



Riverside

Primary School

Curriculum



"Pojď sem, synu, uč se moudrým býti."
"Come here, son, and learn to be wise."

J. A. Komenský (1592 - 1670)

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The Aims of our Curriculum

To Provide a Broad and Balanced Curriculum to Nurture and Strengthen each Student's Intellectual, Spiritual, Social and Physical Growth and Development

To Provide High Quality Primary Education in the English Language

To Prepare Students for their next Phase of Education either in Prague or an Ongoing Country

To Provide Students and Parents with Progress Reports through Continual Assessment and Annual Standardised Tests.

Introduction

The Primary School Curriculum is based on the British National Curriculum and is adapted, where required, to represent the international location of our school and the diverse nationalities of our students. We believe the curriculum is creative, offers a breadth and depth of study and can be differentiated to meet the needs of individual children. The role of the Primary School is to instill in the children a love of learning, in and beyond the classroom, and to provide them with the basic tools required for effective learning.

In Year 1, our aim is to build upon the Early Years Foundation Stage experiences, to make the transition to a new phase of learning comfortable and positive and to encourage autonomy. Through Year 1 to 6, the curriculum aims to progressively scaffold learning and teaching gradually becomes more formalised to prepare children for Junior High and High school.

The targets for each curriculum area are taught through subject specific lessons, or through an holistic approach where cross curricular links can be formed naturally and constructively.

Children who require support with the English language participate in the English as an Additional Language (EAL) programme. Daily instruction and support is provided, in small groups, by the EAL teaching team.

A Czech programme is offered to Czech children from Year 1. The programme covers all aspects of literacy and teachers prepare children for annual statutory exams, which are taken at their registered national schools.

The wider curriculum supports the Mission and Vision of the school. Regular school assemblies promote a caring community through collective celebration and provide opportunities for moral and spiritual development. It also enriches the life of the school and extends learning experiences of children beyond the classroom. It includes school clubs and productions, student council activities, day excursions, residential trips, inter-house and interscholastic competitions. The work of the PTA supports the community aspect of our school through planning evening and weekend events for the whole family.

The Primary Curriculum includes:

The **Core** Subjects

English

Mathematics

Science

The **Foundation** Subjects

Art

Computing

Czech for Foreigners

Design and Technology

Geography

History

Modern Languages (Czech, French & Spanish)

Musicians for Life (Music Tuition)

Performing Arts (Music & Drama)

Personal, Social, Health and Economic (PSHE) Education

Physical Education

Religious Education



An Overview of Each Curriculum Area

Computing

Key stage 1

Pupils should be taught to:

- *understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions*
- *create and debug simple programs*
- *use logical reasoning to predict the behaviour of simple programs*
- *use technology purposefully to create, organise, store, manipulate and retrieve digital content*
- *recognise common uses of information technology beyond school*
- *use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.*

Key stage 2

Pupils should be taught to:

- *design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts*
- *use sequence, selection, and repetition in programs; work with variables and various forms of input and output*
- *use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*
- *understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration*
- *use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content*
- *select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information*
- *use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.*

Art and Design

Key stage 1

Pupils should be taught:

- *to use a range of materials creatively to design and make products*
- *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*
- *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*
- *about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.*

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught to:

- *to create sketch books to record their observations and use them to review and revisit ideas*
- *to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]*
- *about great artists, architects and designers in history.*

Physical Education

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- *master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities*
- *participate in team games, developing simple tactics for attacking and defending*
- *perform dances using simple movement patterns.*
- *begin to swim competently, confidently and proficiently*

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- *use running, jumping, throwing and catching in isolation and in combination*
- *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending*
- *develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]*
- *perform dances using a range of movement patterns*
- *take part in outdoor and adventurous activity challenges both individually and within a team*
- *compare their performances with previous ones and demonstrate improvement to achieve their personal best.*
- *swim competently, confidently and proficiently over a distance of at least 25 metres*
- *use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]*
- *perform safe self-rescue in different water-based situations.*

An Overview of Each Curriculum Area

Performing Arts: Music and Drama

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Personal Social Health and Economic

Associated skills are taught throughout the curriculum, integrated into appropriate areas as well as taught discretely.

Primary students will explore their personal, social and health development through these units:

We Are Riverside:

- Community
- Responsibilities at school
- Getting to know each other
- Working together

We Are Communicators:

- Making and sustaining friendships
- Conflict resolution
- Anti-bullying
- Peer influence and assertiveness
- Relationships

We Are Healthy:

- Growing and caring for ourselves
- Healthy eating and exercise
- Connections between mental and physical health
- Drug education
- Sleep and rest

We are Caring:

- Sustainability
- Rights and responsibilities
- Environmental awareness

We are Balanced:

- Making choices
- Risk-taking behaviour
- Well-being

We are Open Minded:

- Challenging prejudice
- Difference and diversity
- Appreciation of different experiences

We are Reflective:

- Learning with a growth mindset
- Developing resilience
- Reflecting on our learning
- Goal-setting and motivation

We are Responsible:

- Needs and responsibilities
- Financial literacy
- Participation in democracy
- Expressing opinions
- Budgeting, risk and debt

We are Principled:

- Fair trade
- Globalisation and inequalities
- Hunger and poverty
- Media and stereotyping

We are Global Citizens:

- Global citizenship
- Different identities and cultures
- Being part of local and global change
- Developing empathy

We are Safe:

- Making safe choices
- How and where to get help
- Identifying dangerous situations

Modern Languages

Pupils should be taught to:

- *listen attentively to spoken language and show understanding by joining in and responding*
- *explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words*
- *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- *speak in sentences, using familiar vocabulary, phrases and basic language structures*
- *develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- *present ideas and information orally to a range of audiences*
- *read carefully and show understanding of words, phrases and simple writing*
- *appreciate stories, songs, poems and rhymes in the language*
- *broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary*
- *write phrases from memory, and adapt these to create new sentences, to express ideas clearly*
- *describe people, places, things and actions orally and in writing*
- *understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.*



English

Reading

Word Reading

Pupils should be taught to:

- *apply phonic knowledge and skills as the route to decode words*
- *respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes*
- *read accurately by blending sounds in unfamiliar words containing letters that have been taught*
- *read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word*
- *read words containing taught letters and –s, –es, –ing, –ed, –er and –est endings*
- *read other words of more than one syllable that contain taught letters and sounds*
- *read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)*
- *read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words*
- *re-read these books to build up their fluency and confidence in word reading.*

Comprehension

Pupils should be taught to:

