# KING'S LODGE SCHOOL OVERVIEW OF WHOLE SCHOOL LEARNING ADVENTURES 2021-2023

Reception	This is Me!	Celebra	ations!	Amazing Animals!	Down in the Garden!		et To de!	Our World!	Whole School Learning Adventure
Y1/Y2 Year A	Poles	Apart		Fliç	ght		То	ys	Whole School Learning Adventure
Y1/2 Year B	Pioneers			Indian	Spice		London's	Burning	Whole School Learning Adventure
Y3/4 Year A	Meet the Flintstones			Fransport	Extreme Sur	-vival -		mb Raiders	Whole School Learning Adventure
Y3/4 Year B	Reign Over	Us	R	oman Rule	Mountair	1	Wo	orld Kitchen	Whole School Learning Adventure
Y5/6 Year A	Wild V	Vaters		Invaders - A	nglo-Saxons	Ме	xico and	the Mayans	Whole School Learning Adventure
Y5/6 Year B	Rule Br	ritannia		Disa	ster		Greece l	Lightning	Whole School Learning Adventure

The Learning Adventures may be covered in a different order and will be punctuated with 'mini learning adventures' linked to Science, RE or another subjects.

## KING'S LODGE SCHOOL OVERVIEW OF LEARNING - EYFS Reception

Communication and Language Physical Development	Listen attentivel during whole class Make comments Hold conversation Physical Develop Negotiate space Demonstrate str. Move energetica ELG: Self-Regula	as discussions and small enabout what they have he in when engaged in back- brownent ELG: Gross Motor of and obstacles safely, with ength, balance and coord lly, such as running, jump tion	ney hear with relevant que group interactions. Hard and ask questions to d and-forth exchanges with Skills h consideration for themse	clarify their under their teacher and elves and others. ping and climbing	rstanding. peers ELG: Managing Sel	f	Offer explanarhymes and percentage of the control o	small group, class and one- ations for why things might booms when appropriate. I deas and feelings about the se of conjunctions, with modern Skills of Skills effectively in preparation for for small tools, including sciss	eir experie delling and or fluent v sors, paint	aking use of recently introduced vences using full sentences, including support from their teacher.	using recently introduced vocabulary. ocabulary from stories, non-fiction, g use of past, present and future tenses nost all cases.	
Personal, Social and Emotional Development	regulate their be Set and work to control their imn Give focused att	shaviour accordingly.  wards simple goals, being  nediate impulses when ar  ention to what the teach  activity, and show an ab	able to wait for what the	y want and priately even	perseverance in the Explain the reason accordingly.  Manage their own	y new activities and sho ne face of challenge, ns for rules, know right basic hygiene and perso erstanding the importan	from wrong and	I try to behave uding dressing, going to	Work a	illding Relationships nd play cooperatively and take tur ositive attachments to adults and i ensitivity to their own and to othe	friendships with peers.	
Literacy	narratives using Anticipate – whe Use and understa	derstanding of what has t their own words and reco are appropriate – key eve	ocabulary during discussio	y.	Read words consis Read aloud simple	g ach letter in the alphabe stent with their phonic k sentences and books tl ing some common excep	knowledge by so hat are consiste	ound-blending.	Spell w	ecognisable letters, most of which	and representing the sounds with a	
Mathematics	Subitise (recognic Automatically re	se quantities without cou	o rhymes, counting or other			g subtraction facts)	Compare qua	nt beyond 20, recognising th ntities up to 10 in different y. represent patterns within nu	recognising when one quantity is g	reater than, less than or the same as the buble facts and how quantities can be		
Understanding The World	Know some simil drawing on their	ves of the people arounc arities and differences be experiences and what ha bast through settings, cha	I them and their roles in sc etween things in the past a is been read in class. aracters and events encou	and now,	Describe their imm discussion, stories Know some similar communities in thi in class. Explain some simil	larities and differences larawing on knowledge from	maps. etween differen heir experiences between life in	t religious and cultural s and what has been read	ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.			
Expressive Arts and Design	function. Share their creat	xplore a variety of mate tions, explaining the proc	rials, tools and techniques ess they have used. le playing characters in na			exture, form and	Invent, adapt Sing a range		s and stories with peers and their teacher. rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when			
PSHE 8	PSHE & SRE Being Me in My World Celeb			Celebrati	ing Difference	Dreams and (	Gals	Healthy Me		Relationships	Changing Me	
RE	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism  Theme: Christmas Key Question: What is Christmas? Religions: Christianity				Key Question: How do people celebrate?			Theme: Easter Key Question: What is Easter? Religions: Christianity		Story Time estion: What can we learn from ? ns: Christianity, Islam, Hinduism,	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism	

### KING'S LODGE SCHOOL OVERVIEW OF LEARNING - YEAR 1/2 - YEAR A

hs		Year 1	Number: Place Value	Number: Addit Subtractio	ion and Multip	lication and	Number: ractions	Measureme	nt: Money	Measur	rement: Time	Measure Length Heig	and Me	asurement: Weigh Volume	it and	Geomet ry: Shape	Geometry: Position and Direction	
Maths		Year 2	Number: Place Value	Number: Additionand Subtraction	Multiplicatio	n and Fract	nber: tions	Measurement Money		ırement: ime	Measureme Length an Height	d Ca	asurement: apacity and emperature	Geometry: Shape		Geometry: Position and Direction	Statistics	
		omputing & cross curricular tools	Understand what algo how they are implem programs on digital d that programs execu precise and unambigu instructions	ented as levices; and te by following	Create and debu	ig simple programs	s bel	se logical reasoning t ehaviour of simple pr		create, o	nology purposei rganise, store, i eve digital conti	manipulate	Recognise cor information to school	nmon uses of echnology beyond		information prints to go for help a they have cond	eeping personal vate; identify where and support when erns about content the internet or other	
		Writing Genres	Narrative:  • stories with predic  • Stories reflecting of traditional tales –	own experiences				on-fiction: Labels, lists and cap Recount Non-chronological re Explanations Instructions					Poetry:  • Vocabulary  • Structure -  • Appreciation	rhyming couplets	5			
Communication	English	Phonics/ SPAG	Word  Regular plural nou dog, dogs; wish, w these suffixes on the specific suffixes on the specific suffixed in the specific suffixed in the specific suffixed adjectives [neundoing: untie the	vishes], including the meaning of the control of th	ne effects of e noun where no change rds (e.g. helping, aning of verbs			mbine to make sente joining clauses using		Text • Sequer	ncing sentences	i to form shoi	t narratives	Introduce     marks a     sentence	ion of wo ction to c and excla es letters fo	ords with space capital letters, f amation marks t or names and fo	ull stops, question o demarcate	
			Formation of noundard by compounding superman Formation of adjecties (A fuller list of 2 spelling section in Use of the suffixed use of -ly in Standard adverbs  Formation of adjection in the suffixed use of supermodule in the suffixed use of supermodule in the suffixed in the suffixed use of supermodule in the suffixed in the suffi	ng [for example, use tives using suffix of suffixes can be in English Appendis s -er, -est in adjes	whiteboard, es such as -ful, - found in the year x 1) ctives and the	ordination  Expanded is specification flour, the influence of the properties of the	(using or noun phron for example of the man in the rammatic or as a state of the following or	rases for description example, the blue bu	and atterfly, plain tence indicate	<ul><li>and pa</li><li>Use of and pa</li></ul>	st tense throug	phout writing e form of ver k actions in p		exclama Comma Apostro	ation mar s to sepa ophes to and to n	rks to demarcat arate items in a mark where let		
The Arts		Art and Design	To use a range of ma make products	aterials creatively	to design and			ng and sculpture to o			op a wide range our, pattern, te		esign techniques ape, form and	designers,	describino fferent p	g the difference practices and dis	s, craft makers and is and similarities ciplines, and making	
-		Music	Use their voices expr songs and speaking of			Play tuned and	d untuned	ed instruments music	ally		th concentration uality live and r		anding to a rang c	· ·		eate, select and ed dimensions o	combine sounds of music.	
