

Our Curriculum Offer

Subject / Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Our World Black History Month/Black Lives Matter	Space Armistice Day – 11 th November Children in Need (Charity) Christmas Jumper Day (Charity)	A step back in history	Myths and legends World Book Day – 4 th March British Science Week – 12 th March	Animals and plants	It's good to be me
English Spain class Power of Reading Year R / 1 / 2 standards Phonics – Read, Write, Inc.	<p>PoR: Title: 10 things I can do to help my world Author: Melanie Walsh</p> <p>Writing outcomes: -Shared Reading Journal. -‘Tell Me’ responses. -Labels and captions for recycling displays and areas. -Conservation posters. -Letter to the head teacher. -Caption writing. -Call and response poem. -Information Writing. -Bookmaking.</p> <p>PoR: Title: Splash Anna Hibiscus Author: Atinuke</p> <p>Writing outcomes: - Making maps of adventures that they would like to go on - Labelling the props in the role-play corner with their corresponding activities – read the newspaper, play with the football - Writing to Anna sharing their own experiences or inviting her to play with them. - Provide paper or simple book templates for the children to write their own family stories. - Water and paintbrushes can be provided to paint splashes and write messages - Sand trays with damp sand can be provided to encourage mark making</p> <p>PoR: Title: Puffin Peter Author: Petr Horacek</p> <p>Writing outcomes: Caption writing Non-fiction writing Responsive sentences Maps and plans Responsive art Descriptive phrases and sentences Thought/speech bubbles Story maps Oral retellings Book Making</p> <p>PoR: Title: The World in my kitchen Author: Sally Browne and Kate Morris</p> <p>Writing outcomes: Shared Reading Journal. -‘Tell Me’ responses.</p>	<p>PoR: Title: Man on the Moon (A day in the life of Bob) Author: Simon Bartram</p> <p>Writing outcomes: Draft and write by composing and rehearsing sentences orally; Sequence sentences to form short narratives; Write for different purposes including about fictional personal experiences and fictional narratives; Re-read writing to check it makes sense and make simple revisions; Read writing aloud with appropriate intonation to make the meaning clear.</p> <p>PoR: Title: Astro Girl Author: Ken Wilson-Max</p> <p>Writing outcomes: Use phonic knowledge to write words in ways which match their spoken sounds Write some irregular common words Write simple sentences which can be read by themselves and others Spell some words correctly and make phonetically plausible attempts at others</p>	<p>PoR: Title: The Pebble in my Pocket Author: Meredith Hooper</p> <p>Writing outcomes: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader</p> <p>PoR: Title: Beegu Author: Alexis Deacon</p> <p>Writing outcomes: say out loud what they are going to write about • compose a sentence orally before writing it • sequence sentences to form short narratives • re-read what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher • draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally • sequence sentences to form short narratives • write for different purposes including about fictional personal experiences, poetry, non-fiction and real events • reread and evaluate writing to check it makes sense and make simple revisions • read writing aloud with appropriate intonation to make the meaning clear</p>	<p>PoR: Title: Rapunzel Author: Bethan Woolvin</p> <p>Writing outcomes: -draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally -sequence sentences to form short narratives -write for different purposes including about fictional personal experiences, poetry, non-fiction and real events -reread and evaluate writing to check it makes sense and make simple revisions</p> <p>PoR: Title: African Tales Author: Gcina Mhlophe</p> <p>Writing outcomes: -Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. -Draft and write by composing and rehearsing sentences orally; -In narrative create settings, characters and plot; -Develop creative and imaginative writing by adopting, creating and sustaining a range of roles.</p>	<p>PoR: Title: Leaf Author: Sandra Dieckmann</p> <p>Writing outcomes: Non-chronological Report Free verse poetry Letter Description Persuasive Speech Explanation Letter Writing in Role Narrative</p> <p>PoR: Title: Moth. An Evolution Story Author: Isabel Thomas</p> <p>Writing outcomes: draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally sequence sentences to form short narratives write for different purposes including about fictional personal experiences, poetry, non-fiction and real events reread and evaluate writing to check it makes sense and make simple revisions read writing aloud with appropriate intonation to make the meaning clear use new and familiar punctuation correctly use sentences in different forms expand noun phrases to describe and specify use past and present tense correctly and consistently; use simple conjunctions to link subordinate and co-ordinating clauses</p> <p>PoR: Title: one day on our blue planet... in the savannah Author: Ella Bailey</p> <p>Writing outcomes: draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; sequence sentences to form short narratives; write for different purposes including about fictional personal experiences, poetry, non-fiction and real events; reread and evaluate writing to check it makes sense and make simple revisions; read writing aloud with appropriate intonation to make the meaning clear; use new and familiar punctuation correctly; use sentences in different forms; expand noun phrases to describe and specify;</p>	<p>PoR: Title: out and about A first book of poems Author: Shirley Hughes</p> <p>Writing outcomes: develop positive attitudes and stamina for writing by writing poetry • draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally • write for different purposes including poetry • reread and evaluate writing to check it makes sense and make simple revisions • read writing aloud with appropriate intonation to make the meaning clear • use new and familiar punctuation correctly • use sentences in different forms • expand noun phrases to describe and specify • learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly] • learn how to use the present and past tenses correctly and consistently including the progressive form</p>

	-Labels and captions for different countries displays and areas. - cooking posters -Caption writing. -Information Writing. -Bookmaking.				use past and present tense correctly and consistently; use simple conjunctions to link subordinate and co-ordinating clauses.	