- *develop pleasure in reading, motivation to read, vocabulary and understanding by:*
 - *listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently*
 - *being encouraged to link what they read or hear read to their own experiences*
 - *becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics*
 - *recognising and joining in with predictable phrases*
 - *learning to appreciate rhymes and poems, and to recite some by heart*
 - *discussing word meanings, linking new meanings to those already known.*
- *understand both the books they can already read accurately and fluently and those they listen to by:*
 - *drawing on what they already know or on background information and vocabulary provided by the teacher*
 - *checking that the text makes sense to them as they read and correcting inaccurate reading*
 - *discussing the significance of the title and events*
 - *making inferences on the basis of what is being said and done*
 - *predicting what might happen on the basis of what has been read so far*
- *participate in discussion about what is read to them, taking turns and listening to what others say*
- *explain clearly their understanding of what is read to them.*

Writing

Spelling

Pupils should be taught to spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

Pupils should be able to:

- name the letters of the alphabet in order and understand their corresponding sounds
- use letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- use the prefix un–
- use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance
- write from memory simple sentences dictated by the teacher that include words using the sounds and common exception words taught so far.

Composition

Pupils should be taught to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading 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.

Vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- use the grammatical terminology in discussing their writing.

YEAR 1

Writing

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Mathematics

Number

Number and place value

Pupils should be taught to:

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

Calculations

Addition and Subtraction

Pupils should be taught to:

- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.

Multiplication and division

Pupils should be taught to:

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Fractions

Pupils should be taught to:

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measure, Shape and Space

Measurement

Pupils should be taught to:

- compare, describe and solve practical problems for:
 - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
 - mass/weight [for example, heavy/light, heavier than, lighter than]
 - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
 - time [for example, quicker, slower, earlier, later]
- measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)
 - recognise and know the value of different denominations of coins and notes
 - sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
 - recognise and use language relating to dates, including days of the week, weeks, months and years
 - tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry: Properties of shape

Pupils should be taught to:

- recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes [for example, rectangles (including squares), circles and triangles]
 - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Position and direction

Pupils should be taught to:

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.



Science

Working Scientifically (Inquiry Skills)

Throughout the year pupils will be:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

It's Alive

Pupils should be taught to:

- 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)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Big Questions:

The unit will be explored through big questions, such as: - How can you tell if something is alive?
- How are living things organized?

Weather

Pupils should be taught to:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Big Questions:

The unit will be explored through big questions, such as: - What is the weather like at different times during the year?
- What is the weather like in different places around the world?

Sorting Materials

Pupils should be taught to:

- 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.

Big Questions:

The unit will be explored through big questions, such as: - How are materials similar or different from each other?

Using Materials

Pupils should be taught to:

- distinguish between an object and the material from which it is made
- choose logical materials for a variety of purposes based on their properties

Big Questions:

The unit will be explored through big questions, such as: - How is paper made?
- How is glass made?

Exploring Plants

Pupils should be taught to:

- 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.

Big Questions:

The unit will be explored through big questions, such as: - How are plants similar or different from each other?
- How are plants organized?

History & Geography

Vltava River

Pupils should be taught to:

- use basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, sea, ocean, river, soil, valley and vegetation
- use basic geographical vocabulary to refer to key human features, including: city, town and village
- use world maps, atlases and globes to identify the Czech Republic and its surrounding countries
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Big Questions:

The unit will be explored through big questions, such as: - Where does the Vltava come from? Where does it flow to?
- How do people use the Vltava?
- How has the Vltava affected the land?
- Are people taking good care of the river environment?

Prague Castle

Pupils should be taught to:

- name, locate and identify characteristics of the Czech Republic
- use world maps, atlases and globes to identify the Czech Republic and its surrounding countries
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Big Questions:

The unit will be explored through big questions, such as: - When and why was Prague Castle built?
- Why is it on a hill?
- What is Prague Castle used for now? What was it used for before?

Famous People

Pupils should learn about:

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- changes within living memory.
- significant historical events, people and places in their own locality
- know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods
- use a wide vocabulary of everyday historical terms
- develop an awareness of the past, using common words and phrases relating to the passing of time.

Big Questions:

The unit will be explored through big questions, such as: - Who are some people who have changed history?
- What makes a person "significant"?
- What kinds of people do we remember? Why?

Design and Technology

Puppets

Pupils should be taught to:

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
- evaluate their ideas and products against design criteria

Fairy Gardens

Pupils should be taught to:

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- build structures, exploring how they can be made stronger, stiffer and more stable
- draw on their own experience to help generate ideas.
- name and describe the equipment, materials and components used to make some equipment.
- to make models which they have been shown and reflect their ideas
- make and evaluate products as they are developed, identifying strengths and possible changes they might make.



Religious Education / PSHE

We are Riverside

We are Reflective (Growth Mindset)

We are Communicators (Friendship)

We are Balanced (Feelings)

Christmas Giving

We are Safe (Child Protection)

Parables: Why did Jesus tell stories?

We are Responsible

Stories about Relationships

- *develop their sense of identity and belonging, preparing them for life as citizens in a plural society*
- *reflect on their own understanding of belonging and what belonging means to Christians*
- *recognise features of religious life and practice*
- *discuss the giving and receiving of gifts*
- *recognise some religious symbols and words*
- *learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues*
- *recount outlines of some religious stories*
- *explore how religion influences individuals, communities, society and the world*
- *identify aspects of own experience and feelings, in religious material studied*
- *develop enquiry and response skills through the use of distinctive language, listening and empathy*
- *listen to the parables of Jesus and discuss their meaning*

Big Questions:

These units will be explored through big questions, such as:

- **How do people show belonging to a family or to a class?**
- **How can we help others feel like they belong?**
- **What makes our community a good place to belong?**
- **How can I solve problems that come up?**
- **Why do Christians believe that Jesus was God's gift?**
- **Why do we give and receive gifts at Christmas?**
- **How can we make friends and fix fall-outs with friends?**
- **What beliefs/values was Jesus teaching about in his parables?**
- **What makes me feel worried? How can I calm myself?**
- **How are we different from each other? How are we similar?**
- **What character traits do the characters in Old Testament stories show?**
- **How are my thoughts, feelings and behaviours linked?**



English

Reading

Word Reading

Pupils should be taught to:

- *continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent*
- *read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes*
- *read accurately words of two or more syllables that contain the same graphemes as above*
- *read words containing common suffixes*
- *read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word*
- *read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered*
- *read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation*
- *re-read these books to build up their fluency and confidence in word reading.*

Comprehension

Pupils should be taught to:

- *develop pleasure in reading, motivation to read, vocabulary and understanding by:*
 - *listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently*
 - *discussing the sequence of events in books and how items of information are related*
 - *becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales*
 - *being introduced to non-fiction books that are structured in different ways*
 - *recognising simple recurring literary language in stories and poetry*
 - *discussing and clarifying the meanings of words, linking new meanings to known vocabulary*
 - *discussing their favourite words and phrases*
 - *continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear*
- *understand both the books that they can already read accurately and fluently and those that they listen to by:*
 - *drawing on what they already know or on background information and vocabulary provided by the teacher*
 - *checking that the text makes sense to them as they read and correcting inaccurate reading*
 - *making inferences on the basis of what is being said and done*
 - *answering and asking questions*
 - *predicting what might happen on the basis of what has been read so far*

- *participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say*
- *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.*

Writing

Spelling

Pupils should be taught to: spell by:

- *segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly*
- *learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones*
- *learning to spell common exception words*
- *learning to spell more words with contracted forms*
- *learning the possessive apostrophe (singular) [for example, the girl's book]*
- *distinguishing between homophones and near-homophones*
- *add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly*
- *write from memory simple sentences dictated by the teacher that include words using the sounds they have already been introduced to, common exception words and punctuation taught so far.*

Handwriting

Pupils should be taught to:

- *form lower-case letters of the correct size relative to one another*
- *start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined*
- *write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters*
- *use spacing between words that reflects the size of the letters.*

Composition

Pupils should be taught to:

- *develop positive attitudes towards and stamina for writing by:*
 - *writing narratives about personal experiences and those of others (real and fictional)*
 - *writing about real events*
 - *writing poetry*
 - *writing for different purposes*
- *consider what they are going to write before beginning by:*
 - *planning or saying out loud what they are going to write about*
 - *writing down ideas and/or keywords, including new vocabulary*
 - *encapsulating what they want to say, sentence by sentence*
- *make simple additions, revisions and corrections to their own writing by:*
 - *evaluating their writing with the teacher and other pupils*
 - *re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form*
 - *proof-reading to check for errors in spelling, grammar and punctuation [for example, making the ends of sentences punctuated correctly]*
- *read aloud what they have written with appropriate intonation to make the meaning clear.*

Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- develop their understanding of the year's concepts by:
 - learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- use and understand grammatical terminology in discussing their writing.

Mathematics

Number

Number and Place Value

Pupils should be taught to:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

Calculations

Addition and Subtraction

Pupils should be taught to:

- solve problems with addition and subtraction:
 - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and ones
 - a two-digit number and tens
 - two two-digit numbers
 - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

YEAR 2

Multiplication and Division

Pupils should be taught to:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Fraction

Pupils should be taught to:

- recognise, find, name and write fractions of a length, shape, set of objects or quantity
- write simple fractions and recognise the equivalence of simple fractions.

Measurement

Pupils should be taught to:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

Geometry

Properties of Shapes

Pupils should be taught to:

- identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3D shapes, including the number of edges, vertices and faces
- identify 2D shapes on the surface of 3D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2D and 3D shapes and everyday objects.

Position and Direction

Pupils should be taught to:

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).

Statistics

Pupils should be taught to:

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing categorical data.



Science

Working Scientifically (Inquiry Skills)

Throughout the year pupils will be:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Living Things and Habitats

Pupils should be taught to:

- explore and compare the differences 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 the basic needs of different kinds of animals and plants, and how they depend on each other

Big Questions:

The unit will be explored through big questions, such as: - How have animals adapted to live in extreme climates?
- How are the animals in a habitat connected to each other?

Life Cycles and Survival

Pupils should be taught to:

- 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)

Big Questions:

The unit will be explored through big questions, such as: - What do animals need to survive?

Uses of Everyday Materials

Pupils should be taught to:

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Big Questions:

The unit will be explored through big questions, such as: - What materials are best for building structures? Why?
- How can we change a material?

Making Healthy Choices

Pupils should be taught to:

- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Big Questions:

The unit will be explored through big questions, such as: - What materials are best for building structures? Why?
- How can we change a material?

Growing Plants

Pupils should be taught to:

- 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.

Big Questions:

The unit will be explored through big questions, such as: - How do plants change over time?
- What do plants need to survive and grow?

History & Geography

An Island Home

Pupils should be taught to:

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting country
- use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, season and weather
- use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Big Questions:

The unit will be explored through big questions, such as: - What is an island?
- What is it like to live on an island?

Houses & Homes

Pupils should be taught about:

- changes within living memory
- significant historical events, people and places in their own locality.
- develop an awareness of the past, using common words and phrases relating to the passing of time.
- use a wide vocabulary of everyday historical terms.
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- recognise how land and buildings are used in different ways and name different types of homes
- talk about aspects of home life long ago

Big Questions:

The unit will be explored through big questions, such as: - What makes a home?
- How are homes now different from how they were in the past?



Transport

Pupils should be taught to:

- *develop an awareness of the past, using common words and phrases relating to the passing of time.*
- *know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.*
- *understand some of the ways in which we find out about the past and identify different ways in which it is represented.*
- *name and locate the world's seven continents and five oceans*
- *name, locate and identify characteristics of the Czech Republic and other European countries identifying capital cities, and the surrounding seas*
- *use world maps, atlases and globes to identify the Czech Republic and its surrounding countries, as well as the countries, continents and oceans studied at this key stage*
- *identify changes within living memory.*
- *identify different modes of transport used locally and in other countries.*
- *identify the advantages and disadvantages of different modes of transport.*
- *identify and compare transport in Prague and another location.*
- *identify the advantages and disadvantages of rail travel and know when the metro began in Prague*
- *observe and describe features of old and new forms of transport.*
- *make predictions about the transport of the future*

Big Questions:

The unit will be explored through big questions, such as:

- ***Where are the major continents and oceans?***
- ***How can you travel to different places on earth?***
- ***How transport has changed through history?***
- ***Which transportation inventions are the most important? Why?***

Markets - from 'Field to Fork'

Pupils should be taught to:

- *use basic geographical vocabulary to refer to key physical features, including: forest, sea, ocean, river, soil, valley, vegetation, season and weather*
- *use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop*
- *use world maps, atlases and globes to identify the Czech Republic and its surrounding countries*
- *use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key*

Big Questions:

The unit will be explored through big questions, such as:

- ***Where does our food come from?***
- ***How is our food grown, gathered or raised?***
- ***How does our food travel to our stores and homes?***

Design and Technology

Moving Pictures

Pupils should be taught to:

- *generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups*
- *select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]*
- *select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics*
- *explore and evaluate a range of existing products*
- *evaluate their ideas and products against design criteria*
- *build structures, exploring how they can be made stronger, stiffer and more stable*

Vehicles

Pupils should be taught about:

- *design purposeful, functional, appealing products for themselves and other users based on design criteria*
- *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology*
- *select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]*
- *explore and evaluate a range of existing products*
- *evaluate their ideas and products against design criteria*
- *build structures, exploring how they can be made stronger, stiffer and more stable*
- *explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.*
- *have an understanding of how simple mechanisms related to moving vehicles work*
- *clarify their ideas of a model through discussion*
- *construct a wheeled vehicle which moves and generally matches their design intention*

Religious Education / PSHE

We are a Community

We are Reflective (Growth Mindset)

We are Responsible (Financial Literacy)

Places of Worship

We are Communicators (Relationships)

We are Healthy (Mental and Physical Health)

We are Balanced (Feelings)

The Easter Story

We are Principled (Chocolate Day)

We are Safe (Child Protection)

Pupils should be taught to:

- *recognise features of religious life and practice*
- *identify places which are special to them*
- *identify how religions influence individuals, communities, society and the world.*
- *reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.*
- *respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong*
- *develop their knowledge and understanding of, and their ability to respond to Christianity and other principal religions*
- *develop enquiry and response skills through the use of distinctive language, listening and empathy;*
- *recognise features of religious life and practice*
- *recognise some religious symbols and words*
- *identify what is of value and concern to themselves, in religious material studied*
- *recount outlines of some religious stories*

Big Questions:

These units will be explored through big questions, such as:

- ***Who is in my community? What can help our community work together?***
- ***What is bullying? How can I help by standing up for others?***
- ***How can I keep myself safe?***
- ***What do people value?***
- ***How do people get money? What do we use money for?***
- ***Why do Christians celebrate Lent?***
- ***What happened to Jesus during Holy Week?***
- ***Where does our food come from?***
- ***Why is it important to pay a fair wage to workers?***
- ***How are people similar and different to each other?***
- ***What makes a family? How are families similar and different to each other?***



English

Reading

Word reading

Pupils should be taught to:

- *apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.*
- *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.*

Comprehension

Pupils should be taught to:

- *develop positive attitudes to reading and understanding of what they read by:*
 - *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*
 - *reading books that are structured in different ways and reading for a range of purposes*
 - *using dictionaries to check the meaning of words that they have read*
 - *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally*
 - *identifying themes and conventions in a wide range of books, preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action*
 - *discussing words and phrases that capture the reader's interest and imagination*
 - *recognising some different forms of poetry [for example, free verse, narrative poetry]*
- *understand what they read, in books they can read independently, by:*
 - *checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context, asking questions to improve their understanding of a text*
 - *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*
 - *predicting what might happen from details stated and implied*
 - *identifying main ideas drawn from more than one paragraph and summarising these*
 - *identifying how language, structure, and presentation contribute to meaning*
- *retrieve and record information from nonfiction*
- *participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.*

Writing

Composition

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
 - organising paragraphs around a theme in narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices [for example, headings and subheadings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Spelling

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting.

Writing

Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- *extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although*
- *using the present perfect form of verbs in contrast to the past tense*
- *choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition*
- *using conjunctions, adverbs and prepositions to express time and cause*
- *using fronted adverbials*

Mathematics

Number

Number and Place Value

Pupils should be taught to:

- *count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number*
- *recognise the place value of each digit in a three-digit number (hundreds, tens, ones)*
- *compare and order numbers up to 1000*
- *identify, represent and estimate numbers using different representations*
- *read and write numbers up to 1000 in numerals and in words*
- *solve number problems and practical problems involving these ideas*

Addition and Subtraction

Pupils should be taught to:

- *add and subtract numbers mentally, including:*
 - *a three-digit number and ones*
 - *a three-digit number and tens*
 - *a three-digit number and hundreds*
- *add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction*
- *estimate the answer to a calculation and use inverse operations to check answers*
- *solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.*

Multiplication and Division

Pupils should be taught to:

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which objects are connected to objects.

Fractions

Pupils should be taught to:

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.

Measurements

Pupils should be taught to:

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts, tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry

Properties of shapes

Pupils should be taught to:

- draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them.
- recognise angles as a property of shape or a description of a turn.
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics

Pupils should be taught to:

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts, pictograms and tables

Science

Working Scientifically (Inquiry Skills)

Throughout the year pupils should be:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers
- 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
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Light and Shadows

Pupils should be taught to:

- 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 their 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 change.

Big Questions:

The unit will be explored through big questions, such as: - Why can you see yourself in a mirror?
- Why do shadows change through the day?

Nutrition, Skeletons and Muscles

Pupils should be taught to:

- 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.

Big Questions:

The unit will be explored through big questions, such as: - What do humans and animals need to grow and be healthy?
- How do your bones and muscles work together?

Helping Plants Grow Well

Pupils should be taught to:

- 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.

Big Questions:

The unit will be explored through big questions, such as: - Why do plants need flowers, stems, leaves and roots?
- How do plants reproduce?
- How is water transported within plants?

Rocks, Soils and Fossils

Pupils should be taught to:

- 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.

Big Questions:

The unit will be explored through big questions, such as: - How are rocks organized?
- What is soil made of?
- How are fossils formed?

Forces and Magnets

Pupils should be taught to:

- compare how things move on different surfaces
- notice that some forces need contact between two 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 two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

Big Questions:

The unit will be explored through big questions, such as:

- How do forces work?
- What is attracted to a magnet?
- How do two magnets behave together?



History & Geography

Stone Age to Iron Age

Pupils should be taught to:

- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- understand how our knowledge of the past is constructed from a range of sources.

Big Questions:

The unit will be explored through big questions, such as:

- How did technology change through the Stone Age, Bronze Age and Iron Age?
- How do we know about how people lived in the Stone Age, Bronze Age and Iron Age?

Exploring Europe

Pupils should be taught to:

- extend their knowledge and understanding beyond the local area to include Europe and a non-European country. This will include the location and characteristics of a range of the world's most significant human and physical features.
- locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- name and locate other European countries identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- describe and understand key aspects of physical geography including rivers and mountains
- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Big Questions:

The unit will be explored through big questions, such as:

- What are the geographical regions of Europe?
- What are similarities and differences between different European countries?
- How do geographers learn about their local area?

Ancient Egypt

Pupils should be taught to:

- continue to develop a chronologically secure knowledge and understanding of European, local and world history, establishing clear narratives within and across the periods they study
- note connections, contrasts and trends over time and develop the appropriate use of historical terms
- address and sometimes devise historically valid questions about change, cause, similarity and difference and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- understand how our knowledge of the past is constructed from a range of sources

Big Questions:

The unit will be explored through big questions, such as:

- What was the most important achievement of the Ancient Egyptians?
- How would the world be different without Ancient Egyptian culture?
- What is the Rosetta Stone? How do we know so much about Ancient Egypt?
- How did the Nile River influence Ancient Egyptian life and development?

