Religious Education</u></p> <ul style="list-style-type: none"> <li>Continue to follow locally-agreed syllabus for RE</li> <li>Births and beginnings</li> <li>Special Books</li> <li>Special Places</li> </ul>
<p><u>Science</u> <u>Biology</u></p> <ul style="list-style-type: none"> <li>Classify living things animals/ humans</li> <li>Digestive system &amp; teeth</li> <li>Food chains</li> <li>Environmental Change - human/ environmental factors.</li> <li>Chemistry</li> <li>Working scientifically delivered throughout the year using the following knowledge units: <u>Biology</u></li> <li>Animals, including Humans, Environmental change and Living Things in their Habitat.</li> <li><u>Physics</u> Electricity and Sound</li> <li><u>Chemistry</u> States of Matter</li> </ul>	<ul style="list-style-type: none"> <li>Changes of state</li> <li>The water cycle</li> <li>Temperature including negative numbers</li> <li>Data handling</li> <li>Physics</li> <li>Sound as vibrations</li> <li>Electricity: simple circuits &amp; conductors</li> </ul>	<p><u>History</u></p> <ul style="list-style-type: none"> <li>British History (taught chronologically)</li> <li>Roman Empire &amp; impact on Britain:</li> <li>Julius Caesar's attempted invasion</li> <li>Roman Empire &amp; successful invasion</li> <li>British resistance, e.g. Boudicca</li> <li>Romanisation of Britain</li> <li>Broader History Study</li> <li>Earliest ancient civilisations, i.e.</li> <li>Ancient Sumer;</li> <li>Indus Valley;</li> <li>Ancient Egypt; or Shang Dynasty of Ancient China</li> </ul>	<p><u>Physical Education (LKS2)</u></p> <ul style="list-style-type: none"> <li>Use running, jumping, catching and throwing in isolation and in combination</li> <li>Play competitive games, modified as appropriate</li> <li>Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>Compare performances to achieve personal bests</li> <li>Perform a variety of movements for different purposes and audiences</li> <li>Utilise music to develop different aspects of PE</li> <li>Take part in an annual Sports Day</li> </ul>	<p><u>Music (LKS2)</u></p> <ul style="list-style-type: none"> <li>Use voice &amp; instruments with increasing accuracy, control and expression</li> <li>Improvise &amp; compose music</li> <li>Listen with attention to detail</li> <li>Appreciate wide range of live &amp; recorded music</li> <li>Begin to develop understanding of history of different musical cultures and backgrounds</li> <li>To learn how to play a range of drums and recite different beats and rhythms.</li> </ul>	



## Essential Objectives for Year 5

<p><b>English</b></p> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Apply knowledge of morphology &amp; etymology when reading new words</li> <li>• Reading &amp; discuss a broad range of genres &amp; texts</li> <li>• Identifying &amp; discussing themes</li> <li>• Make recommendations to others</li> <li>• Learn poetry by heart</li> <li>• Draw inference &amp; make predictions</li> <li>• Discuss authors' use of language</li> <li>• Retrieve &amp; present information from non-fiction texts.</li> <li>• □ Formal presentations &amp; debates</li> </ul>	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Secure spelling, inc. homophones, prefixes, silent letters, etc.</li> <li>• Use a thesaurus</li> <li>• Legible, fluent handwriting</li> <li>• Plan writing to suit audience &amp; purpose</li> <li>• Develop character, setting and atmosphere in narrative</li> <li>• Use organisational &amp; presentational features</li> <li>• Use consistent appropriate tense</li> <li>• Proof-reading</li> <li>• □ Perform own compositions</li> </ul>	<p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases</li> <li>• Use modal &amp; passive verbs</li> <li>• Use relative clauses</li> <li>• Use commas for clauses</li> <li>• Use brackets, dashes &amp; commas for parenthesis</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• Give well-structured explanations</li> <li>• Command of Standard English</li> <li>• Consider &amp; evaluate different viewpoints</li> <li>• Use appropriate register</li> </ul>	<p><b>Art &amp; Design (UKS2)</b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas</li> <li>• Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>• Learn about great artists, architects &amp; designers</li> <li>• Develop a painting from a drawing.