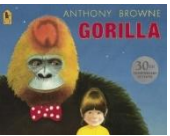
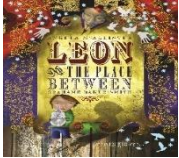
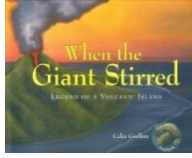
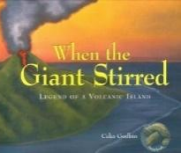
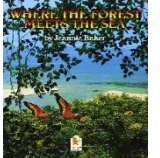





	Autumn term	Spring term	Summer term
<p><b>R.E.</b> <b>(Islam week and Hinduism week over year)</b></p>	<p><b>People, Family</b></p> <ul style="list-style-type: none"> <li>A deepening awareness of 'Who I am'</li> <li>The Family of God in Scripture</li> </ul> <p><b>Called</b></p> <ul style="list-style-type: none"> <li>Confirmation</li> <li>A call to witness</li> </ul> <p><b>Gift</b></p> <ul style="list-style-type: none"> <li>Waiting hopefully</li> <li>Advent is the Church's season of waiting in joyful hope for the coming of Jesus</li> </ul>	<p><b>Community</b></p> <ul style="list-style-type: none"> <li>The mission of inspirational leaders</li> <li>Dioceses continue the work and mission of Jesus</li> </ul> <p><b>Giving and receiving</b></p> <ul style="list-style-type: none"> <li>How memories are kept alive</li> <li>The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way</li> </ul> <p><b>Self-Discipline</b></p> <ul style="list-style-type: none"> <li>Giving or refusing to give; appreciating the cost of giving</li> <li>Lent, a time of giving in preparation for the celebration of the sacrifice of Jesus</li> </ul>	<p><b>New Life</b></p> <ul style="list-style-type: none"> <li>Transforming energy</li> <li>Pentecost, the celebration of the Spirit's transforming power</li> </ul> <p><b>Building Bridges</b></p> <ul style="list-style-type: none"> <li>Admitting Wrong, Being Reconciled with God and each other</li> <li>Sacrament of Reconciliation</li> </ul> <p><b>God's People</b></p> <ul style="list-style-type: none"> <li>Caring for the earth</li> <li>The Church is called to stewardship of Creation</li> </ul>
<p><b>Maths</b></p>	<p><b>Place Value</b> Roman numerals Numbers to 1,000 Read and write numbers to 1,000 10/100/1,000 more or less Partition numbers to 1,000 Number line to 1,000 Compare and order numbers to 1,000 Round to the nearest 10, 100 or 1,000</p> <p><b>Addition and Subtraction</b> Mental strategies Add and subtract up to two 4-digit numbers Round to check answers Inverse operations (addition and subtraction) Multi-step addition and subtraction problems Compare calculations Find missing numbers</p> <p><b>Measurement- Area</b> Count squares Make shapes Compare areas</p> <p><b>Multiplication and Division A</b> Multiples of 3 1-12 times-table and division facts Multiply by 1 and 0 Divide a number by 1 and itself Multiply three numbers</p>	<p><b>Multiplication and Division B</b> Factors Multiply and divide by 10/100 Multiply 2-digits by 1-digit Multiply 3-digits by 1-digit Divide 2-digits by 1-digit Divide 3-digits by 1-digit</p> <p><b>Length and Perimeter</b> Measure in Km and M Calculate perimeters</p> <p><b>Fractions</b> Explore mixed numbers Equivalent fractions Add and subtract two fractions</p> <p><b>Decimals A</b> Decimals up to 2 decimal places Decimals as fractions (1) Decimals as fractions (2) Understand thousandths Thousandths as decimals Rounding decimals Order and compare decimals Understand percentages Percentages as fractions and decimals</p>	<p><b>Decimals B</b> Partition, compare and order decimals</p> <p><b>Money</b> Convert, compare and estimate with money Solve problems with money</p> <p><b>Time</b> Years, weeks and days Hours, minutes and seconds Convert to and from 24 hour clock</p> <p><b>Shape</b> Identify angles Compare and order angles Triangles Quadrilaterals Regular and irregular polygons</p> <p><b>Statistics</b> Line graphs Read and interpret tables</p> <p><b>Position and direction</b> Describe position Draw on a grid Translation</p>