Design and Technology

Pencil Cases

Pupils should be taught to:

- *build a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users*
- *critique, evaluate and test their ideas and products and the work of others*
- *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*
- *select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*
- *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work*

Easter Packaging

Pupils should be taught to:

- *build a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users*
- *critique, evaluate and test their ideas and products and the work of others*
- *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*
- *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately*
- *select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*
- *investigate and analyse a range of existing products*

Religious Education and PSHE

We are Reflective (Growth Mindset)

We are Communicators (Friendships)

We are Responsible

Festivals of Light

We are Balanced (Feelings)

Judaism

We are Global Citizens

The Parables of Jesus

We are Safe (Child Protection)

Pupils should be taught to:

- explore various festivals of light from around the world and from different faiths
- explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individuals, societies, communities and cultures
- develop enquiry and response skills through the use of distinctive language, listening and empathy
- reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses
- respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong
- develop their knowledge and understanding of, and their ability to respond to Christianity and other principal religions
- identify things they find interesting or puzzling, in religious materials studied
- retell religious stories and identify some religious beliefs and teachings
- identify some religious practices, and know that some are characteristic of more than one religion

Big Questions:

These units will be explored through big questions, such as:

- How can I solve conflicts with my friends?
- Why do people in different religions use light as part of their celebrations?
- What are the basic tenets, symbols and practices of Jews?
- What does it mean to be a Global Citizen?
- How can I keep myself safe?
- Why is the story of Moses and the Exodus a key story in Judaism?
- How do we show and respond to different feelings?
- How are our decisions affected by our beliefs?
- What beliefs/values was Jesus teaching about in his parables?



English

Reading

Word reading

Pupils should be taught to:

- *apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet*
- *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.*

Comprehension

Pupils should be taught to:

- *develop positive attitudes to reading and understanding of what they read by:*
 - *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*
 - *reading books that are structured in different ways and reading for a range of purposes*
 - *using dictionaries to check the meaning of words that they have read*
 - *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally*
 - *identifying themes and conventions in a wide range of books*
 - *preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action*
 - *discussing words and phrases that capture the reader's interest and imagination*
 - *recognising some different forms of poetry [for example, free verse, narrative poetry]*
- *understand what they read, in books they can read independently, by:*
 - *checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context*
 - *asking questions to improve their understanding of a text*
 - *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*
 - *predicting what might happen from details stated and implied*
 - *identifying main ideas drawn from more than one paragraph and summarising these*
 - *identifying how language, structure, and presentation contribute to meaning*
- *retrieve and record information from nonfiction*
- *participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say*

English

Writing

Spelling

Pupils should be taught to:

- use prefixes and suffixes and understand how to add them
- spell homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting

Composition

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
 - draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and subheadings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

YEAR 4

Vocabulary, grammar, and punctuation

Pupils should be taught to:

- *develop their understanding of the concepts by:*
 - *extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although*
 - *using the present perfect form of verbs in contrast to the past tense*
 - *choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition*
 - *using conjunctions, adverbs and prepositions to express time and cause*
 - *using fronted adverbials*
- *indicate grammatical and other features by:*
 - *using commas after fronted adverbials*
 - *indicating possession by using the possessive apostrophe with plural nouns*
 - *using and punctuating direct speech*
 - *use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading*



Mathematics

Number

Number and Place Value

Pupils should be taught to:

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Addition and Subtraction

Pupils should be taught to:

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Multiplication and Division

Pupils should be taught to:

- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems.



Fractions and Decimals

Pupils should be taught to:

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places.

Measurement

Pupils should be taught to:

- convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Geometry

Properties of shape

Pupils should be taught to:

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

Position and Direction

Pupils should be taught to:

- describe positions on a 2D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.

Statistics

Pupils should be taught to:

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Science

Working Scientifically (Inquiry Skills)

Pupils will be:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate 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
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Solids, Liquids and Gases

Pupils should be taught to:

- compare and group materials together, according to whether they are solids, liquids or gases
- 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.

Big Questions:

The unit will be explored through big questions, such as: - Why are solids, liquids and gases different from each other?
- How does water change state?
- Where does the water in rivers and streams come from?

Circuits and Conductors

Pupils should be taught to:

- identify common appliances that run on electricity
- 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.

Big Questions:

The unit will be explored through big questions, such as: - What materials allow electricity to pass through easily?
- What is electricity used for?
- How can you make a circuit that will carry electricity?

Teeth and Digestion

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions

Big Questions:

The unit will be explored through big questions, such as: - What happens to food after we swallow it?
- How does our body use the food we eat?
- Why are a carnivore, a herbivore and an omnivore's teeth different?

Habitats and Food Chains

Pupils should be taught to:

- recognise that living things can be grouped in a variety of ways
- 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.
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Big Questions:

The unit will be explored through big questions, such as: - How are animals in a habitat interconnected?
- How are animals' habitats changing because of people?

Sound

Pupils should be taught to:

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a 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 source increases.

Big Questions:

The unit will be explored through big questions, such as: - How does sound travel?
- How can you change the sound something makes?

History & Geography

Ancient Greece and Rome

Pupils will be:

- *interpret events from different perspectives*
- *select and combine information from written and archaeological sources*
- *understand that places are interconnected*
- *recognise the value of preserving historical evidence as a means of remembering the past*
- *note connections, contrasts and trends over time and develop the appropriate use of historical terms*
- *construct informed responses that involve thoughtful selection and organisation of relevant historical information*
- *understand how our knowledge of the past is constructed from a range of sources*
- *understand the beliefs and customs of the Ancient Greeks and Romans*
- *explore the influence of the Ancient Greeks on the western world*
- *develop a chronologically secure knowledge and understanding of European history, including the rise and fall of the Roman Empire*
- *address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance*

Big Questions:

The unit will be explored through big questions, such as:

- **Why are so many parts of Ancient Greek and Ancient Roman culture similar? What parts were different?**
- **How have the Ancient Greeks and Romans influenced our lives today?**
- **Why was the Roman army so effective at conquering?**

India

Pupils should be taught to:

- *use maps to answer questions and learn about the characteristics of a place. Make geographical comparisons between places studied*
- *extend their knowledge and understanding beyond the local area to include the location and characteristics of India*
- *develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.*
- *describe and understand key aspects of physical geography relating to India*
- *describe and understand key aspects of human geography relating to India, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water*
- *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*
- *compare themselves to children in an Indian village*