English New Zealand class Power of Reading Year 1 / 2 / 3 / 4 standards Phonics – Read, Write, Inc.	PoR: Title: 10 things I can do to help my world Author: Melanie Walsh 20 sessions Writing Outcomes • Shared Reading Journal • ‘Tell Me’ responses • Labels and captions for recycling displays and areas • Conservation posters • Letter to the head teacher • Caption writing • Call and response poem • Information Writing PoR: Title: Lila and the Secret of Rain Author: David Conway & Jude Daly 20 sessions Writing outcomes: - Short narrative descriptions -Thought bubbles/ speech bubbles/ direct speech -Story maps -Narratives based on known text - Poems - Fact files - Non-chronological reports/ information texts -Signs with captions	PoR: Title: Man on the Moon (a day in the life of Bob) Author: Simon Bartram 30 sessions Writing outcomes: -Annotations -Questions for hot seating - A letter or email to Bob -Character description – pen portrait -Questions and Hypotheses to research - Research notes -A chosen form of non-fiction (fact file, information book, poster, website page, documentary) -Captions and labels for the souvenir stand - Alien character fact file or Top Trump card -Writing in role (thought or speech bubbles, postcard, diary entries) - Simple recount (postcard) -Simple instructions (guidance for Moon tourists) -Advertisement of choice (e.g. poster, brochure, televised) Simple narrative (written from an alternative perspective: Alien on Earth (a day in the life of ____) PoR: Title: Beegu Author: Alexis Deacon (Red Fox) 20 sessions Writing outcomes: • Writing in role • Free verse poetry • Instructional writing • Letter Writing • Playscript Guide to Earth	PoR: Title: Street Child Author: Berlie Doherty Writing outcomes: -Annotations -Biography -Captions -Family tree -Free writing -Glossary -Non-fiction -Note of advice -Note taking -Pen portraits -Poetry -Recounts -Timeline PoR: Title: Zeraffa Giraffa Author: Dianne Hofmeyr 20 sessions Writing outcomes: -Oral stories -‘Tell Me’ responses -Letter writing -Character description -Poetry -Lyrics -Labels and explanations -Writing in role -Persuasive advert -Debate paragraph - Retelling from a different perspective	PoR: Title: The Story Tree, Tales to Read Aloud Author: Retold by Hugh Lupton 10 + sessions Writing outcomes: - ‘Tell Me’ responses - Setting description -Character description -Writing in role (recount) - Writing a narrative sequence retelling the story -Simple narrative based on known text PoR: Title: Rapunzel Author: Bethan Woolvin (25 sessions) Writing Outcomes -Shared writing -Writing in Role -Poetry -Explanatory Writing -Bookmaking and Publishing	PoR: Title: Leaf Author: Sandra Dieckmann 25 sessions Writing outcomes: -Non chronological report -Free verse poetry -Letter -Description -Persuasive Speech -Explanation -Letter -Writing in Role -Narrative PoR: Title: Augustus and his Smile Author: Catherine Rayner Writing outcomes: -Responding to illustrations -Read aloud -Non-fiction research -Shared, group and independent reading and writing -Drafting, editing and publishing -Re-reading -Reading aloud -Book talk -Performance reading -Story telling -Story mapping	PoR: Title: Grace and family Author: Mary Hoffman 20 sessions Writing outcomes: -Tell Me responses -My family -Piece of advice for Grace -Writing in role as Grace (diary entries and postcard) -Diagrams and comparison charts -Explanations about what their family means to them - Piece of advice for Grace -collaborative poem about the market -Role play (market slogans, labels etc.) -Narrative storybook for Grace’s siblings -Information booklet / e-book about The Gambia -Party planning (invitations, lists, recipes etc.) PoR: Title: Halibut Jackson Author: David Lucas 20 sessions Writing outcomes: -Responding to illustration -Deepening understanding about a character – roll on the wall -Freeze-framing -Shared writing -Poetry -Exploring vocabulary -Publishing writing
English Switzerland class Power of Reading Year 2 / 3 / 4 standards Phonics – Read, Write, Inc.	PoR: Title: 10 things I can do to help my world Author: Melanie Walsh Writing outcomes: -Shared Reading Journal. -‘Tell Me’ responses. -Labels and captions for recycling displays and areas. -Conservation posters. -Letter to the head teacher. -Caption writing. -Call and response poem. -Information Writing. -Bookmaking. PoR: Title: One Plastic Bag Author: Miranda Paul. Writing outcomes: Notes	PoR: Title: Beegu (x2) Author: Alexis Deacon. Writing outcomes: Writing in role Free verse poetry Instructional writing Letter writing Playscript Guide to Earth PoR: Title: Man on the Moon, (a day in the life of Bob) (x2) Author: Simon Bartram Writing outcomes: Questions for hot seating A letter or email to Bob Character description – pen portrait Questions and hypotheses to research	PoR: Title: street Child Author: Berlie Doherty. Writing outcomes: Annotations Biography Captions Family tree Free writing Glossary Non-fiction Note of advice Note taking Pen portraits Poetry Recounts Timeline PoR: Title: The Village that Vanished	PoR: Title: The Ice Palace Author: Robert Swindells Writing outcomes: Poetry (list poems, imagery) Instructions (rules for playing a