<p><b>English</b></p>	<p>Autumn 1</p>  <p><b>Gorilla by Anthony Browne</b> The One and Only Ivan by Katherine Applegate</p> <p><b>Writing to entertain Outcome</b> Fiction: fantasy story <b>Greater Depth</b> Re-tell the story from dad's viewpoint or include speech</p>	<p>Autumn 2</p>  <p><b>Leon and the place between by Graham Baker-Smith</b></p> <p>The Nowhere Emporium by Ross Mackenzie</p> <p><b>Writing to inform Outcome</b> Recount /diary <b>Greater Depth</b> Recount /diary from a different POV</p>	<p>Spring 1</p>  <p><b>When the Giant stirred by Celia Godkin</b> Journey to the Centre of the Earth Usborne Young Reader</p> <p><b>Writing to entertain Outcome</b> Fiction: adventure story from POV of the boy <b>Greater Depth</b> Write from the POV of the God</p>	<p>Spring 2</p>  <p><b>When the Giant stirred by Celia Godkin</b> Journey to the Centre of the Earth Usborne Young Reader</p> <p><b>Writing to entertain Outcome</b> Fiction: adventure story from POV of the boy <b>Greater Depth</b> Write from the POV of the God</p>	<p>Summer 1</p>  <p><b>Where the Forest Meets the Sea by Jeannie Baker &amp; Rainforests in 30 Seconds by Jen Green</b></p> <p><b>Writing to inform Outcome</b> Information board for a rainforest exhibition <b>Greater Depth</b> Include an interactive element</p>	 <p><b>Blue John by Berlie Doherty</b> Clockwork by Phillip Pullman or alternative Berlie Doherty novel</p> <p><b>Writing to inform Outcome</b> Letters Explanation – about cave formation for 2/3 days <b>Greater Depth</b> Use explanation with an element of persuasion</p>
<p><b>Guided Reading</b></p>	<p><b>A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister</b></p> <p><b>Genre – Fiction: traditional tales</b></p> <p><b>Mastery Focus:</b></p> <ul style="list-style-type: none"> <li>· Ask questions to improve understanding</li> <li>· Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</li> </ul>	<p><b>The Train to Impossible Places by P.G. Bell</b></p> <p><b>Genre – Fiction: fantasy</b></p> <p><b>Mastery Focus:</b></p> <ul style="list-style-type: none"> <li>· Discuss words and phrases that capture the reader's interest and imagination</li> <li>· Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</li> <li>· Identify main ideas drawn from more than one paragraph and summarise</li> </ul>	<p><b>DKfindout! Volcanoes by Maria Gill</b></p> <p><b>Genre – Information</b></p> <p><b>Mastery Focus:</b></p> <ul style="list-style-type: none"> <li>· Use dictionaries to check the meaning of words that they have read</li> <li>· Identify how language, structure and presentation contribute to meaning</li> <li>· Retrieve and record information from non-fiction</li> </ul>	<p><b>Ariki and the Island of Wonders by Nicola Davies</b></p> <p><b>Genre – Fiction: adventure</b></p> <p><b>Mastery Focus:</b></p> <ul style="list-style-type: none"> <li>· Discuss words and phrases that capture the reader's interest and imagination</li> <li>· Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</li> </ul>	<p><b>Fantastically Great Women who Saved the Planet by Kate Pankhurst Plastic Pollution by The Literacy Company</b></p> <p><b>Genre – Recount: biography, Information</b></p> <p><b>Mastery Focus:</b></p> <ul style="list-style-type: none"> <li>· Identify themes and conventions in a wide range of books</li> <li>· Identify main ideas drawn from more than one paragraph and summarise</li> <li>· Identify how language, structure</li> </ul>	<p><b>A Myth-Hunter's Travel Guide by The Literacy Company</b></p> <p><b>Genre – Information</b></p> <p><b>Mastery Focus</b></p> <ul style="list-style-type: none"> <li>· Use dictionaries to check the meaning of words that they have read</li> <li>· Ask questions to improve understanding</li> <li>· Retrieve and record information from non-fiction</li> </ul>