Big Questions:

The unit will be explored through big questions, such as:

- **What is daily life like for children in India?**
- **How is India similar and different to Czech Republic?**
- **What are similarities and differences between different regions in India?**
- **Why is the Indus Valley Civilization important to study?**

Vikings

Pupils should be taught to:

- *begin to notice patterns in geographical locations*
- *know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day and how Britain has been influenced by the wider world*
- *know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; achievements and follies of mankind*
- *understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses*
- *understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed*

Big Questions:

The unit will be explored through big questions, such as: - *Were the Vikings invaders or settlers?*

- *Where did the Vikings explore?*

- *How did Viking culture affect their impact on the places they went to?*

Design and Technology

Burglar Alarms

Pupils should be taught to:

- *develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world*
- *build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users*
- *critique, evaluate and test their ideas and products and the work of others*
- *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups*
- *generate, develop, model and communicate their ideas through discussion and annotated sketches*
- *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work*
- *understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]*
- *design and use a switch to activate their alarm*

Musical Instruments

Pupils should be taught to:

- *build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users*
- *critique, evaluate and test their ideas and products and the work of others*
- *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups*
- *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*
- *select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*
- *investigate and analyse a range of existing products*
- *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work*
- *understand how key events and individuals in design and technology have helped shape the world*
- *apply their understanding of how to strengthen, stiffen and reinforce more complex structures*



Religious Education and PSHE

We are Reflective (Growth Mindset)

What is Polytheism?

We are Responsible (Financial Literacy)

We are Caring (Sustainability)

The Bible and Holy Trinity

Hinduism

Role Models of Faith

We are Open Minded (Diversity)

We are Principled

We are Safe (Child Protection)

How do people worship?

Pupils should be taught to:

- *explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), understand the influence of these on individuals, societies, communities and cultures*
- *describe some religious beliefs and teachings of religions studied, and their importance*
- *make links between values and commitments, including religious ones, and their own attitudes or behaviour*
- *make links between religious symbols, language and stories and the beliefs or ideas that underlie them*
- *compare their own and other people's ideas about questions that are difficult to answer*
- *learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues*
- *reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses*
- *develop their sense of identity and belonging, preparing them for life as citizens in a plural society*

Big Questions:

These units will be explored through big questions, such as:

- ***What did the Ancient Greeks and Romans believe?***
- ***What is in the Bible?***
- ***Where did the Bible come from?***
- ***What are the basic tenets, symbols and practices of Hindus?***
- ***How does the story of Abraham illustrate faith?***
- ***Who was Mother Teresa and why is she famous for her faith?***
- ***Who is the most interesting person of faith to you? Why?***
- ***How do different religions use prayer, music, ceremonial meals, study/teaching, acts of service etc. to worship?***
- ***What is debt?***
- ***How are people different from each other?***
- ***What is Fairtrade?***
- ***What is the difference between monotheistic religions and polytheistic religions? What are some examples of each?***



English

Reading

Word reading

Pupils should be taught to:

- *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words.*

Comprehension

Pupils should be taught to:

- *maintain positive attitudes to reading and understanding of what they read by:*
 - *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks*
 - *reading books that are structured in different ways and reading for a range of purposes*
 - *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions*
 - *recommending books that they have read to their peers, giving reasons for their choices*
 - *identifying and discussing themes and conventions in and across a wide range of writing*
 - *making comparisons within and across books*
 - *learning a wider range of poetry by heart*
 - *preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience*
- *understand what they read by:*
 - *checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context*
 - *asking questions to improve their understanding*
 - *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*
 - *predicting what might happen from details stated and implied*
 - *summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas*
 - *identifying how language, structure and presentation contribute to meaning*
- *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader*
- *distinguish between statements of fact and opinion*
- *retrieve, record and present information from nonfiction*
- *participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously*
- *explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary*
- *provide reasoned justifications for their views.*

Writing

Spelling

Pupils should be taught to:

- use prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
- use the first three or four letters of a word to check spelling and meaning in a dictionary
- use a thesaurus.

Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choose the writing implement that is best suited for a task.

Composition

Pupils should be taught to:

- plan their writing by:
 - 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
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - precisising longer passages
 - 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 [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - 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
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using modal verbs or adverbs to indicate degrees of possibility
 - using relative clauses beginning with *who, which, where, when, whose, that* or with an implied relative pronoun
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently
- use and understand grammatical terminology accurately and appropriately in discussing their writing and reading.

Mathematics

Number

Number and place value

Pupils should be taught to:

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1000 (M) and recognise years written in Roman numerals

Addition and Subtraction

Pupils should be taught to:

- add and subtract whole numbers with more than 4 digits, including using formal written methods (column addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiplication and division

Pupils should be taught to:

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
- recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions, Decimals and Percentages

Pupils should be taught to:

- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements greater than 1 as a mixed number
- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred'; and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

Measurement

Pupils should be taught to:

- convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Geometry

Properties of shape

Pupils should be taught to:

- identify 3D shapes, including cubes and other cuboids, from 2D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (°)
- identify
 - angles at a point and one whole turn (total 360°)
 - angles at a point on a straight line (total 180°)
 - other multiples of 90°
 - use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Position and Direction

Pupils should be taught to:

- identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Statistics

Pupils should be taught to:

- solve comparison, sum and difference problems using information presented in a line graph
- complete, read and interpret information in tables, including timetables.

Science

Working Scientifically (Inquiry Skills)

Throughout the year pupils should be:

- 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
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

The Human Life Cycle

Pupils should be taught to:

- know the different stages of the human life cycle
- describe the changes as humans develop to old age
- describe the changes in body proportions as we grow from a baby to adulthood

Big Questions:

The unit will be explored through big questions, such as: - How do humans change as they grow up and age?

Forces

Pupils should be taught to:

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Big Questions:

The unit will be explored through big questions, such as: - Why do unsupported objects fall to the earth?
- How do friction, air and water resistance change the movement of an object?
- What simple machines can help an object move with less force?

Changing Materials

Pupils should be taught to:

- 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
- 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
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes

Big Questions:

The unit will be explored through big questions, such as: - How do materials change? Can you reverse these changes?
- What properties are similar or different between materials?

Earth and Space

Pupils should be taught to:

- 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.

Big Questions:

The unit will be explored through big questions, such as:

- How do the earth, moon and sun move?
- Why do we have day and night?
- Why do we have seasons?

