

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

Reception	This is Me!	Celebrations!	Amazing Animals!	Down in the Garden!	Ticket To Ride!	Our World!	Whole School Learning Adventure
Y1/Y2 Year A	Poles Apart		Flight		Toys		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	Transport		Extreme Survival	Tomb Raiders		Whole School Learning Adventure
Y3/4 Year B	Reign Over Us	Roman Rule		Mountain	World Kitchen		Whole School Learning Adventure
Y5/6 Year A	Wild Waters		Invaders - Anglo-Saxons		Mexico and the Mayans		Whole School Learning Adventure
Y5/6 Year B	Rule Britannia		Disaster		Greece 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	<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>		<p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>			
Physical Development	<p>Physical Development ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>		<p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>			
Personal, Social and Emotional Development	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p><b>Show sensitivity to their own and to others' needs.</b></p>			
Literacy	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>		<p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>			
Mathematics	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>		<p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>			
Understanding The World	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>		<p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>		
Expressive Arts and Design	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>		<p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>			
PSHE & SRE	Being Me in My World	Celebrating Difference	Dreams and Gals	Healthy Me	Relationships	Changing Me
RE	<p>Theme: Special People</p> <p>Key Question: What makes people special?</p> <p>Religions: Christianity, Judaism</p>	<p>Theme: Christmas</p> <p>Key Question: What is Christmas?</p> <p>Religions: Christianity</p>	<p>Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <p>Religions: Hinduism</p>	<p>Theme: Easter</p> <p>Key Question: What is Easter?</p> <p>Religions: Christianity</p>	<p>Theme: Story Time</p> <p>Key Question: What can we learn from stories?</p> <p>Religions: Christianity, Islam, Hinduism, Sikhism</p>	<p>Theme: Special Places</p> <p>Key Question: What makes places special?</p> <p>Religions: Christianity, Islam, Judaism</p>