game) Recount (note, written in role) Non-chronological report (information leaflet) Thought bubbles, notes (writing in role) Captions Narrative ending PoR: Title: African Tales Author: Gcina Mhlope Writing outcomes: Note taking Fact card/sheet	PoR: Title The Bluest of Blues: Author: Fiona Robinson Writing outcomes: Writing in role Drawing and annotating Letter Message Non-fiction writing Poetry biography PoR: Title: Firebird Author: Retold by Saviour Pirotta Writing outcomes: Writing a letter in role Shared poetry writing Report writing	PoR: Title: The Dark Author: Lemony Snicket Writing outcomes: ‘Tell Me’ responses Role on the wall Description of the dark Writing a narrative sequence retelling the story A free-verse poem about the dark (or light) Writing on thought or speech bubbles Piece of advice for Lazlo Argument in defence of the dark or urging caution Call and response poetry to reassure fears Story based on known – narrative – Lazlo’s viewpoint Instructions to make a glow jar Non-chronological report about nocturnal animals Book review

	<p>Presentation Leaflet Booklet Poster Poem Clothes labels Instruction manual Advertising campaign featuring: radio jingle, television advert, non-fiction book.</p> <p>PoR: Title: The Secret Sky Garden Author: Linda Sarah</p> <p>Writing outcomes: Notes and annotations Persuasive writing on a local issue Text marking and annotation List poems Thought bubbles in role Character sketches Character descriptions Story predictions Writing in role Improvised scenes Personal narratives Persuasive writing to encourage local activism Own written stories on the theme of friendship</p>	<p>Research notes A chosen form of non-fiction, (fact file, information book, poster, website page documentary) Alien character fact file or Top Trump card Writing in role, (thought or speech bubbles, postcard, diary entries) Simple recount, (postcard), Simple instructions (guidance for Moon tourists) Advertisement of choice (e.g. poster, brochure, televised) Simple narrative (written from an alternative perspective: Alien on Earth, (a day in the life of)</p> <p>PoR: Title: Moon Man (x2) Author: Tomi Ungerer</p> <p>Writing outcomes: Poetry Diary entry News reports Explanation writing Myth writing Persuasive writing Letter writing</p>	<p>Author: Ann Grifalconi and Kadir Nelson</p> <p>Writing outcomes: Information writing Fact files about the Yao People Persuasive writing – speeches Diary writing Continuation of the ending Recount</p>	<p>Information booklet Power point Story Letter of advice Newspaper article News report Farewell message Poetry Speech Book of Proverbs</p> <p>PoR: Title: Tales of Wisdom and Wonder Author: Retold by Hugh Lupton</p> <p>Writing outcomes: Poetry Story maps Fact files Instructions Writing in role Narrative descriptions Book making Diary entry</p>	<p>Writing a diary entry in role</p> <p>PoR: Title: Mouse Bird Snake Wolf Author: David Almond</p> <p>Writing outcomes: Line Poetry and Kennings Creating a descriptive piece about characters and events Persuasive poster Writing in role as a character Playscript of a new scene</p>	<p>PoR: Title: The Boy at the Back of the Class Author: Onjali Q Rauf</p> <p>Writing outcomes: Postcard Scripted news report Critique Poster Picture Book and Non-fiction book School policy Labels for Art Installation Discussion Notes Free Verse Poetry Scripted Infomercial Persuasive Poster Pamphlet Powerpoint Fact Cards Research Notes Debate Cards Letter Cook book and Scripted Cookery Show Personal Profile</p>
<p>English USA/Sweden/Kenya class</p> <p>Power of Reading</p> <p>Year 2 / 3 / 4 standards</p> <p>Phonics – Read, Write, Inc.</p>	<p>PoR: Title: 10 things I can do to help my world Author: Melanie Walsh</p> <p>Writing outcomes: -Shared Reading Journal. -‘Tell Me’ responses. -Labels and captions for recycling displays and areas. -Conservation posters. -Letter to the head teacher. -Caption writing. -Call and response poem. -Information Writing. -Bookmaking.</p> <p>PoR: Title: The Kapok Tree Author: Lynne Cherry (Harcourt)</p> <p>Writing outcomes: Poetry Performance of a poem Explanation text Debate Report writing Writing in role Argument writing Making a visual text Note of advice Play script Extension of a narrative</p>	<p>PoR: Title: Man on the Moon Author: Simon Bartram (Templar)</p> <p>Writing outcomes: Draft and write by composing and rehearsing sentences orally; Sequence sentences to form short narratives; Write for different purposes including about fictional personal experiences and fictional narratives; Re-read writing to check it makes sense and make simple revisions; Read writing aloud with appropriate intonation to make the meaning clear.