		Science	Working Scientification  Asking simple questinat they can be a ways  Observing closely,  Performing simple  identifying and cla  Using their observations  Gathering and receanswering question	stions and recogn inswered in difference using simple equitests ssifying ations and ideas to o questions ording data to help	pment plan pment plan and lder bas con	ntify and name a vi- common wild and g nts, including decid evergreen trees ntify and describe to ic structure of a vi- mon flowering pla uding trees.	garden duous the ariety of	Identify and r carnivores, he     Describe and common anim mammals, inc     Identify, nam	amme a variety amphibians, re ame a variety erbivores and o compare the st als (fish, amphi luding pets) e, draw and lab and say which p	ptiles, birds of common a mnivores tructure of a ibians, reptile	and mammals animals that are variety of es, birds and parts of the	Disting from the lidential mater water     Description Complexity every	which it is made  y and name a va  ials, including wo  , and rock  be the simple ph  y of everyday mane and group to	iriety of everyday od, plastic, glass, lysical properties aterials	bject and the material Seasonal Changes  Observe changes across the four seasons  Observe and describe weather associated with the seasons and how day length varies.			
	Desig	n Technology	Design  Design purposeful, products for them based on design or Generate, develop communicate their drawing, template: appropriate, inform communication tech	functional, appea selves and other riteria , model and ideas through tal s, mock-ups and, vantion and	users equipusers [for end finish shing, where constitutes ingre	t from and use a rument to perform pixample, cutting, sling] t from and use a will from and componer ruction materials, didents, according to cteristics	practical haping, jo wide rang nts, include textiles a	tools and tasks joining and e Exp ge of uding tools and e Exp pro e Exp			of existing	Technical kno  Build struc  be made st  stable  Explore an  example, le		nd more s [for	varie	d diet to prepar	ies of a healthy and e dishes od comes from.	
		History	History skills  Know where the pe Identify similarities Use a wide vocabu Ask and answer qu Choose and use pa Know and understa Understand some e Identify different v	s and differences ilary of everyday uestions arts of stories and and key features of the ways in wh	between ways of historical terms. other sources of events ich we find out ab	life in different per		vork		signific Great events	events beyond cant nationally of Fire of London, s commemorate ersaries]	or globally [fo the first aero	or example, the oplane flight or		e contrib		viduals in the past and international	
	G	eography	Place knowledge  Name and locate the Understand geograhuman and physical and of a small area	aphical similarities al geography of a	and differences t small area of the	hrough studying th United Kingdom,	ne •	uman and physical ge Identify seasonal ar the location of hot a and the North and S	d daily weathe and cold areas				Use world its countrie Use simple their schoo its surroun Use simple locational a	Geographical skills and fieldwork  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.  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.  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				
PE		Indoor	Master basic move catching, as well a begin to apply the	Participate in team games, developing simple tactics for attacking and defending				king and	Perform da	nces using simple	moveme	ent patterns.						
	PS	SHE & SRE	Being Me in M	ly World	Celebrati	ng Difference		Dreams and	Gals		Healthy Me		Re	elationships		Cha	inging Me	
	Religi	ous Education	Theme: Creation Story Key Question: Does God want Christianity  Theme: Christmas Story Key Question: What gift would I have given to Jesus If he had been born in my town, not in Bethlehem? Religion: Christianity  Theme: Creation Story Key Question: What gift would I have given to Jesus If he had been born in my town, not in Bethlehem? Religion: Christianity  Theme: Easter - Palm Sunday Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity  Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism  Theme: Chanukah Key Question: Does celebrating Chanukah Theme: Chanukah Key Question: Does celebrating Chanukah Religion: Christianity  Theme: Chanukah Religion: Christianity  Religion: Christianity  Theme: Chanukah Rey Question: Does celebrating Chanukah Religion: Christianity  Religion: Christianity  Theme: Chanukah Rey Question: Does celebrating Chanukah Religion: Chanukah Religion: Christianity  Theme: Chanukah Religion: Chanukah R						Ooes celebrating									

### KING'S LODGE SCHOOL OVERVIEW OF LEARNING - YEAR 1/2 - YEAR B

SI		Year 1	Number: Place Value	Number: A	, , , , , , , , , , , , , , , , , , ,	Number: Multiplication and Division	Number: Fractions	Measuren Money		Measuremen	t: Time	easurement: gth and Height	Measurement: Weight and Volun	Geome	netry: Shape	Geometry: Position and Direction
Math		Year 2	Number: Place Value	Number: Addi and Subtracti	tion Multip	umber:	umber: M actions	easurement: Money	Measure Tim		Measurement: Length and Height	Measurement Capacity and Temperature	d Geometry:		Geometry: Position and Direction	Statistics
		Computing & cross curricular tools	Understand what alg how they are impler programs on digital that programs exec following precise an unambiguous instruc	mented as devices; and ute by d		debug simple	the behaviour o	oning to predict f simple	create	chnology pur , organise, st ulate and retr	posefully to ore,	Recognise comm information tech school	on uses of	keeping pe where to g have conce	ology safely and ersonal informat go for help and s	ion private; identify support when they ent or contact on the
	ı	Writing Genres	Narrative:  Traditional tales Stories with recure traditional tales	rring literacy lar	nguage		Non-fiction:  Explanations  Recount  Report  Instructions  Explanations					Poetry:  Vocabulary bu Structures - C Appreciation				
Communication	English	Phonics/ SPAG	Word Regular plural noi example, dog, do effects of these noun Suffixes that can change is needed (e.g. helping, help How the prefix ur and adjectives [nundoing: until the	gs; wish, wishes suffixes on the re- be added to ver- in the spelling of the s	], including the meaning of the rbs where no of root words	Sentence  How words call Joining words	an combine to mak s and Joining clause		Text • Sec	uencing sent	ences to form st	oort narratives	exclamation	o capital lette marks to dema		
			Formation of nour er and by compount whiteboard, super     Formation of adjet ful, eless (A fullet the year 2 spelling the year 2 spelling use of ely in Star into adverbs	ounding [for exa rman] ectives using suf r list of suffixes g section in Eng es -er, -est in a	mple, fixes such as - can be found lish Appendix a djectives and t	Subordination     co-ordination     Expanded not     specification     plain flour, the     How the gran     indicate its fit	n (using when, if, th (using or, and, but un phrases for dese [for example, the base man in the moor nmatical patterns is unction as a statem or command	cription and blue butterfly, ] n a sentence	ten • Use pre pro	se and past to of the progre sent and past	nd consistent us ense throughout essive form of v tense to mark a ample, she is dru	writing erbs in the actions in	exclamation Commas to s Apostrophes	marks to dema eparate items to mark where	re letters are mi	
The Arts		Art and Design	sulpture to develop and imagination	and			art and design techi e, line, shape, form	niques in des	igners, describ een different p	bing the differer	ts, craft makers and ces and similarities sciplines, and making work.					