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

Maths	Year 1	Number: Place Value	Number: Addition and Subtraction	Number: Multiplication and Division	Number: Fractions	Measurement: Money	Measurement: Time	Measurement: Length and Height	Measurement: Weight and Volume	Geometry: Shape	Geometry: Position and Direction		
	Year 2	Number: Place Value	Number: Addition and Subtraction	Number: Multiplication and Division	Number: Fractions	Measurement: Money	Measurement: Time	Measurement: Length and Height	Measurement: Capacity and Temperature	Geometry: Shape	Geometry: Position and Direction	Statistics	
Communication	Computing & cross curricular tools	Understand what algorithms are: how they are implemented as programs on digital devices: and that programs execute by following precise and unambiguous instructions		Create and debug simple programs		Use logical reasoning to predict the behaviour of simple programs		Use technology purposefully to create, organise, store, manipulate and retrieve digital content		Recognise common uses of information technology beyond school		Use technology safely and respectfully, keeping personal information private: identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	
	Writing Genres	Narrative: <ul style="list-style-type: none"> <li>stories with predictable phrasing</li> <li>Stories reflecting own experiences</li> <li>traditional tales – fairy tales</li> </ul>				Non-fiction: <ul style="list-style-type: none"> <li>Labels, lists and captions</li> <li>Recount</li> <li>Non-chronological report</li> <li>Explanations</li> <li>Instructions</li> </ul>		Poetry: <ul style="list-style-type: none"> <li>Vocabulary building</li> <li>Structure – rhyming couplets</li> <li>Appreciation</li> </ul>					
	English	Phonics/ SPAG	Word <ul style="list-style-type: none"> <li>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs: wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</li> <li>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</li> <li>How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing; untie the boat</i>]</li> </ul>		Sentence <ul style="list-style-type: none"> <li>How words can combine to make sentences</li> <li>Joining words and joining clauses using <i>and</i></li> </ul>		Text <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> </ul>		Punctuation <ul style="list-style-type: none"> <li>Separation of words with spaces</li> <li>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Capital letters for names and for the personal pronoun <i>I</i></li> </ul>				
			<ul style="list-style-type: none"> <li>Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</li> <li>Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</li> <li>Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</li> </ul>		<ul style="list-style-type: none"> <li>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</li> <li>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</li> <li>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> </ul>		<ul style="list-style-type: none"> <li>Correct choice and consistent use of present tense and past tense throughout writing</li> <li>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</li> </ul>		<ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Commas to separate items in a list</li> <li>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</li> </ul>				
The Arts	Art and Design	To use a range of materials creatively to design and make products		To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination		To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.					
	Music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes		Play tuned and untuned instruments musically		Listen with concentration and understanding to a range of high-quality live and recorded music		Experiment with, create, select and combine sounds using the inter-related dimensions of music.					
Science	Working Scientifically <ul style="list-style-type: none"> <li>Asking simple questions and recognising that they can be answered in different ways</li> <li>Observing closely, using simple equipment</li> <li>Performing simple tests</li> <li>Identifying and classifying</li> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions</li> </ul>		Plants <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>		Animals including humans <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>		Everyday Materials <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>		Seasonal Changes <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>				
Design Technology	Design <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>		Make <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>		Evaluate <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against design criteria</li> </ul>		Technical knowledge <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>		Food <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>Understand where food comes from.</li> </ul>				
History	History skills <ul style="list-style-type: none"> <li>Know where the people and events they study fit within a chronological framework</li> <li>Identify similarities and differences between ways of life in different periods.</li> <li>Use a wide vocabulary of everyday historical terms.</li> <li>Ask and answer questions</li> <li>Choose and use parts of stories and other sources</li> <li>Know and understand key features of events</li> <li>Understand some of the ways in which we find out about the past</li> <li>Identify different ways in which it is represented.</li> </ul>					Study events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]		Study the lives of significant individuals in the past who have contributed to national and international achievements.					
Geography	Place knowledge <ul style="list-style-type: none"> <li>Name and locate the <b>world's seven continents and five oceans</b></li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>			Human and physical geography <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>			Geographical skills and fieldwork <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>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.</li> <li>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</li> </ul>						
PE	Indoor	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities					Participate in team games, developing simple tactics for attacking and defending		Perform dances using simple movement patterns.				
	Outdoor												
PSHE & SRE	Being Me in My World		Celebrating Difference		Dreams and Gals		Healthy Me		Relationships		Changing Me		
Religious Education	Theme: Creation Story Key Question: Does God want Christians to look after the world? Religion: 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: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship? 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 make Jewish children feel close to God? Religion: Judaism		