</p> <p>PoR: Title: Pebble in my Pocket Author: Meredith Hooper</p> <p>Writing outcomes: Children should plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader <p>Evaluate and edit by:</p>	<p>PoR: Title: Moth: An evolution story Author: Isabel Thomas</p> <p>Writing outcomes: Shared reading journal ‘Tell me’ responses Speech and thought bubbles Captions and sentences Free verse poem Mind map notes Non Chronological reports Explanation text Instructions Persuasive text – letter, poster, film script Book and learning review</p> <p>PoR: Title: Suffragette: The Battle for Equality Author: Davis Roberts</p> <p>Writing outcomes: ‘Tell me’ book talk responses Reading journal Research notes and mind maps Timeline Pen portraits Biographies Speeches Persuasive letters Prison letters and accounts Petition Eyewitness accounts Newspaper report Banners and slogans Posters, flyers and pamphlets Flags, badges and sashes</p>	<p>PoR: Title: Seasons of Splendour Author: Madhur Jaffrey</p> <p>Writing outcomes: Annotations Notes for research Play scripts Notes and scripts for retelling the story Letter writing in role</p> <p>PoR: Title: One Thousand and One Arabian Nights Author: Geraldine McCaughrean</p> <p>Writing outcomes: Lists Letter writing Persuasive notes A longer narrative – story writing Notes for debate</p>	<p>PoR: Title: Beware of the Crocodile Author:</p> <p>Writing outcomes: Descriptions of crocodile characteristics Lists Entries in achievement journals Warnings, advisory labels and rules Notes of encouragement for friends Descriptive labels for observational drawings Explanation texts Statements and questions about crocodiles Fact files Map labels or keys An appropriate choice of information text, such as: warning poster; life cycle diagram; a comic to sequence events; a picture book to create drama in the page turn; a lift the flap fact file to reveal hidden facts; a short film Potentially, a book trailer to include voice recordings alongside image and text in the book.</p> <p>PoR: Title: One day on our Blue Planet – In the Savannah Author:</p> <p>Writing outcomes: Captions and sentences Fact Card Free Verse Poems Narrative script Action description Explanation Diagram Alternative story in a made book</p>	<p>PoR: Title: The Wild Robot Author:</p> <p>Writing outcomes: Drawing and annotating Role on the wall and characterisation A variety of information texts including Digital The robot’s backstory Robot’s Log entries - descriptive observations Advisory emails Poetry Storymapping Survival manual Interview questions for Hotseating Thought tracking Writing in role – log entry, letters and notes A fireside speech 5 Poster for #Think. Help. Change campaign Robot stories Play script Party preparations Environmental impact report Book Review Story sequel</p> <p>PoR: Title: The Last Wild Author:</p> <p>Writing outcomes: Annotations Text marking Note taking Newspaper report Writing in Role</p>

		<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof read for spelling and punctuation errors 	Song lyrics for anthems			Free verse Story map Artwork Kenning Script Haiku Argument Extension to narrative
English Japan class Power of Reading Year R / 1 / 2 standards Phonics – Read, Write, Inc.	<p>PoR: 10 things I can do to help my world By Melanie Walsh</p> <p>Writing outcomes: -Shared Reading Journal. -‘Tell Me’ responses. -Labels and captions for recycling displays and areas. -Conservation posters. -Letter to the head teacher. -Caption writing. -Call and response poem. -Information Writing. -Bookmaking.</p> <p>PoR: Title: Out and About. A First Book of Poems Author: Shirley Hughes</p> <p>Writing outcomes: -Writing about real experiences -Organising ideas in writing -Writing poetic words and phrases -Free verse poems -Poetry performances -Response to illustration -Looking at language -Book talk -Engaging with texts musically and physically.</p> <p>PoR: Title: How to Find Gold Author: Viviane Schwarz</p> <p>Writing outcomes: -‘Tell Me’ responses -Character description -A plan to find gold -Descriptions and directions -Writing in role (scribed) -Play script (scribed) -Setting description -Free verse poetry -Persuasive note -Advisory pamphlet -Note in role -Letter to illustrator/author -Writing narrative sequence (scribed)</p>	<p>PoR: Title: Astro Girl Author: Ken Wilson-Max</p> <p>Writing outcomes: -Anticipation and prediction -Listening and responding -Reading simple sentences -Basic phonic knowledge -Making lists -Labels -Charts -Recounting events -Writing/verbalising experiences. -Story Mapping</p> <p>PoR: Title: Beegu Author: Alexis Deacon</p> <p>Writing outcomes: -Writing in role (scribed) -Free verse poetry (scribed) -Instructional writing -Letter writing -Play script -Guide to a planet (Earth) -Story mapping -Hot-Seating -Role on the wall</p> <p>PoR: Title: Man on the Moon (a day in the life of Bob) Author: Simon Bartram</p> <p>Writing outcomes: -Annotations -Questions for hot-seating -A letter or email to Bob -Character description -Questions and hypotheses -Research notes -Shared Writing -Captions and labels -Writing in role (scribed) -Advertisements -Simple narrative (scribed)</p>	<p>PoR: Title: Zeraffa Giraffa Author: Jane Ray</p> <p>Writing outcomes: -Oral stories -‘Tell Me’ responses -Letter writing -Character description -Poetry -Lyrics -Labels and explanations -Writing in role (scribed) -Persuasive advert -Debate paragraph -Retelling from a different perspective</p> <p>PoR: Title: Knuffle Bunny Author: Mo Willems</p> <p>Writing outcomes: -‘Book talk’ -Drawing and annotating a story -Reading aloud -Shared writing -Language play -Hot seating -Revisiting and retelling -Story mapping</p>	<p>PoR: Title: The Gruffalo Author: Julia Donaldson</p> <p>Writing outcomes: -Rhyming words -Designing posters -Thought bubbles for characters -Thought bubbles for selves -Creating plans -Creating story maps -Class journal -Looking at animal and woodland poems -Letters and notes to animals -Shopping list -Character description -Gruffalo crumble recipe.