</li> <li>• Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</li> <li>• Create printing blocks by simplifying an initial sketch book idea.</li> <li>• Shape, form, model and construct from observation or imagination.</li> <li>• Use recycled, natural and man-made materials to create sculptures.</li> <li>• Add collage to a painted, printed or drawn background.</li> <li>• Use fabrics to create 3D.</li> <li>• Use different grades of threads and needles.</li> <li>• Record, collect and store visual information using digital cameras, video recorders.</li> <li>• Present recorded visual images using software e.g. Photo story, PowerPoint.</li> </ul>	<p><b>Computing (UKS2)</b></p> <ul style="list-style-type: none"> <li>• Design &amp; write programs to solve problems</li> <li>• Use sequences, repetition, inputs, variables and outputs in programs</li> <li>• Detect &amp; correct errors in programs</li> <li>• Understand uses of networks for collaboration &amp; communication</li> <li>• Be discerning in evaluating digital content</li> <li>• Record information carefully selecting a suitable programme independently, depending on the purpose</li> <li>• Use different types of visual-media and multi-media for different purposes, evaluate the impact of something that has been produced by others or yourself</li> <li>• Search for and retrieve information safely from the internet, begin to share which sources are more reliable for retrieval of information.</li> </ul>	
<p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>• To understand the pressure to behave in a certain way</li> <li>• To recognise their increasing independence</li> <li>• To understand about people who are responsible for helping them</li> <li>• To be aware of different relationships - families, friends, civil partnerships, marriage.</li> <li>• To understand how to make informed choices</li> <li>• To recognise different responsibilities towards the environment</li> <li>• To begin to understand laws and rules that protect them,</li> <li>• To understand illegal and legal drugs</li> </ul>			<p><b>Design &amp; Technology (UKS2)</b></p> <ul style="list-style-type: none"> <li>• Use research &amp; criteria to develop and design products which are fit for purpose and aimed at specific groups</li> <li>• Use annotated sketches, cross-section diagrams &amp; computer-aided design</li> <li>• Analyse &amp; evaluate existing products and improve own work</li> <li>• Use mechanical &amp; electrical systems in own products, including programming</li> <li>• Cook savoury dishes for a healthy &amp; varied diet</li> </ul>	<p><b>Geography (UKS2)</b></p> <ul style="list-style-type: none"> <li>• Name &amp; locate counties, cities, regions &amp; features of UK</li> <li>• Understand latitude, longitude, Equator, hemispheres, tropics, polar circles &amp; time zones</li> <li>• Study a region of Europe, and of the Americas</li> <li>• Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc.</li> <li>• Use 4- and 6-figure grid references on OS maps</li> <li>• Use fieldwork to record &amp; explain areas</li> </ul>	
<p><b>Mathematics</b></p> <p><u>Number/Calculation</u></p> <ul style="list-style-type: none"> <li>• Secure place value to 1,000,000</li> <li>• Use negative whole numbers in context</li> <li>• Use Roman numerals to 1000 (M)</li> <li>• Use standard written methods for all four operations</li> <li>• □ Confidently add &amp; subtract mentally</li> </ul>	<ul style="list-style-type: none"> <li>• Use vocabulary of prime, factor &amp; multiple</li> <li>• Multiply &amp; divide by powers of ten</li> </ul> <p><u>Geometry &amp; Measures</u></p> <ul style="list-style-type: none"> <li>• Convert between different units</li> <li>• Calculate perimeter of composite shapes &amp; area of rectangles</li> <li>• Estimate volume &amp; capacity</li> <li>• Identify 3-d shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Measure &amp; identify angles</li> <li>• Understand regular polygons</li> <li>• Reflect &amp; translate shapes</li> </ul> <p><u>Data</u></p> <ul style="list-style-type: none"> <li>• Interpret tables &amp; line graphs</li> <li>• Solve questions about line graphs</li> </ul>	<p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>• Compare &amp; order fractions</li> <li>• Add &amp; subtract fractions with common denominators, with mixed numbers</li> <li>• Multiply fractions by units</li> <li>• Write decimals as fractions</li> <li>• Order &amp; round