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

Maths	Year 1	Number: Place Value	Number: Addition and Subtraction	Number: Multiplication and Division	Number: Fractions	Measurement: Money	Measurement: Time	Measurement: Length and Height	Measurement: Weight and Volume	Geometry: Shape	Geometry: Position and Direction	
	Year 2	Number: Place Value	Number: Addition and Subtraction	Number: Multiplication and Division	Number: Fractions	Measurement: Money	Measurement: Time	Measurement: Length and Height	Measurement: Capacity and Temperature	Geometry: Shape	Geometry: Position and Direction	Statistics
Communication	Computing & cross curricular tools	Understand what algorithms are: how they are implemented as programs on digital devices: and that programs execute by following precise and unambiguous instructions		Create and debug simple programs		Use logical reasoning to predict the behaviour of simple programs		Use technology purposefully to create, organise, store, manipulate and retrieve digital content		Recognise common uses of information technology beyond school		Use technology safely and respectfully, keeping personal information private: identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
	Writing Genres	Narrative: <ul style="list-style-type: none"> <li>Traditional tales – fairy tales</li> <li>Stories with recurring literacy language</li> <li>traditional tales - myths</li> </ul>			Non-fiction: <ul style="list-style-type: none"> <li>Explanations</li> <li>Recount</li> <li>Report</li> <li>Instructions</li> <li>Explanations</li> </ul>			Poetry: <ul style="list-style-type: none"> <li>Vocabulary building</li> <li>Structures – Calligrams</li> <li>Appreciation</li> </ul>				
	English	Phonics/ SPAG	Word <ul style="list-style-type: none"> <li>Regular plural noun suffixes –s or –es [for example, dog, dogs: wish, wishes], including the effects of these suffixes on the meaning of the noun</li> <li>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</li> </ul>		Sentence <ul style="list-style-type: none"> <li>How words can combine to make sentences</li> <li>Joining words and joining clauses using and</li> </ul>		Text <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> </ul>		Punctuation <ul style="list-style-type: none"> <li>Separation of words with spaces</li> <li>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Capital letters for names and for the personal pronoun I</li> </ul>			
			<ul style="list-style-type: none"> <li>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</li> <li>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</li> <li>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</li> </ul>		<ul style="list-style-type: none"> <li>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li> <li>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> </ul>		<ul style="list-style-type: none"> <li>Correct choice and consistent use of present tense and past tense throughout writing</li> <li>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</li> </ul>		<ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Commas to separate items in a list</li> <li>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> </ul>			
The Arts	Art and Design	To use a range of materials creatively to design and make products			To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination			To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space			About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	
	Music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes			Play tuned and untuned instruments musically			Listen with concentration and understanding to a range of high-quality live and recorded music			Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
Science	Working Scientifically <ul style="list-style-type: none"> <li>Asking simple questions and recognising that they can be answered in different ways</li> <li>Observing closely, using simple equipment</li> <li>Performing simple tests</li> <li>Identifying and classifying</li> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions.</li> </ul>		Living Things and their Habitats <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>			Plants <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>		Animals, including Humans <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>		Use of Everyday Materials <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>		
Design Technology	Design <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>			Make <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>		Evaluate <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against design criteria</li> </ul>		Technical knowledge <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>		Food <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>Understand where food comes from.</li> </ul>		
History	History skills <ul style="list-style-type: none"> <li>Know where the people and events they study fit within a chronological framework</li> <li>Identify similarities and differences between ways of life in different periods.</li> <li>Use a wide vocabulary of everyday historical terms.</li> <li>Ask and answer questions</li> <li>Choose and use parts of stories and other sources</li> <li>Know and understand key features of events</li> <li>Understand some of the ways in which we find out about the past</li> <li>Identify different ways in which it is represented.</li> </ul>					Study changes within living memory (and consequent changes in national life)		Study the lives of significant individuals in the past to compare aspects of life in different periods		Study significant historical events, people and places in their own locality.		
Geography	Locational knowledge <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>		Human and physical geography <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to:</li> <li>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>			Geographical skills and fieldwork <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map: and use and construct basic symbols in a key</li> <li>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</li> </ul>						
PE	Indoor	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities			Participate in team games, developing simple tactics for attacking and defending			Perform dances using simple movement patterns.				
	Outdoor											
PSHE & SRE	Being Me in My World		Celebrating Difference		Dreams and Gals		Healthy Me		Relationships		Changing Me	
Religious Education	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity		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		Theme: Easter - resurrection Key Question: Is it true that Jesus came back to life again? Religion: Christianity		Theme: Community and Belonging Key Question: Does going to the Mosque give Muslims a sense of belonging? Religion: Islam		Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam	