Life Cycles

Pupils should be taught to:

- describe the life process of reproduction in some plants and animals.
- name and explain the functions of some parts of a flower
- describe the processes of pollination, fertilisation, seed dispersal and germination

Big Questions:

The unit will be explored through big questions, such as:

- How are the life cycles of mammals, amphibians, birds and insect similar or different?
- How do animals and plants reproduce?

History & Geography

The Middle Ages

Students should

- continue to develop a chronologically secure knowledge and understanding of European and local history establishing clear narratives within the periods they study
- note connections, contrasts and trends over time and develop the appropriate use of historical terms
- address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- understand how our knowledge of the past is constructed from a range of sources
- extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe
- develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Big Questions:

The unit will be explored through big questions, such as:

- How were the church and state related during the Middle Ages?
- How were peoples' lives similar and different to each other in medieval society?
- Who is the most influential figure from the Middle Ages?

The Age of Exploration and Renaissance

Students should

- continue to develop a chronologically secure knowledge and understanding of European, local and world history, establishing clear narratives within and across the periods they study
- note connections, contrasts and trends over time and develop the appropriate use of historical terms

YEAR 5

- address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- understand how our knowledge of the past is constructed from a range of sources
- locate the world's countries, using maps to focus on Europe and North America, concentrating on the countries, and major cities
- name and locate counties and cities of other European countries and the wider world, identify oceans, and understand how places have changed over time
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, grid references, symbols and key to build their knowledge of Europe and the wider world

Big Questions:

The unit will be explored through big questions, such as:

- What was the effect on the world of the Age of Exploration?
- How did Europe change from the Middle Ages through the Renaissance?
- Why were there so many developments in the arts and sciences during the Renaissance?

Rainforests

Students should be taught to:

- extend their knowledge and understanding beyond the local area to include South America. This will include the location and characteristics of a range of the world's most significant human and physical features.
- develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
- locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
- understand geographical similarities and differences through the study of human and physical geography of a region a European country and a region within South America
- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts and rivers
- describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Big Questions:

The unit will be explored through big questions, such as:

- What are the unique features of the rainforest biome?
- How is the rainforest environment threatened?
How is it being protected?
- Why is it important for the world to have rainforests?



Design and Technology

Moving Toys

Pupils should be taught to:

- *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups*
- *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*
- *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately*
- *select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*
- *investigate and analyse a range of existing products*
- *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work*
- *apply their understanding of how to strengthen, stiffen and reinforce more complex structures*
- *understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]*

Slippers

Pupils should be taught to:

- *select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*
- *evaluate and analyse creative works using the language of art, craft and design*
- *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups*
- *evaluate slippers considering appearance, function, cost and safety*
- *distinguish between functional and decorative products*
- *use a variety of sewing and decorating techniques and choose appropriate techniques for making slippers*
- *generate, develop, model and communicate their ideas through discussion and annotated sketches*
- *develop alternative ideas and check out that their ideas will work by modelling with paper*
- *work independently and systematically using their step-by-step plan eg a flow chart to sequence their work*
- *join the fabric parts and use decorative techniques to achieve a well-constructed and finished slipper*
- *evaluate their slippers critically against the design specification*

Religious Education

We are Reflective (Growth Mindset)

We are Safe (Online Safety and First Aid)

The Reformation - Jan Hus

Who is Jesus? Perspectives from Art

We are Communicators (Friendship)

We are Balanced (Health and Well-Being)

The Old Testament

We are Responsible (Social Participation)

The Easter Story

Islam

We are Safe (Child Protection)

Pupils should be taught to:

- explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individuals, societies, communities and cultures
- suggest meanings in religious symbols, language and stories
- develop their knowledge and understanding of, and their ability to respond to Christianity and other principal religions
- recount outlines of some religious stories
- recognise some religious symbols and words
- identify aspects of own experience and feelings in religious material studied
- identify things they find interesting or puzzling in religious materials studied
- develop enquiry and response skills through the use of distinctive language, listening and empathy
- understand how these religions influence individuals, communities, society and the world
- describe some religious beliefs and teachings of religions studied, and their importance
- compare aspects of their own experiences and those of others, identifying what influences their lives
- compare their own and other people's ideas about questions that are difficult to answer
- understand how these religions influence individuals, communities, society and the world.
- consider questions of meaning and purpose in life

Big Questions:

These units will be explored through big questions, such as:

- How can we reflect on ourselves as learners?
- How does failure help us succeed?
- What should we do in an emergency?
- How did the church change during the Reformation?
- How was Jan Hus important to the Reformation?
- How is Jesus represented in art from different times and cultures?
- Why do friendships end? How can we maintain our friendships?
- How are courts set up to help maintain society?
- How can we balance our activities, responsibilities and rest?
- Why is the story of the Exodus a key moment in the beliefs of Jews and Christians?
- Why do Christians think of Christ as Victor at Easter?
- How does C.S. Lewis use symbolism to tell the Easter story in *The Lion, The Witch and the Wardrobe*?
- What are the five pillars of Islam and why are they important to Muslims?
- What are the basic tenets, symbols and practices of Muslims?

English

Reading

Word reading

Pupils should be taught to:

- *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words.*

Comprehension

Pupils should be taught to:

- *maintain positive attitudes to reading and understanding of what they read by:*
 - *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks*
 - *reading books that are structured in different ways and reading for a range of purposes*
 - *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions*
 - *recommending books that they have read to their peers, giving reasons for their choices*
 - *identifying and discussing themes and conventions in and across a wide range of writing*
 - *making comparisons within and across books*
 - *learning a wider range of poetry by heart*
 - *preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience*
- *understand what they read by:*
 - *checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context*
 - *asking questions to improve their understanding*
 - *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*
 - *predicting what might happen from details stated and implied*
 - *summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas*
 - *identifying how language, structure and presentation contribute to meaning*
- *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader*
- *distinguish between statements of fact and opinion*
- *retrieve, record and present information from nonfiction*
- *participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously*
- *explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary*
- *provide reasoned justifications for their views.*

Writing

Spelling

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
- use the first three or four letters of a word to check spelling and meaning in a dictionary
- use a thesaurus.

Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task.