decimal numbers</li> <li>• Link percentages to fractions &amp; decimals</li> <li>• Use and apply these skills in a variety of situations</li> </ul>	<p><b>Modern Languages (UKS2)</b></p> <ul style="list-style-type: none"> <li>• Listen &amp; engage</li> <li>• Engage in conversations, expressing opinions</li> <li>• Speak in simple language &amp; be understood</li> <li>• Develop appropriate pronunciation</li> <li>• Present ideas &amp; information orally</li> <li>• Show understanding in simple reading</li> <li>• Adapt known language to create new ideas</li> <li>• Describe people, places &amp; things</li> <li>• Understand basic grammar, e.g. gender</li> <li>• Begin speaking Arabic as the familiar language.</li> </ul>	<p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>• Continue to follow locally-agreed syllabus for RE</li> <li>• Signs and Symbols</li> <li>• Special Places</li> <li>• Initiation rights</li> </ul>
<p><b>Science</b></p> <p><u>Biology</u></p> <ul style="list-style-type: none"> <li>• Life cycles of plants &amp; animals (inc. mammal, insect, bird, amphibian)</li> <li>• Describe changes as humans develop &amp; mature</li> <li>• Chemistry</li> <li>• Classify materials according to a variety of properties</li> <li>• Understand mixtures &amp; solutions</li> <li>• Know about reversible changes; identify irreversible</li> </ul> <p><u>Physics</u></p> <ul style="list-style-type: none"> <li>• Understand location and interaction of Sun, Earth &amp; Moon</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce gravity, resistance &amp; mechanical forces</li> <li>• Working scientifically delivered throughout the year using the following knowledge units: <ul style="list-style-type: none"> <li><u>Biology</u></li> <li>Animals including humans, Living Things in their Habitat and Life Cycles.</li> <li><u>Physics</u></li> <li>Earth and Space and Forces.</li> <li><u>Chemistry</u></li> <li>Properties and Changes of Materials.</li> </ul> </li> </ul>	<p><b>History</b></p> <p>British History (taught chronologically)</p> <ul style="list-style-type: none"> <li>• Anglo-Saxons &amp; Vikings, including: <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain; Scots invasion</li> <li>• Invasions, settlements &amp; kingdoms</li> <li>• Viking invasions; Danegald</li> </ul> </li> <li>• Edward the Confessor</li> <li>• Broader History Study</li> <li>• Ancient Greece, i.e.</li> <li>• A study of Greek life and achievements and their influence on the western world... linked to English units</li> </ul>	<p><b>Physical Education (UKS2)</b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, catching and throwing in isolation and in combination</li> <li>• Play competitive games, applying basic principles</li> <li>• Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>• Take part in Outdoor &amp; Adventurous activities</li> <li>• Compare performances to achieve personal bests</li> <li>• Perform a variety of movements for different purposes and audiences</li> <li>• Utilise music to develop different aspects of PE</li> <li>• Take part in an annual Sports Day</li> </ul>	<p><b>Music (UKS2)</b></p> <ul style="list-style-type: none"> <li>• Perform with control &amp; expression solo &amp; in ensembles</li> <li>• Improvise &amp; compose using dimensions of music</li> <li>• Listen to detail and recall aurally</li> <li>• Use &amp; understand basics of staff notation</li> <li>• Develop an understanding of the history of music, including great musicians &amp; composers</li> </ul>	



**Essential Objectives for Year 6**

<p><b>English</b> <u>Reading</u></p> <ul style="list-style-type: none"> <li>• Read a broad range of genres</li> <li>• Recommend books to others</li> <li>• Make comparisons within/across books</li> <li>• Support inferences with evidence</li> <li>• Summarising key points from texts</li> <li>• Identify how language, structure, etc. contribute to meaning</li> <li>• Discuss use of language, inc. figurative</li> <li>• Discuss &amp; explain reading, providing reasoned justifications for views</li> </ul>	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Use knowledge of morphology &amp; etymology in spelling</li> <li>• Develop legible personal handwriting style</li> <li>• Plan writing to suit audience &amp; purpose; use models of writing</li> <li>• Develop character &amp; setting in narrative</li> <li>• Select grammar &amp; vocabulary