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

Maths	Year 3	Number: Place Value	Number: Addition and Subtraction	Number: Multiplication and Division	Number: Fractions	Measurement: Money	Measurement: Time	Measurement: Length and Perimeter	Measurement: Mass and Capacity	Geometry: Shape	Statistics	
	Year 4	Number: Place Value	Number: Addition and Subtraction	Number: Multiplication and Division	Number: Fractions	Number: Decimals	Measurement: Money	Measurement: Time	Measurement: Length and Height	Measurement: Area	Geometry: Shape	Geometry: Position and Direction
Communication	French	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	<ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>Present ideas and information orally to a range of audiences*</li> </ul>	<ul style="list-style-type: none"> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Appreciate stories, songs, poems and rhymes in the language</li> </ul>	<ul style="list-style-type: none"> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>Describe people, places, things and actions orally* and in writing</li> <li>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>					
	Computing & cross curricular tools	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Use search technologies effectively; appreciate how results are selected and ranked, and be discerning in evaluating digital content	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.				
	Writing Genres	Narrative: <ul style="list-style-type: none"> <li>Traditional Tales – fables</li> <li>Writing and performing a play</li> <li>Traditional tales – Fairy Tales</li> <li>Adventure Stories</li> </ul>	Non-fiction: <ul style="list-style-type: none"> <li>Recount</li> <li>Instructions</li> <li>Explanations</li> <li>Report</li> <li>Persuasion - letter</li> </ul>	Poetry: <ul style="list-style-type: none"> <li>Vocabulary building</li> <li>Structure – Limericks</li> <li>Structure – Haiku, tanka and kennings</li> <li>Appreciation</li> </ul>								
English	Word <ul style="list-style-type: none"> <li>Formation of nouns using a range of prefixes (for example super-, anti-, auto-)</li> <li>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box)</li> <li>Word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)</li> </ul>	Sentence <ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because), adverbs (for example, then, next, soon, therefore), or prepositions (for example, before, after, during, in, because of)</li> </ul>	Text <ul style="list-style-type: none"> <li>Introduction to paragraphs as a way to group related material</li> <li>Headings and sub-headings to aid presentation</li> <li>Use of the present perfect form of verbs instead of the simple past (for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</li> </ul>	Punctuation <ul style="list-style-type: none"> <li>Introduction to inverted commas to punctuate direct speech</li> </ul>								
Phonics/ SPAG	<ul style="list-style-type: none"> <li>The grammatical difference between plural and possessive –s</li> <li>Standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done)</li> </ul>	<ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>Fronted adverbials (for example, Later that day, I heard the bad news.)</li> </ul>	<ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause: end punctuation within <b>Inverted commas: The conductor shouted, "Sit down!"</b>)</li> <li>Apostrophes to mark plural possession (for example, the girl's name, the girls' names)</li> <li>Use of commas after fronted adverbials</li> </ul>								
The Arts	Art and Design	To create sketch books to record their observations and use them to review and revisit ideas			To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)			Know about great artists, architects and designers in history.				
	Music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Listen with attention to detail and recall sounds with increasing aural memory	Use and understand staff and other musical notations	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Develop an understanding of the history of music.					
Science	Working scientifically <ul style="list-style-type: none"> <li>Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>Setting up simple practical enquiries, comparative and fair tests</li> <li>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>Using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	Forces and Magnets <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	Plants <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>Investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	Living Things and their Habitats <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>	Animals, including Humans <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> <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>	Rocks <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter</li> </ul>						
Design Technology	Design <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>	Make <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul>	Evaluate <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>Understand how key events and individuals in design and technology have helped shape the world</li> </ul>	Technical knowledge <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)</li> <li>Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)</li> <li>Apply their understanding of computing to program, monitor and control their products.</li> </ul>	Food <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>							
History	History skills <ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of British, local and world history</li> <li>Note connections, contrasts and trends over time</li> <li>Develop the appropriate use of historical terms</li> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>Design understand how our knowledge of the past is constructed from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: Ancient Sumer: The Indus Valley; Ancient Egypt: The Shang Dynasty of Ancient China</li> <li>A depth study of one of the following: Ancient Sumer: The Indus Valley; Ancient Egypt: The Shang Dynasty of Ancient China</li> </ul>									
Geography	Locational knowledge <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>	Human and physical geography <ul style="list-style-type: none"> <li>Describe and understand key aspects of:                             <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul>	Geographical skills and fieldwork <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>									
PE	Indoor <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> </ul>	Outdoor <ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending</li> </ul>	Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)	Perform dances using a range of movement patterns	Take part in outdoor and adventurous activity challenges both individually and within a team	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Swimming and water safety <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</li> <li>Perform safe self-rescue in different water-based situations</li> </ul>					
RSHE & SRE	Being Me in My World	Celebrating Difference	Dreams and Gals	Healthy Me	Relationships	Changing Me						
Religious Education	Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	Theme: Christmas Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' Miracles Key Question: Could Jesus really heal people? Were these miracles or is there some other explanation? Religion: Christianity	Theme: Easter - Forgiveness Key Question: What is 'good' about Good Friday? Religion: Christianity	Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism	Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism						