-		Music	Use their voices exp singing songs and sp	-	and rhymes		untuned instrumen	s musically			ration and under ty live and recor		Experiment with inter-related dir			sounds using the
		Science	Working Scientifical  Asking simple quithat they can be ways  Observing closely  Performing simple Identifying and cl  Using their obsers suggest answers  Gathering and recanswering question	estions and reco answered in diff /, using simple e e tests assifying vations and idea to questions cording data to t	ognising erent equipment s to	living, dead, and thin Identify that most lissuited and describe needs of different k depend on each othe Identify and name a including micro-habit Describe how animal animals, using the identify the identify the identify the identification of the identification is not the identification of the identificati	and name a variety of plants and animals in their hal				e and describe eds and bulbs ito mature plants t and describe ints need water, id a suitable ature to grow y healthy.	have offspi Find out ab needs of ar for surviva Describe th of exercise	ding Humans animals, including ring which grow in- out and describe t himals, including hu I (water, food and ie importance for t , eating the right of t types of food, ar	humans, o adults ne basic imans, air) numans immunts	of a variety or including wood glass, brick, recardboard for Find out how to objects made can be change.	Materials  Impare the suitability  Feveryday materials,  Impared, plastic,  Inck, paper and  Imparticular uses  Inches a particular uses  Inches a p
	Des	gn Technology	Design  Design purposefu products for ther based on design of Generate, develocommunicate their drawing, template appropriate, infor communication te	nselves and othe criteria p, model and ir ideas through es, mock-ups and mation and	pealing er users talking,	Select from and use equipment to perfor example, cutting, sh finishing!     Select from and use materials and compo construction material ingredients, accordir characteristics	a range of tools a m practical tasks [ aping, Joining and a wide range of onents, including als, textiles and	for Evaluate  • Explore  of exis  • Evaluat	ing product e their ide s against c	as and	can be ma more stab • Explore ar example,	ctures, exploring ho de stronger, stiffer	and Food Use  [for Use	se the basic properties properties properties the second contraction of the second contraction o		althy and varied diet From.
		communication technology						Study changes within living memory (and consequent changes in national life)			nsequent	Study the living individuals in the compare aspendifferent period.	the past to	Study significant historical events, people and places in their own locality.		
		Locational knowledge  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  Locational knowledge  Use basic geography  Key physical features, including: beach, cliff, coast, for mountain, sea, ocean, river, soil, valley, vegetation, so weather  Key human and physical geography  Key physical features, including: beach, cliff, coast, for mountain, sea, ocean, river, soil, valley, vegetation, so weather  Key human and physical geography						, season and	Us     cc     Us     sii     Us	e world maps ntinents and le aerial photo mple map; and le simple com	oceans studied. ographs and plar d use and constr apass directions (	uct basic symbols i	ecognise landmark: n a key and West) and loca	s and basic hur	ıman and physica	e countries, I features; devise a e [for example, near
PE		Indoor	<ul> <li>Master basic mov catching, as well and begin to appl</li> </ul>	as developing b	alance, agility	and co-ordination,	Participate ir and defendir	ending  • Perform dances using simple movement patterns.								
						Dream	s and Gals		Healthy	Ме	Relatio	onships		Changing	Me	
	Reli	gious Education	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity  Celebrating Difference  Theme: Christmas - Jesus as gift from God Key Question: Why did God give Jesus to the world? Religion: Christianity				Theme: Prayer at home Key Question: Does praying at regular intervals everyday help a Muslim in his/her everyday life? Religion: Islam			e: Easter - resuestion: Is it to back to life a on: Christianity	true that Jesus gain?	Theme: Commun Key Question: Do Mosque give Mus belonging? Religion: Islam			ajj tion: Does compl petter Muslim?	eting Hajj make a

		Year 3	Number: Place Value	Number: Addi		r: Multiplicatio Division	n and	Number: Fractions	Meas	surement: Mon	Measurem Time			nt: Length and		ment: Mass Capacity	Geom	etry: Shape		Statistics
Maths		Year 4	Number: Place	Number: Addition	Number: Multiplication an	Nu	mber:	Number: De	ecimals	Measuremen	t: Measurer	ment:	Measurer Length	ment:	easurement:	Geometry:	Shape	Geometry: Position and		Statistics
		French	Listen attentively language and show understanding by j responding     Explore the patter sounds of language songs and rhymes spelling, sound and words	oining in and  ns and e through and link the	Division  Engage in converse and answer questic opinions and responded for others; seek clahelp* Speak in sentences familiar vocabulary basic language stru	rraditions; ask ons; express and to those rification and s, using phrases and	intona when familia • Prese	elop accurate p nation so that of they are read liar words and ent ideas and inge of audience	pronunciatio others unde ding aloud o phrases* information	on and erstand or using	Read carefully ar show understand words, phrases a simple writing Appreciate storie songs, poems and rhymes in the lar	nd ding of and es,	Broaden develop new wor familiar through     Write pl adapt through		understand oduced into I, including ry mory, and ew deas clearly	Describe     writing     Understa     being sta     masculin     frequence     language     sentence     English.	people, pl and basic g udied, inclu e and neut cy verbs; k e; how to a es; and how	Direction places, things an grammar appropuding (where rel ter forms and the ecy features and apply these, for w these differ for	d actions riate to t evant): fe ne conjug d pattern instance,	orally* and in the language eminine, ation of high- s of the to build
-		omputing & cross curricular tools	Design, write and deb that accomplish speci including controlling or physical systems; sol by decomposing them smaller parts	fic goals, u or simulating re ve problems va	se sequence, selectit petition in programs; riables and various f put and output	work with	how some	il reasoning to simple algorit tect and corre ims and progra	thms work ect errors	including the can provide such as the the opportu	computer network the internet; how the e multiple services, the world wide web; a unities they offer fettion and collaboration	ey and for	Use search ter effectively, ap results are se ranked, and be evaluating dig	ppreciate how lected and e discerning in	software (li on a range and create systems an given goals	and combine a ncluding internation of digital device a range of pro- nd content that is, including colle evaluating and iformation	et services ses to designams, accomplisecting,	s) Use tech respectif recognis acceptal behavior ways to	e ble/unacc ur; identif	responsibly; eptable y a range of oncerns about
Communication		Writing Genres	Narrative:  Traditional Tales - Writing and perfor Traditional tales - Adventure Stories	ming a play				:	Non-fiction: Recount Instruction Explanation Report Persuasion	ons				Poetry:  Vocabulary  Structure  Structure  Appreciation	- Limericks - Haiku, tanka a	and kennings				
	English	Phonics/ SPAG	Word  Formation of nouncexample super-, a  Use of the forms a word begins with a a rock, an open bo  Word families base words are related solve, solution, sol  The grammatical dipossessive -s  Standard English fe local spoken forms we was, or I did in the super-	nti-, auto-] or an according to consonant or a vo x] sid on common word in form and meanin ver, dissolve, insolu ifference between orms for verb inflete is [for example, we	whether the next well [for example, s, showing how g [for example, ible] blural and tions instead of	Noun phradjective teacher curly hall	when, befor [for example lons [for example lons [for example cases expande expanded to: r) adverbials [for	ce and cause u ore, after, while e, then, next, imple, before, ded by the add d preposition p b: the strict ma	dition of mo- phrases (e.g aths teacher	use], fore], or ng, in, difying g, the r with	Text  Introduction to related materia  Headings and su  Use of the presenthe simple past play contrasted  Use of paragrap  Appropriate cheacross sentence repetition	al ub-headir sent perfo t [for exa d with <i>He</i> phs to on oice of p	ngs to aid presect form of vermple, He has a went out to ganise ideas a ronoun or nou	sentation erbs instead of gone out to play] round a theme n within and	Use of ir [for examinverted Apostro girls' nor	nverted comma mple, a comma d commos: The phes to mark p	is and othe after the conductor dural posse	shouted, "Sit d session [for exar	o indicate e; end pu own!"]	