</p> <p>PoR: Title: Rapunzel Author: Bethan Woolvlin</p> <p>Writing outcomes: -Shared writing -Writing in role (scribed) -Poetry -Explanatory writing (scribed) -Bookmaking and publishing -Conscience Alley -Performing poetry -Thought tracking -Responding to illustration -Looking at language</p> <p>PoR: Title: The Last Wolf Author:</p> <p>Writing outcomes: -Oral Storytelling -Speech and thought bubbles -Poetry -Information writing -Persuasive speech -Writing in Role -Advisory Note -Letter -Free writing</p>	<p>PoR: Title: Beware of the Crocodile Author: Martin Jenkins</p> <p>Writing outcomes: -Description of crocodile characteristics -Lists -Class journal -Warnings, advisory labels and rules -Notes of encouragement -Descriptive labels -Statements and questions about crocodiles -Fact files -Map labels or keys -Informative writing/text (e.g. warning poster or life cycle diagram) -Book trailer including spoken language.</p> <p>PoR: Title: The Snail and the Whale Author: Julia Donaldson</p> <p>Writing outcomes: -Thought/speech bubbles -Predictions -Visualisation of setting -Illustrations of characters -Letter to a character -Verse of a song -Journals/class journals -TV Report -Newspaper report -Information text</p> <p>PoR: Title: The Emperor’s Egg Author: Martin Jenkins</p> <p>Writing outcomes: -Extended vocabulary and language -Setting description -Poetry -Information writing -Shared writing -Story mapping -‘Tell Me’ questions -Role-play and drama -Drawing and annotating</p>	<p>PoR: Title: The Lonely Beast Author: Chris Judge</p> <p>Writing outcomes: -‘Tell Me’ Responses -Role on the Wall -Character descriptions of the beast -Interview questions -Front page newspaper -Caption for Tourist Information Poster -Party preparations (invites) -Underwater creature poem (scribed) -Persuasive letter to the Mayor (scribed). -Writing in role (scribed) -Front page newspaper article</p> <p>PoR: Title: Where the Wild Things Are Author: Maurice Sendak</p> <p>Writing outcomes: -Extended vocabulary and language -Story maps -Character description -Setting description -Writing in role – letter (scribed) -Poetry -Narrative – own version of the story -Role on the wall</p> <p>PoR: Title: Here’s A Little Poem – ‘Me, Myself and I’ Section Author: Various</p> <p>Writing outcomes: -Generate vocabulary -Drawing to describe and think -Explore onomatopoeia -Identify rhyming words -Predicting language -Exploring vocabulary -Exploring sounds and rhythm</p>
Maths Year 1 Standards White Rose Maths	<p>Number – Place value (within 10) Number – Addition and subtraction (within 10)</p> <p>Geometry – Shape Number – Place value (within 20)</p>	<p>Number – Addition and subtraction (within 10) Geometry – Shape Number – Place value (within 20)</p>	<p>Number – Addition and subtraction (within 20) Number – Place value (within 50)</p>	<p>Number – Place value. Measurement – Length and height. Measurement – Weight and volume.</p>	<p>Number – Multiplication and division. Number – Fractions. Geometry – Position and direction.</p>	<p>Number – Place value (within 100) Measurement – Money. Measurement – Time.</p>
Maths Year 2 Standards	<p>Number – Place value Number – Addition and subtraction</p>	<p>Number – Addition and subtraction Measurement – Money</p>	<p>Number – Multiplication and division. Statistics</p>	<p>Geometry – Properties of shape Number – Fractions</p>	<p>Geometry – Position and direction. Problems solving and efficient methods</p>	<p>Measurement – Time.</p>

White Rose Maths		Number – Multiplication and division.	Geometry – Properties of shape	Measurement – Length and height.	Measurement – Time.	Measurement – Mass, capacity and temperature. Investigations
Maths Year 3 Standards White Rose Maths	Number – Place value Number – Addition and subtraction	Number – Addition and subtraction Number – Multiplication and division.	Number – Multiplication and division. Measurement – Money Statistics	Measurement – Length and perimeter Number – Fractions.	Number – Fractions. Measurement – Time.	Geometry – Properties of shape Measurement – Mass and capacity.
Maths Year 4 Standards White Rose Maths	Number – Place value Number – Addition and subtraction	Number – Addition and subtraction Measurement – Length and perimeter Number – Multiplication and division.	Number – Multiplication and division. Measurement – Area. Number – Fractions	Number – Fractions Number - Decimals	Number – Decimals Measurement – Money. Measurement – Time. Statistics	Statistics Geometry – Properties of shape Geometry – Position and direction.
Maths Year 5 Standards White Rose Maths	Number – Place value Number – Addition and subtraction Statistics	Statistics Number – Multiplication and division. Measurement – Perimeter and area.	Number – Multiplication and division. Number – Fractions.	Number – Fractions. Number – decimals and percentages.	Number – Decimals. Geometry – Properties of shape	Geometry – Properties of shape Geometry – Position and direction. Measurement – Converting units. Measurement – Volume.