KING'S LODGE SCHOOL OVERVIEW OF LEARNING - YEAR 3/4 - YEAR 6

Maths	Year 3	Number: Place Value	Number: Addition and Subtraction	Number: Multiplication and Division	Number: Fractions	Measurement: Money	Measurement: Time	Measurement: Length and Perimeter	Measurement: Mass and Capacity	Geometry: Shape	Statistics	
	Year 4	Number: Place Value	Number: Addition and Subtraction	Number: Multiplication and Division	Number: Fractions	Number: Decimals	Measurement: Money	Measurement: Time	Measurement: Length and Height	Measurement: Area	Geometry: Shape	Geometry: Position and Direction
Communication	French	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>Engage in conversations: ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	<ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>Present ideas and information orally to a range of audiences*</li> </ul>	<ul style="list-style-type: none"> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Appreciate stories, songs, poems and rhymes in the language</li> </ul>	<ul style="list-style-type: none"> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>Describe people, places, things and actions orally* and in writing</li> <li>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language: how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>					
	Computing & cross curricular tools	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Use search technologies effectively; appreciate how results are selected and ranked, and be discerning in evaluating digital content	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.				
	Writing Genres	Narrative: <ul style="list-style-type: none"> <li>Traditional Tales – Quests</li> <li>Writing and performing a play</li> <li>Story Settings</li> <li>Stories with a theme</li> </ul>	Non-fiction: <ul style="list-style-type: none"> <li>Report</li> <li>Persuasion</li> <li>Discussion</li> <li>Explanation</li> </ul>	Poetry: <ul style="list-style-type: none"> <li>Vocabulary building</li> <li>Structure – riddles</li> <li>Structure – narrative poetry</li> <li>Appreciation</li> </ul>								
	English	Word <ul style="list-style-type: none"> <li>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</li> <li>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</li> <li>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> </ul>	Sentence <ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</li> </ul>	Text <ul style="list-style-type: none"> <li>Introduction to paragraphs as a way to group related material</li> <li>Headings and sub-headings to aid presentation</li> <li>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</li> </ul>	Punctuation <ul style="list-style-type: none"> <li>Introduction to inverted commas to punctuate direct speech</li> </ul>							
The Arts	Art and Design	To create sketch books to record their observations and use them to review and revisit ideas	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	About great artists, architects and designers in history.								
	Music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Listen with attention to detail and recall sounds with increasing aural memory	Use and understand staff and other musical notations	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Develop an understanding of the history of music.					
Science	Working scientifically <ul style="list-style-type: none"> <li>Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>Setting up simple practical enquiries, comparative and fair tests</li> <li>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>Using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	Light <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light</li> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>Find patterns in the way that the size of shadows change.</li> </ul>	States of Matter <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>	Sound <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>	Electricity <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>							
Design Technology	Design <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>	Make <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul>	Evaluate <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>Understand how key events and individuals in design and technology have helped shape the world</li> </ul>	Technical knowledge <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>Apply their understanding of computing to program, monitor and control their products.</li> </ul>	Food <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>							
History	History skills <ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of British, local and world history</li> <li>Note connections, contrasts and trends over time</li> <li>Develop the appropriate use of historical terms</li> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>Understand how our knowledge of the past is constructed from a range of sources</li> </ul>	The Roman Empire and its impact on Britain	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (e.g. Crime and punishment, education etc)									
Geography	Locational knowledge <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>	Place knowledge <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>	Human and physical geography <ul style="list-style-type: none"> <li>Describe and understand key aspects of:                             <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul>	Geographical skills and fieldwork <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>								
PE	Indoor	Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Perform dances using a range of movement patterns	Take part in outdoor and adventurous activity challenges both individually and within a team	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Swimming and water safety <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul>					
	Outdoor	Use running, jumping, throwing and catching in isolation and in combination										
PSHE & SRE	Being Me in My World	Celebrating Difference	Dreams and Gals	Healthy Me	Relationships	Changing Me						
Religious Education	Theme: Life of Buddha Key Question: Is it possible for everyone to be happy all of the time? Religion: Buddhism	Theme: Christmas Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity	Theme: Buddha's teachings Key Question: Could Buddha's teachings make the world a better place? Religion: Buddhism	Theme: Easter Key Question: Is forgiveness always possible? Religion: Christianity	Theme: Belief into Practice Key Question: What is the best way for a Buddhist to lead a good life? Religion: Buddhism	Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity						