		Art and Design	To create sketch boo	ks to record their o	bservations and use		To impro				chniques, including o	drawing,	painting and s	culpture with a	Know abou	t great artists,	architects	s and designers	in history	
The Arts		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression in the solution of purposes using the inter-related dimensions of music working scientifically									ention to Use a	ther mus	stand staff sical	high-quality li	d understand a ve and recorde t traditions and d musicians	d music drawn	D	Develop an unde of music.	rstanding	of the history
		Science	units, using a rang data loggers Gathering, recordir variety of ways to Recording findings labelled diagrams, Reporting on findir explanations, displ conclusions Using results to dr	to answer them oractical enquiries, and careful observe a consequence of equipment, incoming, classifying and phelp in answering using simple scient keys, bar charts, a rigs from enquiries, ays or presentation aw simple conclusions improvements areas, similarities or ceas and processes and scientific eviden	comparative and fair ations and, where nents using standard uding thermometers resenting data in a questions fic language, drawin kd tables including oral and wir is of results and ins, make predictions d raise further ques changes related to	and or	ifferent surfa- otice that sor- ontact between agnetic force istance asserve how in appel each oth laterials and in ompare and ig ariety of eve- ne basis of with tracted to a ome magnetic escribe magn oles redict whether tract or report and contact of the contact of and contact and contact and and and and and and and and	ome forces neceen two objectives can act at magnets attraction to thors group togethe eryday material whether they a magnet, and	ed ts, but a sict or st some or a sals on are identify g two ets will .	functions flowering stem/tru Explore t plants fo light, wat and room vary fror Investiga water is: plants Explore t play in th plants, in	and describe the of different parts (plants: roots, nk, leaves and flow he requirements of rife and growth (a er, nutrients from (a to grow)) and how in plant to plant te the way in which transported within he part that flower he life cycle of flow cluding pollination, it and seed dispersal	vers f soil, they rs vering seed	Explore a classificat group, ide variety of their loca environme     Recognise environme and that f	that living to be grouped in ways duse ion keys to hel ntify and name i living things in and wider ent that ents can change his can s pose dangers	their own food: they get nutrition from what they eat their appears of rocks on their appears of the digestive system in humans of their simple functions of the humans and their simple functions of the humans of their simple functions of the humans and their simple functions of the rock of rocks on their appears of rocks on thei				r different kinds con the basis of pearance and ohysical es ci in simple terms sills are formed ings that have c trapped within se that soils are om rocks and	
	Desig	n Technology	Design  Use research and of the design of innov products that are particular individua  Generate, develop ideas through discurse-sectional and prototypes, patter design	vative, functional, a fit for purpose, aim ils or groups , model and commu ussion, annotated si d exploded diagram	ria to inform ppealing ed at nicate their setches, s, iter-aided	and equipmer [for example finishing], acc Select from a materials and construction	nt to perform, cutting, shap curately and use a wid il components materials, tex according to t	s, including extiles and their functions	ools • sks and •	existing pro Evaluate the against their consider the improve the Understand individuals in	eir ideas and produc own design criteria views of others to	cts la and o	and reinfo  Understar products   linkages]  Understar [for exam bulbs, buz  Apply the	or understanding orce more comp nd and use mech (for example, g	lex structures panical systems pars, pulleys, ca rical systems in its incorporatin s; g of computing	in their ams, levers and n their products og switches,	• U h i • P p s • U a	Understand and nealthy and varier and cooperedominantly stange of cooking	ed diet k a varie avoury di g techniqu onality, a ty of ingr	y of shes using a les ind know where edients are
		History	History skills  Develop a chronole  Note connections, Develop the appro Address and some Construct informet Design understand	contrasts and trend priate use of histor times devise histor d responses that in	is over time ical terms cally valid questions volve thoughtful sele	about change	e, cause, simil anisation of r	ilarity and diff relevant histo	ference, and					in Britain from Age to the	when the Ancient  • A depth	e first civilizati Egypt; The Sha study of one c	ons appear ang Dynast of the follo	t civilizations – ; ired: Ancient Su ty of Ancient Ch owing: Ancient S ty of Ancient Ch	mer; The nina sumer; Th	
	Locational knowledge  Name and locate counties and cities of the United Kingdom, geographical regio identifying human and physical characteristics, key topographical features (inc mountains, coasts and rivers), and land-use patterns; and understand how som aspects have changed over time  Identify the position and significance of latitude, longitude, Equator, Northern Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarct Prime/Greenwich Meridian and time zones (including day and night							Human and physical geography  Describe and understand key aspects of: Physical geography, including: climate zones, vegetation belts, rivers, mountains, volcance earthquakes, and the water cycle  Human geography, including: types of settlen use economic activity including trade links, a				loes and lement ar	nd land	Use maps, features states the electric features states the electric features from the feature features from the features from t	udled ght points of a content o	and digital/cor compass, four a ance Survey m orld measure, reco	and six-figu aps) to bui rd and pre	upping to locate ure grid referentild their knowled esent the human sketch maps, pl	ices, sym dge of th	ools and key e United sical features in
		Indoor	Use running,		e games, modified w		Develop fle	exibility, stren	ngth, P	Perform dances	Take part in c		100	ances with	_	and water safe	7	ind proficiently	over a dis	stance of at
PE		Outdoor	jumping, throwing and catching in isolation and in combination	basketball, cric rounders and te	example, badminto ket, football, hockey ennis], and apply bas ble for attacking and	r, netball, ic	technique, o balance [for	exibility, stren control and or example, th nd gymnastics	u nrough o	Perform dances using a range of movement patterns	and adventure activity challe both individua within a team	enges ally and	demonst		least 25 • Use a ra	metres inge of strokes aststroke]	effectivel		front cra	awl, backstroke
	RS	SHE & SRE	Being Me in M	ly World	Cele	ebrating Differ	rence		Dreams a	ind Gals	Healt	thy Me		F	elationships			Changi	ng Me	
Religious Education  Key Question: Would celebrating Divall at home and in the community bring a feeling of belonging to a Hindu child?  Key Question: Has Christmas lost its true meaning?  Key Question: Could Jesus really heal people? Were these miracles or is there some other explanation?  Key Question: Could Jesus really heal people? Were these miracles or is there some other explanation?  Key Question: How can Brahman be everywhere and in everything?								Key Gang												

#### KING'S LODGE SCHOOL OVERVIEW OF LEARNING - YEAR 3/4 - YEAR B

S		Year 3	Number: Place Value	Number: Ad	dition Multiplic	nber: ation and I	Number: Fractions	Measurement	Money M	leasurement: Tim	Measurem e Length a Perimete	nd Measure	ment: Mass Ge	ometry: Shape	Statistics
Maths		Year 4		Number: addition and subtraction	Number: Multiplication and Division	Number: Fractions	Number: Decimals			Measurement: Time	Measurement: Length and Height	Measurement: Area	Geometry: Shape	Geometry: Position and Direction	Statistics
		French	Listen attentively to spoken language show understanding by joining in and responding     Explore the patterns and sounds of through songs and rhymes and link spelling, sound and meaning of words.	ge and i language the	Engage in conversal and answer question express opinions and to those of others; clarification and help speak in sentences, familiar vocabulary, and basic language.	d respond seek p* using phrases	Develop accurate pronunciation and so that others und when they are rea or using familiar w phrases* Present ideas and orally to a range of audiences*	ding aloud words and information	phrases and Appreciate	illy and show ng of words, I simple writing stories, songs, rhymes in the	develop th understand introduced material, ir a dictionary • Write phra and adapt	eir vocabulary and eir ability to I new words that are into familiar written icluding through using y ses from memory, these to create new to express ideas	and in writin  Understand language be feminine, ma conjugation and patterns instance, to	basic grammar appro ing studied, including asculine and neuter fo of high-frequency ve	priate to the (where relevant): orms and the rbs: key features w to apply these, for
ıtion		Computing & cross curricular tools	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical syste solve problems by decomposing them I smaller parts	ms; with	e sequence, selection, etition in programs; wo n variables and various ms of input and output	explain ork algorith and corr	cal reasoning to how some simple ms work and to det rect errors in ms and programs	networks internet; I provide m such as th and the o	d computer including the low they can ultiple service world wide voportunities the communication in the communication.	effect result web; ranke evalue	earch technologies lively, appreciate ho s are selected and d, and be discerning ating digital content	software (in on a range of and create a systems and given goals,	and combine a variety cluding internet servif digital devices to di range of programs, i content that accom- including collecting, valuating and presen- primation	design respectfull recognise acceptable behaviour; ways to re	ology safely, y and responsibly:  /unacceptable identify a range of port concerns about d contact.