Maths Year 6 Standards White Rose Maths	Number – Place value Number – Addition, subtraction, multiplication and division.	Number – Fractions. Geometry – Position and direction.	Number – Decimals. Number – Percentages Number - Algebra	Measurement – Converting units. Measurement – Perimeter, area and volume. Number - Ratio	Geometry – Properties of shape Problem solving Statistics	Statistics Investigations
Science Year 1 Standards Switched on science	Plants – -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. -Identify and describe the basic structure of a variety of common flowering plants, including trees.	Seasonal changes – -Observe changes across the 4 season. - Observe and describe weather associated with the seasons and how long day length varies.	Everyday materials – -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. -Describe the simple physical properties of a variety of everyday materials. -Compare and group together a variety of everyday materials on the basis of their simple physical properties.	British science week – Working scientifically – -asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - gathering and recording data to help in answering questions.	Animals, including humans – -identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. -Identify and name a variety of common animals that are carnivores, herbivores and omnivores. -describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).	Animals, including humans – -Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Science Year 2 Standards Switched on science	Plants – -Observe and describe how seeds and bulbs grow into mature plants. -Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Uses of everyday materials – -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Uses of everyday materials – -Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	British science week – Working scientifically – -asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - gathering and recording data to help in answering questions.	Living things and their habitats – -Explore and compare the difference between things that are living, dead, and things that have never been alive. -Identify that most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of different kinds of animals and plant, and how they depend on each other. -Identify and name a variety of plants and animals in their habitats, including microhabitats. -Describe how animals obtain food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Animals, including humans – -Notice that animals, including humans, have offspring which grow into adults. -Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). -Describe the importance for humans of exercise, eating the right amount of different food, and hygiene.
Science Year 3 Standards Switched on science	Rocks – -Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. -Describe in simple terms how fossils are formed when things that have lived are trapped within rock. -Recognise that soils are made from rocks and organic matter.	Light – -Recognise that they need light in order to see things and that dark is the absence of light. -Notice that light is reflected from surfaces. -Recognise that light from the sun can be dangerous and that there are ways to protect our eyes. -Recognise that shadows are formed when the light from a light source is blocked by an opaque object. -Find patterns in the way that the size of shadows changes.	Forces and magnets – -Compare how things move on different surfaces. -Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. -Observe how magnets attract or repel each other and attract some materials and not others. -Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. -Describe magnets as having 2 poles. -Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.	British science week - Working scientifically – - setting up simple practical enquiries, comparative and fair tests -measurements using standard units, using a range of equipment, including thermometers and data loggers -gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables -using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	Plants – -Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. -Investigate the way in which water is transported within plants. -Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Animals, including humans – -Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food: they get nutrition from what they eat. -Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Science Year 4 Standards	Electricity – -Identify common appliances that run on electricity.	States of matter – -Compare and group materials together, according to whether they are solids, liquids or gases.	Sound – -Identify how sounds are made, associating some of them with something vibrating.	British science week – Working scientifically –	Living things and their habitats – -Recognise that living things can be grouped in a variety of ways.	Animals, including humans – -Describe simple functions of the basic parts of the digestive system in humans.