					and presentation contribute to meaning
	<p><b>Ongoing skills:</b></p> <ul style="list-style-type: none"> <li>· Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>· Read books that are structured in different ways and read for a range of purposes</li> <li>· Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> <li>· Check that the text makes sense to them and discuss their understanding</li> <li>· Participate in discussion about books</li> </ul> <p><b>Core skills:</b></p> <ul style="list-style-type: none"> <li>· Predict what might happen from details stated and implied (2e)</li> <li>· Explain meaning of words in context (2a)</li> <li>· Retrieve and record information (2b)</li> </ul>				
<b>Geography</b>	<p><b>Why are rainforests important to us?</b></p> <ul style="list-style-type: none"> <li>• Understand biomes and vegetation belts</li> <li>• Locate rainforests on a world map</li> <li>• Identify the different layers of the rainforest</li> <li>• Identify and understand the significance of the Equator, hemispheres and tropics</li> <li>• Investigate and understand the climate zone of a rainforest</li> <li>• Locate and explore the Amazon Rainforest</li> <li>• Identify animals that live in the rainforest</li> <li>• Identify how land is used in the Amazon Rainforest</li> <li>• Understand why rainforests are under threat</li> </ul>	<p><b>Where does our food come from?</b></p> <ul style="list-style-type: none"> <li>• Identify that different foods grow in different biomes and say why.</li> <li>• Explain which food has the most significant negative impact on the environment.</li> <li>• Consider a change people can make to reduce the negative impact of food production.</li> <li>• Describe the intentions around trading responsibly.</li> <li>• Explain that food imports can be both helpful and harmful.</li> <li>• Describe the journey of a cocoa bean.</li> <li>• Locate countries on a blank world map using an atlas.</li> </ul>	<p><b>What are rivers and how are they used?</b></p> <ul style="list-style-type: none"> <li>• Identify water stores and processes in the water cycle.</li> <li>• Describe the three courses of a river.</li> <li>• Name the physical features of a river.</li> <li>• Name some major rivers and their location.</li> <li>• Describe different ways a river is used.</li> <li>• List some of the problems around rivers.</li> <li>• Describe human and physical features around a river.</li> <li>• Identify the location of a river on an OS map.</li> <li>• Make a judgement on the environmental quality in a river environment.</li> <li>• Make suggestions on how a river environment could be improved.</li> </ul>		
<b>History</b>	<p><b>How have children's lives changed?</b></p> <ul style="list-style-type: none"> <li>• Make observations and deductions from sources.</li> <li>• Suggest how children's lives have changed.</li> <li>• Explain why children needed to work.</li> <li>• Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.</li> <li>• Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.</li> <li>• Use sources to identify leisure activities and compare them over time.</li> <li>• Identify diseases from the past and discuss how effective the treatments were.</li> </ul>	<p><b>British history 3: How hard was it to invade and settle in Britain?</b></p> <ul style="list-style-type: none"> <li>• Explain how the Britons felt when the Romans left Britain.</li> <li>• Suggest reasons for the Anglo-Saxon invasion of Britain.</li> <li>• Name the key features of Anglo-Saxon settlements.</li> <li>• Identify changes and continuities in settlements from prehistoric Britain.</li> <li>• Make inferences about artefacts.</li> <li>• Describe how Anglo-Saxon beliefs changed.</li> <li>• Explain how missionaries spread Christianity.</li> <li>• Explain the threat the Vikings posed to the Anglo-Saxons.</li> <li>• Identify the qualities needed to be a monarch in 1066.</li> </ul>	<p><b>British history 4: Were the Vikings raiders, traders or settlers?</b></p> <ul style="list-style-type: none"> <li>• Identify the different reasons for migration to Britain.</li> <li>• Explain where the Vikings came from and why they came to Britain.</li> <li>• Find evidence within a source to support their reasoning.</li> <li>• Design and creating a longboat.</li> <li>• Describe what the Vikings traded</li> <li>• Identify Viking trading routes.</li> <li>• Explain whether the Vikings were traders or raiders and providing supporting evidence.</li> <li>• Identify important events in the Anglo-Saxon and Viking struggle for Britain.</li> </ul>		