Communica		Writing Genres	Narrative: Traditional Tales – Quests Writing and performing a play Story Settings Stories with a theme				Non-fiction:  Report Persuasio Discussior Explanation	1				Poetry:  • Vocabulary bui  • Structure – rid  • Structure – nai  • Appreciation	dles		
	English	Phonics/ SPAG	Word Formation of nouns using a range of anti-, auto-] Use of the forms a or an according the with a consonant or a vowel [for extended to the word of the word o	o whether the ample, a rock, rds, showing h	next word begins an open box] ow words are	[for example adverbs [for example adverbs [for example adverbs ]]	time, place and cau e, when, before, af r example, then, ne is [for example, befo	ter, while, so, bed xt, soon, therefo	ions ause], e], or	material Headings and su Use of the pres simple past [for	paragraphs as a way ib-headings to aid pro ent perfect form of example, He has go He went out to play	esentation verbs instead of the ne out to play	Punctuation • Introduction speech	to inverted commas	to punctuate direct
			The grammatical difference betwee Standard English forms for verb infl forms [for example, we were insteadone]	ections instead	d of local spoken	adjectives, teacher exp curly hair)	ses expanded by the nouns and prepositi panded to: the stric verbials [for exampless.]	on phrases (e.g. t t maths teacher v	ith •	Appropriate cho	hs to organise ideas pice of pronoun or no d cohesion and avoid	un within and across	indicate dire the reportin commas: The Apostrophes the girl's no	ited commas and other ict speech [for examp g clause; end punctur e conductor shouted, is to mark plural poss me, the girls' names] has after fronted adv	ole, a comma after ation within inverted "Sit down!"] ession [for example,
		Art and Design	To create sketch books to record their and use them to review and revisit idea		To improve their r		d design techniques	, including drawin	, painting and	sculpture with a	range of materials [	for example, pencil,	About grand	eat artists, architects	s and designers in
The Arts		Music	Play and perform in solo and ensemble playing musical instruments with increa and expression		-	voices and music for a range of			inds I ar	se and understan nd other musical otations	live and	iate and understand a d recorded music drav m great composers a	vn from different tra	aditions	op an understanding history of music.
		Science	Working scientifically Asking relevant questions and using Setting up simple practical enquiries Making systematic and careful obser measurements using standard units, and data loggers Gathering, recording, classifying and answering questions Recording findings using simple sciencharts, and tables Reporting on findings from enquiries presentations of results and conclus Using results to draw simple conclus improvements and raise further que Identifying differences, similarities of processes Using straightforward scientific evid	comparative vations and, wasing a range presenting da httfic language, including orations, make presitions or changes relations and the changes relations.	and fair tests where appropriate, tak of equipment, includin ita in a variety of way , drawings, labelled dia I and written explanat edictions for new value ited to simple scientifi	ing accurate g thermometers s to help in igrams, keys, bar ions, displays or as, suggest c ideas and	Recognise order to : is the abs Notice thi from surf Recognise sun can b there are eyes Recognise formed w light sour opaque of Find patte size of sh	e that light from to e dangerous and to ways to protect that shadows and hen the light from ce is blocked by a	ght in t dark t dark	tes of Matter Compars and gro together, accordi- they are solids, il- Observe that son change state who heated or cooled, or research the t- which this happer Celsius (°C) dentify the part evaporation and i the water cycle of the rate of evapo- temperature.	up materials ng to whether quids or gases ne materials in they are and measure emperature at is in degrees played by condensation in ind associate	Identify how soun associating some associating vibratire. Recognise that vit sounds travel thre to the ear. Independent of a sound and fee object that produce. Independent of the vibration of a sound strength of the vibraduced it. Recognise that so fainter as the distinguish source increases.	as are made, of them with 199 a crations from 199 a medium 199 a mediu	electricity  Construct a simple circuit, identifying parts, including ce switches and buzz Identify whether or light in a simple se whether or not the complete loop wit.  Recognise that a scioses a circuit an whether or not a listingle series circuit. Recognise some or and insulators, and	and naming its basic lis, wires, buibs, ers or not a lamp will rries circuit, based on a lamp is part of a h a battery witch opens and d associate this with amp lights in a lit ammon conductors d associate metals
	De	sign Technology	Design  Use research and develop design cridesign of innovative, functional, appare fit for purpose, aimed at particular groups Generate, develop, model and common through discussion, annotated sketchand exploded diagrams, prototypes, computer-aided design	or finishin deas Select materiational s and ingredic	uipment to perfor ample, cutting, sh g], accurately from and use a w als and componen uction materials, t ents, according to	ts, including extiles and their functional	existing pi Evaluate t against th consider t improve tl Understan individuals	neir ideas and eir own design ne views of ot eir work d how key eve in design and	products criteria and hers to ents and technology	stiffen and reinfo     Understand and u     products [for exa     and linkages]     Understand and u     products [for exa     switches, bulbs,	standing of how to si rce more complex st se mechanical systen mple, gears, pulleys, se electrical systems mple, series circuits i uzzers and motors] standing of computin	rrengthen, ructures as in their cams, levers in their ncorporating	<ul> <li>a healthy and vari</li> <li>Prepare and cook</li> <li>predominantly sav</li> <li>range of cooking t</li> <li>Understand seasor</li> </ul>	oply the principles of ed diet a variety of roury dishes using a echniques sality, and know variety of ingredients	
		History		nds over time orical terms orically valid qu nvolve though	uestions about change tful selection and orga	tites and aesthetic qualities have helped shape the world his, local and world history  a, cause, similarity and difference, and significance tanisation of relevant historical information					Roman Empire and npact on Britain	extends pupits	aspect or theme in E s' chronological know d punishment, educat	ledge beyond 1066	
		Geography	Locational knowledge  • Locate the world's countries, using a Europe (including the location of Rus South America, concentrating on the regions, key physical and human cha and major cities	rences through the hysical geography d Kingdom, a region ry, and a region was a America		Describe a     Physica     belts, rive     Human     economic	geography, ir rs, mountains, geography, inc activity includ	d key aspects of: actuding: climate : volcanoes and e duding: types of s	zones, blomes and ve arthquakes, and the settlement and land and the distribution of	egetation water cycle use, ratural	ocate countries and Use the eight points references, symbols Survey maps) to build and the wider world	obes and digital/com describe features stu of a compass, four ar and key (including th d their knowledge of	udied nd six-figure grid e use of Ordnance		