KING'S LODGE SCHOOL OVERVIEW OF LEARNING - YEAR 5/6 - YEAR A

Maths	Year 5	Number: Place Value	Number: Addition and Subtraction	Number: Multiplication and Division	Number: Fractions	Number: Decimals	Number: Percentages	Measurement: Converting Units	Measurement: Perimeter and Area	Measurement: Volume	Geometry: Shape	Geometry: Position and Direction	Statistics	
	Year 6	Number: Place Value	Number: Addition and Subtraction	Number: Multiplication and Division	Number: Fractions	Number: Decimals	Number: Percentages	Number: Algebra	Number: Ratio	Measurement: Converting Units	Measurement: Perimeter, Area and Volume	Geometry: Shape	Geometry: Position and Direction	Statistics
Communication	French	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>		<ul style="list-style-type: none"> <li>Engage in conversations: ask and answer questions: express opinions and respond to those of others: seek clarification and help*</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>		<ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>Present ideas and information orally to a range of audiences*</li> </ul>		<ul style="list-style-type: none"> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Appreciate stories, songs, poems and rhymes in the language</li> </ul>		<ul style="list-style-type: none"> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>		<ul style="list-style-type: none"> <li>Describe people, places, things and actions orally* and in writing</li> <li>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs: key features and patterns of the language: how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>		
	Computing & cross curricular tools	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts		use sequence, selection, and repetition in programs: work with variables and various forms of input and output		Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		Understand computer networks including the internet: how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration		Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content		Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information		Use technology safely, respectfully and responsibly: recognise acceptable/unacceptable behaviour: identify a range of ways to report concerns about content and contact.
	Writing Genres	Narrative: <ul style="list-style-type: none"> <li>Traditional Tales – legends</li> <li>Fiction from literary heritage</li> <li>Diary</li> </ul>		Non-fiction: <ul style="list-style-type: none"> <li>Biography</li> <li>Explanation</li> <li>Persuasion – brochures/leaflet</li> <li>Instructions</li> <li>Report</li> <li>Letters (formal and informal)</li> </ul>		Poetry: <ul style="list-style-type: none"> <li>Vocabulary Building</li> <li>Structure – cinquain</li> <li>Structure – spoken/rap</li> <li>Appreciation</li> </ul>								
	English	Word <ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes [for example, -ate: -ise: -ify]</li> <li>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</li> </ul>		Sentence <ul style="list-style-type: none"> <li>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</li> </ul>		Text <ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>		Punctuation <ul style="list-style-type: none"> <li>Brackets, dashes or commas to indicate parenthesis</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>		Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] <li>Use of the colon to introduce a list and use of semi-colons within lists</li> <li>Punctuation of bullet points to list information</li> <li>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]</li>				
The Arts	Art and Design	To create sketch books to record their observations and use them to review and revisit ideas			To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]			About great artists, architects and designers in history.						
	Music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression		Improvise and compose music for a range of purposes using the inter-related dimensions of music		Listen with attention to detail and recall sounds with increasing aural memory		Use and understand staff and other musical notations		Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		Develop an understanding of the history of music.		
Science	Working scientifically <ul style="list-style-type: none"> <li>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>Using test results to make predictions to set up further comparative and fair tests</li> <li>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>			Living things and their habitats <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life process of reproduction in some plants and animals.</li> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>			Animals, including humans <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>		Earth and space <ul style="list-style-type: none"> <li>Describe the movement of the earth, and other planets, relative to the sun in the solar system</li> <li>Describe the movement of the moon relative to the earth</li> <li>Describe the sun, earth and moon as approximately spherical bodies</li> <li>Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>		Light <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>			
Design Technology	Design <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>		Make <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul>		Evaluate <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>Understand how key events and individuals in design and technology have helped shape the world</li> </ul>		Technical knowledge <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>Apply their understanding of computing to program, monitor and control their products.</li> </ul>		Food <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>					
History	History skills <ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of British, local and world history</li> <li>Note connections, contrasts and trends over time</li> <li>Develop the appropriate use of historical terms</li> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>Understand how our knowledge of the past is constructed from a range of sources</li> </ul>						Britain's settlement by Anglo-Saxons and Scots <ul style="list-style-type: none"> <li>Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>A local history study</li> </ul>		A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900. Mayan civilization c. AD 900. Benin (West Africa) c. AD					
Geography	Locational knowledge <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>				Human and physical geography <ul style="list-style-type: none"> <li>Describe and understand key aspects of:                             <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul>				Geographical skills and fieldwork <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technology</li> </ul>					
PE	Indoor	Use running, jumping, throwing and catching in isolation and in combination		Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending		Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]		Perform dances using a range of movement patterns		Take part in outdoor and adventurous activity challenges both individually and within a team		Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		
	Outdoor													
PSHE & SRE	Being Me in My World			Celebrating Difference		Dreams and Gals		Healthy Me		Relationships		Changing Me		
Religious Education	Theme: Belief into action Key Question: How far would a Sikh go for his/her religion? Religion: Sikhism			Theme: Christmas Key Question: Is the Christmas story true? Religion: Christianity		Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism		Theme: Easter Key Question: Did God intend Jesus to be crucified? Religion: Christianity		Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism		Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity		