<p><b>Science</b></p>	<p><b>Group and classify living things</b></p> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>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</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p><b>Habitats, food chains and the digestive system</b></p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	
<p><b>PSHE/RSE</b></p>	<p><b>M1 Unit 1&amp;2: Me, My Body, My Health</b></p> <p>similarities, differences, self-respect, respecting others, respecting our bodies. Puberty.</p>	<p><b>M1 Unit 3: Emotional Wellbeing</b></p> <p>Definition, emotional changes, media images not reflecting reality, unacceptable behaviour, resilience</p> <p><b>WHOLE SCHOOL:</b> British Values Week</p>	<p><b>M2 Unit 1&amp;2: Personal Relationships</b></p> <p>Friends, families and others, healthy families and friendships, bullying (impact/responsibilities/mental wellbeing/what to do)</p>	<p><b>M2 Unit 3: Keeping Safe</b></p> <p>Sharing online, chatting online, safe in my body, drugs, alcohol, tobacco, first aid heroes</p> <p><b>WHOLE SCHOOL:</b> Enterprise Week</p>	<p><b>M3 Unit 1&amp;2: Living in the wider world</b></p> <p>Catholic Social teaching, the common good, dignity of the person, stewardship, social relationships</p>	<p><b>M1 Unit 1&amp;2: Me, My Body, My Health</b></p> <p>similarities, differences, self-respect, respecting others, respecting our bodies</p>
<p><b>Art &amp; Design</b></p>	<p><b>Drawing: Powerprints</b></p> <p>Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.</p>		<p><b>Painting and mixed media: Light and dark</b></p> <p>Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.</p>	<p><b>Craft and Design: Fabric of nature</b></p> <p>Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.</p>	<p><b>Sculpture and 3D: Mega Materials</b></p> <p>Exploring how different materials can be shaped and joined and learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp, children create their own sculptures.</p>	
<p><b>D.T.</b></p>	<p><b>Electrical systems: Torches</b></p> <p>Identify the difference between electrical and electronic products. Evaluate a range of existing torches and their features, then develop a new functional torch design.</p>	<p><b>Structures: Pavilions</b></p> <p>Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion.</p>	<p><b>Mechanical systems: Making a slingshot car</b></p> <p>Using a range of materials, design and make a car with a working slingshot mechanism and house the mechanism using a range of nets.</p>		<p><b>Textiles: Fastenings</b></p> <p>Analyse and evaluate a range of existing fastenings, then devise a list of design criteria to design, generate</p>	<p><b>Food: Adapting a recipe</b></p> <p>Work in groups to adapt an existing biscuit recipe, whilst taking into account the cost of the ingredients and other</p>



					templates and make a fabric book sleeve.	expenses against a set budget.
<b>Computing</b>	<p><b>Digital Citizenship</b></p> <p>I can use technology safely and respectfully and responsibly</p> <p>I know how my online identity can be different to the identity I present in 'real life'. Knowing this, I can describe the right decisions about how I interact with others and how others perceive me</p> <p>I know how to be respectful to others online</p> <p>I know how others can find out information about me by looking online</p> <p>I know ways people can be bullied through a range of media (e.g. image, video, text, chat)</p> <p>I know why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation)</p> <p>I know how using technology can distract me from other things I might do or should be doing</p> <p>I know times or situations when I might need to limit the amount of time I use technology</p>	<p><b>Digital Literacy</b></p> <p>I can use skills I have learnt across multiple application programs, including:</p> <p>I can select appropriate tools to add emphasis and effect to my work</p> <p>I can edit the colour, text and add digital photographs</p> <p>I can take a series of pictures to form an a short film clip / animation /eBook</p> <p>I can edit video, animation or music footage by cropping clips</p> <p>I can enter a basic mathematical formula into Excel</p> <p>I can use SUM to calculate the total of a set of numbers in a range of cells</p> <p>I can use spreadsheets to create a graph</p> <p>I can decide on the most appropriate form of graph for a data set giving reasons for my choice</p> <p>I can interpret graphs of data collected from sensors</p> <p>I can explain why I have chosen my layout and formatting</p> <p>I can review and edit my work and talk about the changes I made</p>	<p><b>Computer Science</b></p> <p>I can use sequence and loops (repetition) in programs confidently</p> <p>I can detect and debug errors in algorithms and programs</p> <p>I can independently select and sequence code to make my own program</p> <p>I can transfer my coding skills between software</p> <p>I know that a loop is used to repeat a set of instructions</p> <p>I can explain why it is important to use 'loops' in particular place in my sequence</p>	<p><b>Information Technology</b></p> <p>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it</p> <p>I can talk about the advantages and disadvantages of using a computer</p> <p>I can identify the most relevant results from a search engine – not just 'sponsored' links</p> <p>I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'</p> <p>I know some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online</p> <p>I know that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people</p> <p>I know that lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true</p> <p>I know what a strong password is</p> <p>I know that others online can pretend to be me or other people, including my friends</p>		