PE		Indoor	Use running, jumping, throwing and catching in Isolation and in combination	strength control a example	evelop flexibility, trength, technique, ontrol and balance [for xample, through thletics and gymnastics]			Take part in o adventurous a challenges bo and within a t	outdoor and activity th individually	iompare their perform with previous ones and emonstrate improver o achieve their perso est.	nances Swim of over a nent Use a front of Perfor	g and water safety competently, confide distance of at least range of strokes effer crawl, backstroke and m safe self-rescue in situations.	25 metres ectively [for example, d breaststroke]		
		PSHE & SRE	Being Me in My World			g Difference	Dr	reams and Gals		Healt			nging Me		
			Theme: Life of Buddha Key Question: Is it possible for everyor happy all of the time? Religion: Buddhism	e to be	Theme: Christmas Key Question: Wha significant part of for Christians toda Religion: Christiania	the nativity story y?	Key Question	ne: Buddho's teochings  Question: Could Buddho's hings make the world a better e?  Theme: Easter Key Question: Is f possible? Reliaion: Christian				Theme: Belief into Key Question: What for a Buddhist to I Religion: Buddhism	at is the best way ead a good life?	Theme: Prayer at Key Question: Do to church to show Christians? Religion: Christia	people need to go v they are

S		Year 5	Number: Place Value	Number: Addition an Subtraction		ation Fractions		cimals	mber: entages	Measurement: Converting Units		rement:	Measure ment: Volume	Geometry: Shape	Geometry: Position and Direction	Statistics
Maths		Year 6	Number: Place Value	Number: Addition and Subtraction	Number: Multiplication and Division	Fractions	Number: Decimals	Number: Percentages	Number Algebra	Numbe	er: Ratio Co	asurement: onverting Units	Measurement: Perimeter, Area and Volume	Geometry: Shape	Geometry: Position and Direction	Statistics
		French	responding • Explore the pa	show by joining in and atterns and soundaring soundaring the soundaring, the spelling,	and answ opinions of others hads help*  • Speak in familiar v	in conversations; as wer questions; expr and respond to the s; seek clarification a sentences, using vocabulary, phrase nguage structures	sk pronun intenses intonat ose unders n and reading familiar phrases as and • Presen informa	op accurate octation and tion so that others stand when they are g aloud or using r words and ss* at ideas and ation orally to a of audiences*	unders phrase writing Apprec	carefully and sh standing of wor es and simple ciate stories, poems and ss in the languag	develunder introdomater a dict  Write and act	lop their abi restand new of duced into fa rial, includin- tionary phrases fro dapt these ences, to exply	cabulary and lity to words that are amiliar written g through using om memory, to create new press ideas	and in writin  Understand I  Ianguage bei  feminine, ma  conjugation  and patterns  for instance,  differ from o	basic grammar approing studied, including asculine and neuter for high-frequency vis of the language; ho, to build sentences; or are similar to Eng	opriate to the g (where relevant): forms and the erbs; key features ow to apply these, and how these
		omputing & cross curricular tools	Design, write and programs that ac specific goals, inc controlling or sim physical systems problems by deco them into smaller	complish cluding nulating ; solve omposing	use sequence, selection, and re in programs; wor variables and va forms of input a output	epetition explai ork with simple arious and to and correct	ogical reasoning to in how some e algorithms work o detect and ct errors in ithms and programs	Understand comincluding the intical provide mulas the world will opportunities the communication is	ternet; how the Itiple services, de web; and the ney offer for	ey effections such result ranke in evaluations.	earch technolog tively, appreciat ts are selected a ad, and be discer aluating digital ant	gies si te how a and ci ming a g	ielect, use and cor oftware (including range of digital d reate a range of p nd content that ac loals, including coll evaluating and pres oformation	internet services levices to design a programs, system accomplish given lecting, analysing	s) on and respectfully recognise acceptable/ behaviour; i ways to rep	logy safely, y and responsibly;  funacceptable identify a range of bort concerns ent and contact.
Communication		Writing Genres	Narrative: Traditional Ta Fliction from I Diary	-				Non-fiction:  Biography  Explanation  Persuasion - t  Instructions  Report  Letters (forms					Poetry:  Vocabulary    Structure -  Structure -  Appreciation	cinquain spoken/rap		
	English		example, -ate;	; -ise; -ify]	es into verbs using is-, de-, mis-, ove		where, when, w pronoun  Indicating degree example, perhate example, might  Use of the pass	es beginning with with without the control of the c	mitted relative sing adverbs [fo al verbs [for ] resentation of	examp  Linking  of time nearby tense	es to build cohes ole, then, after the glideas across pa el [for example, l v] and number [for choices [for example]	hat, this, fir aragraphs us later], place or example,	estly] sing adverbials e [for example, secondly] or	parenthesis	ashes or commas to ; mas to clarify meani	
		Phonics/ SPAG	and vocabulary example, find o  How words are	y appropriate foi out – discover; a	oulary typical of in ir formal speech ar ask for – request; aning as synonyms	and writing [for ; go in – enter]	the window in to in the greenhou.  The difference informal speech formal speech of question tag use of subjunct	a sentence (for exait the greenhouse versuse was broken (by between structures h and structures appand writing (for exa ps: He's your friend, tive forms such as It come in some very f	sus The window me)]. s typical of propriate for ample, the use lsn't he?, or th f I were or	range of phrase the use in contine Layout heading	e, grammatical co e of adverbials s trast, or as a cor devices [for ex	ices: repetit onnections [ such as on t nsequence], kample, head	ion of a word or for example, he other hand, and ellipsis	boundary be example, it'  Use of the conseni-colons  Punctuation  How hypher example, m	semi-colon, colon an etween independent  's raining; I'm fed up  colon to introduce a  s within lists  of bullet points to a  ns can be used to av  han eating shark versecover versus re-cover	clauses [for o] list and use of list information yold ambiguity [for sus man-eating
. Arts		Art and Design	review and revision Play and perform	t ideas in solo and ense	emble	Improvise and co		their mastery of art	naterials [for ex	xample, pencil,		clay]	About te and understand		chitects and designer	rs in history. velop an
The		Music	contexts, using the instruments with control and expressions working scientific	increasing accur		range of purpose related dimensio	es using the inter- ons of music	detail and red increasing au	call sounds with ral memory	sh staff and notations	other musical	live and r	recorded music dra great composers	awn from differer	nt traditions und	derstanding of the tory of music.