for effect</li> <li>• Use a wide range of cohesive devices</li> <li>• Ensure grammatical consistency</li> </ul>	<p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Use appropriate register/ style</li> <li>• Use the passive voice for purpose</li> <li>• Use features to convey &amp; clarify meaning</li> <li>• Use full punctuation</li> <li>• Use language of subject/object</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• Use questions to build knowledge</li> <li>• Articulate arguments &amp; opinions</li> <li>• Use spoken language to speculate,</li> <li>• Hypothesise &amp; explore</li> <li>• Use appropriate register &amp; language</li> </ul>	<p><u>Art &amp; Design (UKS2)</u></p> <ul style="list-style-type: none"> <li>• Use sketchbooks to collect, record, review, revisit &amp; evaluate ideas</li> <li>• Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>• Learn about great artists, architects &amp; designers</li> <li>• Create imaginative work from a variety of sources, e.g. observational drawing, themes, poetry, music.</li> <li>• Mix and match colours to create atmosphere and light effects.</li> <li>• Be able to identify primary, secondary, complementary and contrasting colours.</li> <li>• Work into prints with a range of media, e.g. pens, colour pens and paints.</li> <li>• Plan a sculpture through drawing and other preparatory work.</li> <li>• Produce intricate patterns and textures in a malleable media.</li> <li>• Use different techniques, colours and textures etc. when designing and making pieces of work.</li> <li>• Use collage as a means of extending work from initial ideas.</li> <li>• Experiment with batik techniques.</li> <li>• Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</li> <li>• Be able to import an image (Scanned, retrieved, taken) into a graphics package.</li> <li>• Understand that a digital image is created by layering.</li> <li>• Create layered images from original ideas (sketch books etc.)</li> </ul>	<p><u>Computing (UKS2)</u></p> <ul style="list-style-type: none"> <li>• Design &amp; write programs to solve problems</li> <li>• Use sequences, repetition, inputs, variables and outputs in programs</li> <li>• Detect &amp; correct errors in programs</li> <li>• Understand uses of networks for collaboration &amp; communication</li> <li>• Be discerning in evaluating digital content</li> <li>• Comprehensively record information carefully selecting a suitable programme independently, depending on the purpose</li> <li>• Comprehensively use different types of visual-media and multi-media for different purposes, evaluate the impact of something that has been produced by others or yourself</li> <li>• Comprehensively search for and retrieve information safely from the internet, begin to share which sources are more reliable for retrieval of information.</li> </ul>	
<p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>• To understand illegal and legal drugs</li> <li>• To understand school rules about health and safety</li> <li>• To understand strategies for keeping physically and emotionally safe - including online</li> <li>• To resolve differences</li> <li>• To understand that differences and similarities arise from a number of factors including age, sex, gender, identity and disability</li> <li>• To explore and critique how the media present information</li> <li>• To understand what being part of a community means</li> <li>• To research, discuss and debate topical issues</li> </ul>		<p><u>Design &amp; Technology (UKS2)</u></p> <ul style="list-style-type: none"> <li>• Use research &amp; criteria to develop and design products which are fit for purpose and aimed at specific groups</li> <li>• Use annotated sketches, cross-section diagrams &amp; computer-aided design</li> <li>• Analyse &amp; evaluate existing products and improve own work</li> <li>• Use mechanical &amp; electrical systems in own products, including programming</li> <li>• Cook savoury dishes for a healthy &amp; varied diet</li> </ul>	<p><u>Geography (UKS2)</u></p> <ul style="list-style-type: none"> <li>• Name &amp; locate counties, cities, regions &amp; features of UK</li> <li>• Understand latitude, longitude, Equator, hemispheres, tropics, polar circles &amp; time zones</li> <li>• Study a region of Europe, and of the Americas</li> <li>• Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc.</li> <li>• Use 4- and 6-figure grid references on OS maps</li> <li>• Use fieldwork to record &amp; explain areas</li> </ul>		