Composition

Pupils should be taught to:

- plan their writing by:
 - 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
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - 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 [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - 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
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, grammar and punctuation

Pupils should be taught to:

- *develop their understanding of the concepts by:*
 - *recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms*
 - *using passive verbs to affect the presentation of information in a sentence*
 - *using the perfect form of verbs to mark relationships of time and cause*
 - *using expanded noun phrases to convey complicated information concisely*
 - *using modal verbs or adverbs to indicate degrees of possibility*
 - *using relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun*
- *indicate grammatical and other features by:*
 - *using commas to clarify meaning or avoid ambiguity in writing*
 - *using hyphens to avoid ambiguity*
 - *using brackets, dashes or commas to indicate parenthesis*
 - *using semi-colons, colons or dashes to mark boundaries between independent clauses*
 - *using a colon to introduce a list*
 - *punctuating bullet points consistently*
- *use and understand grammatical terminology accurately and appropriately in discussing their writing and reading.*



Maths

Number

Addition, subtraction, multiplication and division

Pupils should be taught to:

- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy

Fractions, Decimals and Percentages

Pupils should be taught to:

- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions > 1
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form
- divide proper fractions by whole numbers
- associate a fraction with division and calculate decimal fraction equivalents for a simple fraction
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Ratio and Proportion

Pupils should be taught to:

- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra

Pupils should be taught to:

- use simple formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns
- enumerate possibilities of combinations of two variables.

Measurement

Pupils should be taught to:

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].

Geometry

Properties of shapes

Pupils should be taught to:

- draw 2D shapes using given dimensions and angles
- recognise, describe and build simple 3D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Position and direction

Pupils should be taught to:

- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Statistics

Pupils should be taught to:

- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average.

Science

Working Scientifically

Throughout the year pupils should be:

- 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
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

Living Things and Classification

Pupils should be taught to:

- 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.

Big Questions:

This unit will be explored through big questions, such as: - How do scientists organize living things?

- What characteristics are used to categorize plants, animals, fungi, bacteria, protists and viruses?

Inheritance

Pupils should be taught to:

- 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.

Big Questions:

This unit will be explored through big questions, such as: - What characteristics are passed genetically and what are chosen?

- How have living things changed over time?

The Human Circulatory System

Pupils should be taught to:

- 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 of 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.

Big Questions:

This unit will be explored through big questions, such as: - How does the circulatory system move oxygen around our body?

- How do diet, exercise, drugs, etc. change the way our body functions?

Light and how we see things

Pupils should be taught to:

- 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 shape as the objects that cast them.

Big Questions:

This unit will be explored through big questions, such as: - How does light travel?

- How do our eyes allow us to see things?

Electricity

Pupils should be taught to:

- 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.

Big Questions:

This unit will be explored through big questions, such as: - Why does electricity travel through a circuit?

- How can components change the amount of electricity traveling around a circuit?

- Where does our energy come from? What energy sources are best for the environment?

History & Geography

Slavery and Freedom

Students should be taught to:

- develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- describe and understand key aspects of human geography, including economic activity and trade links
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- continue to develop a chronologically secure knowledge and understanding of European, local and world history, establishing clear narratives within and across the periods they study.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- explore ideas, political power, industry and empire

Big Questions:

This unit will be explored through big questions, such as:

- Why did the slave trade develop? Why did it end?
- What life was like for a slave on an American plantation?
- Who were the most important figures in the Abolitionist movements in Britain and the United States?
- Why was the Civil Rights movement in North America important?
- How was the slave trade the centre of trade between 3 continents?

Czech History

Students should be taught to:

- use dates and vocabulary relating to the passing of time
- continue to develop a chronologically secure knowledge and understanding of European, local and world history, establishing clear narratives within and across the periods they study.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms
- address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- investigate local history
- explore an aspect or theme in European history that extends students chronological knowledge.
- name and locate areas and cities of the Czech Republic, geographical regions and their identifying human and physical characteristics and understand how some of these aspects have changed over time.

Big Questions:

This unit will be explored through big questions, such as:

- Who were the first people groups who settled on the Czech lands?
- How did Prague change as the capital of the Holy Roman Empire?
- How was Czech Republic central during the Industrial Revolution, the World Wars and the Cold War?

North America: Geography

Students should be taught to:

- use a wide range of resources and skills related to geographic enquiry to find out information
- suggest geographical questions for study and ask and respond to geographical questions
- extend their knowledge and understanding beyond the local area to include North America. This will include the location and characteristics of a range of the world's most significant human and physical features.

- *develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.*
- *locate the countries in North America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities.*
- *name and locate cities in North America including their geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.*
- *describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains.*
- *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.*
- *use the eight points of a compass, grid references, symbols and key to build their knowledge of Europe and the wider world.*

Big Questions:

This unit will be explored through big questions, such as:

- **How do the different geographical regions of North America affect the lifestyles of the Native American tribes who live there?**
- **What are the similarities and differences between the different regions of North America?**
- **How do you use grid references, compasses and other mapping tools to learn about a place?**

Design and technology

Kickstarter Product Design

Pupils should be taught to:

- *develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world*
- *critique, evaluate and test their ideas and products and the work of others*
- *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups*
- *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*
- *investigate and analyse a range of existing products*
- *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work*
- *apply their understanding of computing to program, monitor and control their products.*



Electric Cars

Pupils should be taught to:

- *develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world*
- *critique, evaluate and test their ideas and products and the work of others*
- *generate, develop, model and communicate their ideas through discussion and annotated sketches*
- *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately*
- *select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*
- *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work*
- *apply their understanding of how to strengthen, stiffen and reinforce more complex structures*
- *understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]*
- *identify control systems in everyday life and name the key elements of a system*
- *use a belt and pulley system or gear system to produce a variety of types of rotation eg reverse, in another plane, faster, slower*

Religious Education

Paul and the Early Church

We are Reflective (Growth Mindset)

We are Open Minded (Diversity)

We are Healthy (Mental and Physical Health)

We are Caring (Sustainability)

Festivals

We are Communicators (Relationships)

Rites of Passage

We are Safe (Child Protection)

Pupils should be taught to:

- *understand how religions influence individuals, communities and lifestyles*
- *develop enquiry and response skills through the use of distinctive language, listening and empathy*
- *reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.*
- *recount outlines of some religious stories*
- *identify things they find interesting or puzzling, in religious materials studied*
- *recognise some religious symbols and words*
- *identify aspects of their own experience and feelings, in religious material studied*
- *consider questions of meaning and purpose in life*
- *compare their own and other people's ideas about questions that are difficult to answer*

Big Questions:

These units will be explored through big questions, such as:

- ***How was Paul important in the growth of the Early Church?***
- ***Why is sleep important for our health?***
- ***Why are celebrations a key part of a religious community's practice?***
- ***How can we respect and celebrate each others' differences?***
- ***How are the basic tenets of Hinduism, Islam, Judaism, Sikhism, Buddhism and Christianity similar and different?***
- ***What is our impact on the world?***
- ***How are rites of passage similar and different in Christianity, Hinduism, Islam and Judaism?***
- ***What should we do if we are in an unsafe situation?***
- ***Why do religious communities celebrate birth, coming of age, marriage and death?***