		Science	questions, inclunecessary  Taking measur increasing accumple appropriate  Recording data diagrams and line graphs  Using test resucomparative at Reporting and conclusions, catrust in results other presental	rements, using a uracy and precisi a and results of i abels, classificat suits to make pre and fair tests presenting findir ausal relationship s, in oral and writtions	ion, taking repeat increasing complex tion keys, tables, s adictions to set up ngs from enquiries	variables where ic equipment, with readings when exity using scientific scatter graphs, bar b further is, including ins of and degree of its displays and	Describe the cycles of a linsect and a posserible the reproduction animals.      Describe how into broad gobservable esimilarities amicro-organian Give reason.	e life process of in in some plants and w living things are of groups according to characteristics and and differences, incl issms, plants and ani is for classifying pla- ed on specific	classified common based on luding imals	develop to of identify and r human circula the functions and blood. Recognise the drugs and life bodies function Describe the	changes as humadiage.  ame the main pattery system, and of the heart, blue impact of diet, estyle on the walden ways in which nunsported within	parts of the and describe lood vessels, exercise, by their utrients and	planets, resum in the sum in the sum in the sum of the moon the earth and moon approximate bodies sum of the s	ne movement h, and other lative to the solar system ne movement in relative to ne sun, earth as tely spherical	travel in straig  Use the idea the straight lines to objects are seed give out or refuge.  Explain that we because light the sources to our sources to object our eyes.  Use the idea the straight lines to	nat light travels in to explain that en because they flect light into the e see things travels from light eyes or from light ects and then to nat light travels in to explain why the same shape as
	Desigr	n Technology	functional, app for purpose, al or groups  • Generate, deve communicate t discussion, and sectional and e	and develop desi design of innova pealing products imed at particula	titive, that are fit ar individuals  ligh s, cross- ms,	tools and equipm practical tasks [f shaping, joining a • Select from and materials and co construction mat ingredients, acco	use a wider range of ment to perform for example, cutting and finishing], accura- use a wider range of imponents, including terials, textiles and ording to their funct desthetic qualities	of exist  Evaluate product ately design of views of work Underst individual	ate and analys ing products e their ideas an s against their criteria and con f others to imp and how key e als in design an ogy have helpe	and own nasider the prove their events and nd	tiffen and re     Understand and products [for and linkages]     Understand and products [for switches, bulk	nderstanding einforce mor nd use mech example, gr nd use elect example, st bs, buzzers anderstanding	g of computing to	gthen, ures their ss, levers heir rporating	Understand and applied a healthy and very Prepare and cook a predominantly save range of cooking to Understand season, where and how a vingredients are groand processed.	aried diet a variety of oury dishes using a echniques ality, and know variety of
		History	History skills  Develop a chro  Note connectio  Develop the ap  Address and so  Construct infor	ons, contrasts ar ppropriate use o ometimes devise rmed responses	nd trends over tim of historical terms e historically valid that involve thou	ne ; i questions about cl	British, local and wo change, cause, similand and organisation of re range of sources	orld history arity and difference,	, and significand	ce	Scots  • Anglo-Saxon	struggle for le time of Ed	inglo-Saxons and the Kingdom of dward the Confess	contras chosen includir	European society the sts with British histo I from: early Islamic ng a study of Baghda civilization c. AD 900 c. AD	ory – one study civilization, ad c. AD 900;
	Ge	eography	and their ident features (include understand how Identify the po Hemisphere, So	ite counties and difying human and ding hills, mount w some of these osition and significouthern Hemisph	d physical charact tains, coasts and ri e aspects have cha ficance of latitude, nere, the Tropics o eenwich Meridian a	, longitude, Equator of Cancer and Capr and time zones (inc	graphical se patterns; and or, Northern ricorn, Arctic and cluding day and	vegetation belt and the water of Human geog	nderstand key a graphy, includions, rivers, moun cycle graphy, including ity including tra	aspects of: ing: climate zon ntains, volcance g: types of sett ade links, and t	nes, biomes and es and earthquak tlement and land he distribution o nerals and wate	kes, d use,	countries and de Use the eight po symbols and key their knowledge Use fieldwork to physical features	and fieldwork es, globes and digital/computer mapping to locate escribe features studied bints of a compass, four and six-figure grid reference y (including the use of Ordnance Survey maps) to but of the United Kingdom and the wider world o observe, measure, record and present the human is is in the local area using a range of methods, including ans and graphs, and digital technologie		
PE		Indoor	Use running, jump		appropriate [for e	e games, modified w example, badminto , hockey, netball, ro	on, basketball,	Develop flexibility technique, control	and balance		dances using a ra	ange of	Take part in outo	ivity challenges	previous ones a	performances with and demonstrate
		Outdoor	combination			y basic principles s		[for example, thro and gymnastics]	ugh athletics	movemen	nt patterns		both individually team	and within a	personal best.	achieve their
	PS	HE & SRE		ng Me in My Worl		Celebrating		Dreams a			Healthy Me		Relati	ionships nd Worship	Char Theme: Beliefs	nging Me and Practices
			Theme: Belief into Key Question: How			Theme: Christmas Key Question: Is t		Theme: Beliefs and Key Question: Are				tond	Key Question: W		Key Question: V	

aths	Year 5	Number: Place	Number: Addition and	Number: Multiplication and Division	Number:	Number:	Number:	Measurement: Converting	Measurement: Perimeter and	Measurement:	Geometry:	Geometry: Position and	Statistics
Ž		Value	Subtraction	Division	Fractions	Decimals	Percentages	Units	Area	Volume	Shape	Direction	

		Year 6	Number: Place Value	Number: Addition and	Numbe Multiplica and Divi	ation Fr	lumber:	Number: Decimals	Number: Percentages	Number: Algebra	Number: R		erting Pe	easurement: erimeter, Area and Volume	Geometry: Shape	Geometry: Position and	Statistics
		French	Listen attenti language and understanding and respondir     Explore the p sounds of lan songs and rhy the spelling, s meaning of w	show g by joining in ng watterns and guage through ymes and link sound and	Engage and ans express to those clarifica     Speak in familiar	nd answer questions;  xpress opinions and respond to those of others; seek larification and help* peak in sentences, using amiliar vocabulary, phrases and basic language structures  squence,  Use logical reasoning			on and intonation ers understand are reading aloud niliar words and as and information	<ul><li>phrases and</li><li>Appreciate</li></ul>	ally and show ng of words, I simple writing stories, songs, rhymes in the	understar introduce material, a dictiona • Write phr and adapt	heir vocabula heir ability to nd new words d into familia including thro	ary and o s that are or written ough using emory, eate new	and in writing Understand bas language being feminine, mass conjugation of and patterns o for instance, to	Direction  e, places, things an  ic grammar approp  studied, including (  uline and neuter for  nigh-frequency ver  t the language; how  build sentences; a  are similar to Englis	riate to the where relevant): rms and the bs; key features to apply these, and how these
		Computing & cross curricular tools	Design, write an programs that a specific goals, ir controlling or sil physical system problems by dec them into smalle	accomplish actuding mulating s; solve composing	use sequence selection, and repetition in programs; we variables and forms of input output	ork with d various ut and	to explain simple alg work and	n how some gorithms to detect ct errors in s and	nderstand compute occluding the internal an provide multiple s the world wide w pportunities they communication and	et; how they e services, such reb; and the offer for	Use search tec effectively, ap results are sele ranked, and be in evaluating d content	preciate how ected and discerning	software (in range of dig a range of p that accomp collecting, a	and combine a vancluding internet gital devices to opportunity of the programs, system goals analysing, evaluadata and inform	services) on a design and create ms and content in including ating and	recognise acceptable/ur	and responsibly; nacceptable entify a range of rt concerns
Communication		Writing Genres	Narrative: Fiction genre Flashback Play script Suspense ar						Non-fiction:  Explanation  Newspaper  Report  Persuasion –  Discussion  Discussion -					etry: Vocabulary Bui Structure – mo Appreciation	-		
	nglish.		• Converting n example, -at	e; –ise; –ify]			[for	where, when, we pronoun  Indicating degreexample, perhal	es beginning with w whose, that, or an o ees of possibility u aps, surely] or mod	omitted relative sing adverbs [for lal verbs [for	example, t • Linking idea of time [fo	build cohesion v hen, after that, as across paragi r example, later d number [for e:	this, firstly] aphs using a ], place [for	graph [for ] idverbials example,	parenthesis	es or commas to in	
	3	Phonics/ SPAG  The difference between vocabulary typical of inform and vocabulary appropriate for formal speech and wexample, find out – discover; ask for – request; go if How words are related by meaning as synonyms and [for example, big, large, little].  Art and Design  To create sketch books to record their observations are use them to review and revisit ideas					g [for enter]	Use of the pas information in the window in in the greenho The difference informal speech formal speech of question tag the use of subj	t, should, will, musive to affect the last sentence [for each the greenhouse veuse was broken (by between structure hand structures a and writing [for exigs: He's your friend unctive forms suct come in some very	oresentation of ample, I broke issues The window or me)]. It is to the set typical of oppropriate for ample, the use of the set typical of oppropriate for ample, the use of the set of the	Linking ide range of cophrase, grathe use of in contrast     Layout dev	as across paragionesive devices: ammatical connections adverbials such c, or as a consecutices [for example: columns, bullets.	raphs using a repetition of ections [for ease on the ot uence], and eale, headings,	n wider f a word or example, ther hand, ellipsis	example, It's r Use of the colsemi-colons w Punctuation of How hyphens of example, man	ni-colon, colon and ween independent c alning; I'm fed up) on to introduce a list thin lists bullet points to list can be used to avoi eating shark versuver versus re-cover	lauses [for st and use of t information d ambiguity [for us man-eating
		Art and Design				ations and		ve their mastery o pencil, charcoal, p	of art and design to paint, clay]	echniques, includinç	g drawing, painti	ng and sculpture	e with a rang	e of materials [I	or About great in history	at artists, architec	ts and designers
The Arts		Music	Play and perforr their voices and increasing accur	playing musical	instruments wi	th	music for purposes	e and compose a range of using the inter- imensions of	Listen with atter and recall sound aural memory		Use and unde and other mu notations		quality live	and recorded maditions and from	a wide range of usic drawn from n great compose	Develop a	n understanding ory of music.