<p><u>Mathematics Number/Calculation</u></p> <ul style="list-style-type: none"> <li>• Secure place value &amp; rounding to 10,000,000, including negatives</li> <li>• All written methods, including long division</li> <li>• Use order of operations (not indices)</li> <li>• Identify factors, multiples &amp; primes</li> <li>• Solve multi-step number problems</li> </ul>	<p><u>Algebra</u></p> <ul style="list-style-type: none"> <li>• Introduce simple use of unknowns</li> <li>• Geometry &amp; Measures</li> <li>• Confidently use a range of measures &amp; conversions</li> <li>• Calculate area of triangles/ parallelograms</li> <li>• Use area &amp; volume formulas</li> <li>• Classify shapes by properties</li> </ul>	<ul style="list-style-type: none"> <li>• Know and use angle rules</li> <li>• Translate &amp; reflect shapes, using all four quadrants</li> </ul> <p><u>Data</u></p> <ul style="list-style-type: none"> <li>• Use pie charts</li> <li>• Calculate mean averages</li> </ul>	<p><u>Fractions, decimals &amp; percentages</u></p> <ul style="list-style-type: none"> <li>• Compare &amp; simplify fractions</li> <li>• Use equivalents to add fractions</li> <li>• Multiply simple fractions</li> <li>• Divide fractions by whole numbers</li> <li>• Solve problems using decimals &amp; percentages</li> <li>• Use written division up to 2dp</li> <li>• Introduce ratio &amp; proportion</li> <li>• Use and apply these skills in a variety of situations</li> </ul>	<p><u>Modern Languages (UKS2)</u></p> <ul style="list-style-type: none"> <li>• Listen &amp; engage</li> <li>• Engage in conversations, expressing opinions</li> <li>• Speak in simple language &amp; be understood</li> <li>• Develop appropriate pronunciation</li> <li>• Present ideas &amp; information orally</li> <li>• Show understanding in simple reading</li> <li>• Adapt known language to create new ideas</li> <li>• Describe people, places &amp; things</li> <li>• Understand basic grammar, e.g. gender</li> <li>• Develop Arabic as the familiar language</li> </ul>	<p><u>Religious Education</u></p> <ul style="list-style-type: none"> <li>• Continue to follow locally-</li> <li>• agreed syllabus for RE</li> <li>• Sacred Writings</li> <li>• Special People</li> <li>• Pilgrimage</li> </ul>
<p><b>Science</b> <u>Biology</u></p> <ul style="list-style-type: none"> <li>• Classification, including micro-organisms</li> <li>• Health &amp; Lifestyles, incl. circulatory system</li> </ul>	<p><u>Evolution &amp; Adaptation</u> <u>Physics</u></p> <ul style="list-style-type: none"> <li>• Light &amp; Shadows; the eye</li> <li>• Forces, including gravity</li> <li>• Electricity: investigating circuits</li> </ul>	<p><u>History</u> British History (taught chronologically)</p> <ul style="list-style-type: none"> <li>• An extended period study, e.g.</li> <li>• The changing power of monarchs</li> <li>• Significant turning points in British history</li> <li>• Crime &amp; punishment</li> <li>• Leisure</li> </ul> <p>Broader History Study</p> <ul style="list-style-type: none"> <li>• Non-European society, i.e.</li> <li>• Islamic civilization, including Baghdad</li> <li>• Mayan civilization</li> <li>• Benin (West Africa)</li> <li>• Tudor History...linked to Shakespeare unit of work.</li> </ul>	<p><u>Physical Education (UKS2)</u></p> <ul style="list-style-type: none"> <li>• Use running, jumping, catching and throwing in isolation and in combination</li> <li>• Play competitive games, applying basic principles</li> <li>• Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>• Take part in Outdoor &amp; Adventurous activities</li> <li>• Compare performances to achieve personal bests</li> <li>• Perform a variety of movements for different purposes and audiences</li> <li>• Utilise music to develop different aspects of PE</li> <li>• Take part in an annual Sports Day</li> </ul>	<p><u>Music (UKS2)</u></p> <ul style="list-style-type: none"> <li>• Perform with control &amp; expression solo &amp; in ensembles</li> <li>• Improvise &amp; compose using dimensions of music</li> <li>• Listen to detail and recall aurally</li> <li>• Use &amp; understand basics of staff notation</li> <li>• Develop an understanding of the history of music, including great musicians &amp; composers</li> <li>• To use different parts of your voice to sing in tune.</li> </ul>	