Switched on science	<ul style="list-style-type: none"> -Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. -Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. -Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. -Recognise some common conductors and insulators, and associate metals with being good conductors. 	<ul style="list-style-type: none"> -Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). -Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<ul style="list-style-type: none"> -Recognise that vibrations from sounds travel through a medium to the ear. -Find patterns between the pitch of sound and features of the object that produced it. -Find patterns between the volume of a sound and the strength of the vibrations that produced it. -Recognise that sounds get fainter as the distance from the sound sources increases. 	<ul style="list-style-type: none"> - setting up simple practical enquiries, comparative and fair tests -measurements using standard units, using a range of equipment, including thermometers and data loggers -gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables -using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 	<ul style="list-style-type: none"> -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. -Recognise that environments can change and that this can sometimes pose dangers to living things. <p>Animals, including humans –</p> <ul style="list-style-type: none"> -Construct and interpret a variety of food chains, identifying producers, predators and prey. 	<ul style="list-style-type: none"> -Identify the different types of teeth in humans and their simple functions.
Science Year 5 Standards Switched on science	<p>Properties and changes of materials –</p> <ul style="list-style-type: none"> -Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. -Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. 	<p>Earth and space –</p> <ul style="list-style-type: none"> -Describe the movement of the Earth and other planets relative to the sun in the solar system. -Describe the movement of the moon relative to the Earth. -Describe the sun, Earth and moon as approximately spherical bodies. -Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<p>Properties and changes of materials –</p> <ul style="list-style-type: none"> -Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. -Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. -Demonstrate that dissolving, mixing and changes of state are reversible changes. -Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	<p>British science week –</p> <p>Working scientifically –</p> <ul style="list-style-type: none"> -planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate -recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs -using test results to make predictions to set up further comparative and fair tests - identifying scientific evidence that has been used to support or refute ideas or arguments 	<p>Living things and their habitats –</p> <ul style="list-style-type: none"> -Describe differences in the life cycles of a mammal, an amphibian, an insect and a bird. -Describe the life process of reproduction in some plants and animals. 	<p>Animals, including humans –</p> <ul style="list-style-type: none"> -Describe the changes as humans develop to old age.
Science Year 6 Standards Switched on science	<p>Evolution and inheritance –</p> <ul style="list-style-type: none"> -Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. -Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>Light –</p> <ul style="list-style-type: none"> -Recognise that light appears to travel in straight lines. -Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. -Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. -Use the idea that light travels in straight lines to explain why shadows have the same shapes as the objects that cast them. 	<p>Electricity –</p> <ul style="list-style-type: none"> -Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. -Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. -Use recognised symbols when representing a simple circuit in a diagram. 	<p>British science week –</p> <p>Working scientifically –</p> <ul style="list-style-type: none"> -planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate -recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs -using test results to make predictions to set up further comparative and fair tests - identifying scientific evidence that has been used to support or refute ideas or arguments 	<p>Living things and their habitats –</p> <ul style="list-style-type: none"> -Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. -Give reasons for classifying plants and animals based on specific characteristics. 	<p>Animals, including humans –</p> <ul style="list-style-type: none"> -Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. -Recognise the impact on diet, exercise, drugs and lifestyle on the way their bodies function. -Describe the ways in which nutrients and water are transported within animals, including humans.