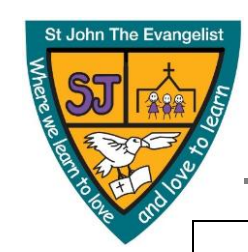
		I can effectively plan for an animation or film and use purposefully				
<b>MFL</b>	<b>The classroom Phonics lesson 2</b>	<b>At the café</b>	<b>My home</b>	<b>Goldilocks</b>	<b>Clothes</b>	<b>The Olymppics</b>
<b>Music</b>	<b>Interesting time signatures</b>	<b>Combining elements to make music</b>	<b>Developing pulse and groove through improvisation</b>	<b>Creating simple melodies together</b>	<b>Connecting notes and feelings</b>	<b>Purpose, identity and expression in music</b>
<b>P.E.</b>	<p><b>Netball</b></p> <p><b>Declarative Knowledge: Displaying factual knowledge</b></p> <ul style="list-style-type: none"> <li>• Develop the understanding of the importance of speed when playing invasion games.</li> <li>• Understand the link between heart rate and breathing during different activities.</li> <li>• Identify and describe the skills needed to improve your game.</li> </ul>	<b>Gymnastics/Dance</b>	<b>Net and Wall games</b>	<b>Team building games/Orienteering</b>	<b>Athletics</b>	<b>Strike and Field</b>
	<p><b>Procedural Knowledge: Can practically demonstrate how to apply their knowledge</b></p> <ul style="list-style-type: none"> <li>• Get into good positions to pass, receive, and shoot the ball.</li> <li>• Pass the ball using different techniques.</li> <li>• Shoot and score with increasing accuracy.</li> <li>• Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score.</li> </ul>					



<b>P.E.</b>	<p><b>Football</b> <b>Declarative Knowledge:</b> <b>Displaying factual knowledge</b></p> <p>Employ simple tactics in game situations.</p> <ul style="list-style-type: none"><li>• Recognise and explain good performances.</li><li>• Understand the link between heart rate and breathing when exercising.</li><li>• Recognise good performance and be able to identify what you need to practice to improve your own performance.</li><li>• Recognise players who play well in games and give reasons why.</li><li>• Identify what you do best and what you find difficult.</li><li>• Recognise and describe what happens to your breathing and heart rate when playing games and begin to understand why you get hotter when playing games.</li><li>• Learn how to recognise your own success.</li><li>• Describe how your body feels when exercising.</li><li>• Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter.</li><li>• Identify what you do best and what you find most difficult and recognise this in others performance.</li></ul>					



<ul style="list-style-type: none"> <li>• Improve decision making skills and choose the right skills that meet the needs of the situation.</li> <li>• Play simple invasion games with an understanding of the basic rules.</li> <li>• To follow the rules of the game</li> <li>•</li> </ul>					
<p><b>Procedural Knowledge:</b>  <b>Can practically demonstrate how to apply their knowledge</b></p> <p>Move with a ball keeping it under close control.</p> <ul style="list-style-type: none"> <li>• Keep possession of a ball as part of a team.</li> <li>• Receive a ball successfully.</li> <li>• Take up spaces/positions that make it difficult for opponents.</li> <li>• Perform basic skills needed for games with control and accuracy.</li> <li>• Pass/send a ball with increasing accuracy and at different speeds.</li> <li>• Shoot/ score with some success.</li> <li>• Use a range of skills to keep possession of the ball.</li> <li>• Keep the ball under control, passing and receiving with increasing accuracy.</li> <li>• Choose space/ positions where you can receive a pass or to support a teammate.</li> <li>• Develop control and technique both in movements and manipulation.</li> <li>• Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending).</li> <li>• Pass and receive the ball with control.</li> </ul>					



	<ul style="list-style-type: none"><li>• Select passes that keep possession.</li><li>• Move to support teammates once you have passed the ball and explain how to keep possession.</li></ul>					
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