		Science	where necess Taking measu equipment, w repeat readin Recording dat scientific diag scatter graph Using test rescomparative: Reporting and	erent types of so cluding recognish arry irrements, using a gist when appropi ta and results of grams and labels, is, bar and line g sults to make pro and fair tests	a range of scier curacy and pre- riate increasing con , classification in raphs edictions to se- lings from enqu	ng variables ntific cision, taking nplexity using keys, tables, t up further niries, includin	Coc th cc Kr an Us m ev Gi th	neir properties, inconductivity (electronow that some maid describe how to see knowledge of sight be separated vaporating live reasons, based the particular uses lastic	together everyda luding their hardne ical and thermal), i sterials will dissolv or ecover a substat olids, liquids and g i including through ton evidence from of everyday mater	Materials ther everyday materials on the basis of g their hardness, solubility, transparency, and thermal), and response to magnets is will dissolve in liquid to form a solution, over a substance from a solution liquids and gases to decide how mixtures ading through filtering, sieving and evidence from comparative and fair tests, fo eryday materials, including metals, wood and ving, mixing and changes of state are			I objects fall Earth the force of ng between d the falling effects of e, water nd friction, ween aces nat some	Recognishave charthart fossinformat things the Earth mill     Recognish produce same kind offspring identical identify.	nd Inheritance e that living thin nged over time a ils provide on about living at inhabited the lions of years ag e that living thin offspring of the d, but normally vary and are no to their parents now animals and	of a lam of a buz number cells us compar reasons show cor functior brightne loudnes the on/e switches	te the brightness of the volume star with the and voltage of ed in the circuit e and give for variations in apponents of including the less of bulbs, the star of buzzers and off position of
			as displays ar • Identifying sc	st in results, in o nd other present ientific evidence fute ideas or arç	ations that has been		ar ch	nd that this kind o	hanges result in the f change is not usu with burning and t	ally reversible, inc	luding		eys and a smaller	their env ways and	e adapted to sui ironment in diffe I that adaptation to evolution.	rent When re	ognised symbols epresenting a circuit in a
	Des	gn Technology	appealing pro aimed at part • Generate, dev their ideas th sketches, cro	esign of innovation ducts that are fit icular individuals welop, model and rough discussion ss-sectional and stotypes, pattern	ve, functional, it for purpose, s or groups d communicate , annotated exploded	tools pract shap • Selec mate cons ingre	s and equip tical tasks sing, joining ct from and erials and c struction ma edients, acc	d use a wider rang oment to perform [for example, cut g and finishing], ac d use a wider rang components, inclu- aterials, textiles a cording to their fu aesthetic qualitie	ge of of e Eva procurately des gling wor und nctional indi s	stigate and analys xisting products uate their ideas ar ducts against their got criteria and cor vs of others to imp k erstand how key e viduals in design ar unology have helpe	analyse a range ucts deas and t their own ind consider the to improve their t key events and sign and a helped shape			complex structurical systems in rs, pulleys, cam cal systems in t ies circuits incord motors]	then, res their s, levers heir corating program,	Understand and apprinciples of a headiet Prepare and cook predominantly savusing a range of citechniques Understand seasor where and how a vingredients are grecaught and proces	a variety of voury dishes pooking hality, and know variety of pwn, reared,
	History skills  Develop a chronologically secure knowledge and understanding of Br  Note connections, contrasts and trends over time  Develop the appropriate use of historical terms  Address and sometimes devise historically valid questions about cha  Construct informed responses that involve thoughtful selection and							about change, cause, similarity and difference, and significance ation and organisation of relevant historical information				The Viking struce England to the		: Kingdom of ard the Confess	Ancier and act	t Greece – a study plevements and the stern world	of Greek life
		Geography	Locational know  Locate the work focus on Euro Russia) and Noconcentrating regions, key p	And how our knowledge of the past is constructed from knowledge  Ne world's countries, using maps to Europe (including the location of and North and South America, ating on their environmental key physical and human constructed from the past is constructed from the place of the past is constructed from the past is constructed f			owledge tand geogr ferences th and physic of the Unit in a Europe	raphical similarities through the study of a sal geography of a leed Kingdom, a lean country, and a san country Americal thor South Americal sales and sales are sales and sales are sales and sales are sales are sales and sales are sales	Describe     Physica     belts, r     cycle     Human     activity	physical geography and understand ke I geography, includivers, mountains, v geography, includi i including trade lir g energy, food, mi	ey aspects of: ding: climate zon volcanoes and ea ng: types of set nks, and the disti	arthquakes, and tlement and land ribution of natur	the water d use, econor al resources	Use m locate     Use the reference ordinal United	countries and de e eight points of nces, symbols ar nce Survey maps Kingdom and th	ses and digital/comescribe features students a compass, four arold key (including the compass) to build their known and the compass.	idied nd six-figure grid e use of
PE		Indoor	Use running, jum					here appropriate [ ket, football, hoc		lexibility, strength, control and balar	nce Ifor	erform dances u	sing and	e part in outdoo adventurous	Compare	heir performances	
PE		Outdoor	and catching in is	solation and in	netball, roun		nis], and ap	ply basic principle		through athletics	and	range of moven atterns	both	vity challenges n individually an nin a team		demonstrate impro- eir personal best.	vernent to
		PSHE & SRE		Being Me in My	/ World			ting Difference	Dreams	and Gals	Не	ealthy Me		Relationships		Changing Me	9
	Reli		Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God?  Theme: Christmas Key Question: Do C traditions help Christmas					istmas  on: Do Christmas celebrations and elp Christians understand who nd why He was born?  Theme: Beliefs and Meaning Key Question: Is anything ever eternal Religion: Christianity				Theme: Easter Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity			g Key Que	Beliefs and moral v stion: Does belief in ath) help Muslims le Islam	n Akhirah (life