PSHE/RSE PSHE Association	Families and friendships Safe relationships	Safe relationships Respecting ourselves and others	Belonging to a community Media literacy and digital resilience	Media literacy and digital resilience Money and work	Physical health and mental wellbeing Growing and changing	Growing and changing Keeping safe
PE Spain Class	<p>Agility, Balance and Co-ordination</p> <p><i>Moving with control and speed whilst performing different skills</i></p>	<p>Invasion Games (Netball Focus)</p> <p><i>Movement, Passing and catching, team games</i></p>	<p>Invasion Games (Football Focus)</p> <p><i>Ball control, movement, passing, shooting and team games</i></p>	<p>Send and Return</p> <p><i>Movement, positional play, throwing, rolling, hand eye-coordination, striking objects with different rackets.</i></p>	<p>Athletics</p> <p><i>Jumping for height and distance, running speed, types of throw and races, body control</i></p>	<p>Striking/Fielding Games (Cricket Focus)</p> <p><i>Catching, throwing, receiving, bowling to a target, running between wickets, communication and teamwork</i></p>
PE Japan Class	<p>Agility, Balance and Co-ordination</p> <p><i>Moving with control and speed whilst performing different skills</i></p>	<p>Invasion Games (Netball Focus)</p> <p><i>Movement, Passing and catching, team games</i></p>	<p>Invasion Games (Football Focus)</p> <p><i>Ball control, movement, passing, shooting and team games</i></p>	<p>Send and Return</p> <p><i>Movement, positional play, throwing, rolling, hand eye-coordination, striking objects with different rackets.</i></p>	<p>Athletics</p> <p><i>Jumping for height and distance, running speed, types of throw and races, body control</i></p>	<p>Striking/Fielding Games (Cricket Focus)</p> <p><i>Catching, throwing, receiving, bowling to a target, running between wickets, communication and teamwork</i></p>
PE New Zealand Class	<p>Agility, Balance and Co-ordination</p>	<p>Invasion Games (Netball Focus)</p>	<p>Invasion Games (Football Focus)</p>	<p>Send and Return</p>	<p>Athletics</p>	<p>Striking/Fielding Games (Cricket Focus)</p>

	<i>Moving with control and speed whilst performing different skills</i>	<i>Movement, Passing and catching, team games</i>	<i>Ball control, movement, passing, shooting and team games</i>	<i>Movement, positional play, throwing, rolling, hand eye-coordination, striking objects with different rackets.</i>	<i>Jumping for height and distance, running speed, types of throw and races, body control</i>	<i>Catching, throwing, receiving, bowling to a target, running between wickets, communication and teamwork</i>
PE Switzerland Class	<u>Gymnastics</u> <i>Travelling, balance, jumping and apparatus</i>	<u>Invasion Games</u> <i>(Netball Focus)</i> <i>Movement, Improving passing skills, correct positioning, developing game play</i>	<u>Invasion Games</u> <i>(Football Focus)</i> <i>Communication, team work, game strategies, passing, shooting, and team games</i>	<u>Net / Wall Games</u> <i>(Tennis Focus)</i> <i>Equipment use, forehand, underarm serve, movement across court, volley shots</i>	<u>Athletics</u> <i>Jumping for height and distance, running speed, types of throw and races, body control</i>	<u>Striking/Fielding Games</u> <i>(Cricket Focus)</i> <i>Catching, throwing, receiving, bowling to a target, running between wickets, communication and teamwork</i>
PE USA Class	<u>Gymnastics</u> <i>Travelling, balance, jumping and apparatus</i>	<u>Invasion Games</u> <i>Movement, Improving passing skills, correct positioning, developing game play</i>	<u>Invasion Games</u> <i>(Football Focus)</i> <i>Communication, team work, game strategies, passing, shooting, and team games</i>	<u>Net / Wall Games</u> <i>(Tennis Focus)</i> <i>Equipment use, forehand, underarm serve, movement across court, volley shots</i>	<u>Athletics</u> <i>Jumping for height and distance, running speed, types of throw and races, body control</i>	<u>Striking/Fielding Games</u> <i>(Cricket Focus)</i> <i>Catching, throwing, receiving, bowling to a target, running between wickets, communication and teamwork</i>
PE Kenya Class	<u>Gymnastics</u> <i>Travelling, balance, jumping and apparatus</i>	<u>Invasion Games</u> <i>Movement, Improving passing skills, correct positioning, developing game play</i>	<u>Invasion Games</u> <i>(Football Focus)</i> <i>Communication, team work, game strategies, passing, shooting, and team games</i>	<u>Net / Wall Games</u> <i>(Tennis Focus)</i> <i>Equipment use, forehand, backhand, services, movement across court, volley shots</i>	<u>Athletics</u> <i>Jumping for height and distance, running speed, types of throw and races, body control</i>	<u>Striking/Fielding Games</u> <i>(Cricket Focus)</i> <i>Catching, throwing, receiving, bowling to a target, running between wickets, communication and teamwork</i>
PE Sweden Class	<u>Gymnastics</u> <i>Travelling, balance, jumping and apparatus</i>	<u>Invasion Games</u> <i>Movement, Improving passing skills, correct positioning, developing game play</i>	<u>Invasion Games</u> <i>(Football Focus)</i> <i>Communication, team work, game strategies, passing, shooting, and team games</i>	<u>Net / Wall Games</u> <i>(Tennis Focus)</i> <i>Equipment use, forehand, backhand services, movement across court, volley shots</i>	<u>Athletics</u> <i>Jumping for height and distance, running speed, types of throw and races, body control</i>	<u>Striking/Fielding Games</u> <i>(Cricket Focus)</i> <i>Catching, throwing, receiving, bowling to a target, running between wickets, communication and teamwork</i>