KING'S LODGE SCHOOL OVERVIEW OF LEARNING - YEAR 5/6 - YEAR B

Maths	Year 5	Number: Place Value	Number: Addition and Subtraction	Number: Multiplication and Division	Number: Fractions	Number: Decimals	Number: Percentages	Measurement: Converting Units	Measurement: Perimeter and Area	Measurement: Volume	Geometry: Shape	Geometry: Position and Direction	Statistics
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Year 6		Number: Place Value	Number: Addition and Subtraction	Number: Multiplication and Division	Number: Fractions	Number: Decimals	Number: Percentages	Number: Algebra	Number: Ratio	Measurement: Converting Units	Measurement: Perimeter, Area and Volume	Geometry: Shape	Geometry: Position and Direction	Statistics	
Communication	French	<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>		<ul style="list-style-type: none"> <li>Engage in conversations: ask and answer questions: express opinions and respond to those of others: seek clarification and help*</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>		<ul style="list-style-type: none"> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>Present ideas and information orally to a range of audiences*</li> </ul>		<ul style="list-style-type: none"> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Appreciate stories, songs, poems and rhymes in the language</li> </ul>		<ul style="list-style-type: none"> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>		<ul style="list-style-type: none"> <li>Describe people, places, things and actions orally* and in writing</li> <li>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs: key features and patterns of the language: how to apply these, for instance, to build sentences: and how these differ from or are similar to English.</li> </ul>			
	Computing & cross curricular tools	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems: solve problems by decomposing them into smaller parts		use sequence, selection, and repetition in programs: work with variables and various forms of input and output	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Understand computer networks including the internet: how they can provide multiple services, such as the world wide web: and the opportunities they offer for communication and collaboration		Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information		Use technology safely, respectfully and responsibly: recognise acceptable/unacceptable behaviour: identify a range of ways to report concerns about content and contact.				
	English	Writing Genres <ul style="list-style-type: none"> <li>Narrative:               <ul style="list-style-type: none"> <li>Fiction genres</li> <li>Flashback</li> <li>Play script</li> <li>Suspense and mystery</li> </ul> </li> </ul>		Non-fiction: <ul style="list-style-type: none"> <li>Explanation</li> <li>Newspaper</li> <li>Report</li> <li>Persuasion – letter</li> <li>Discussion</li> <li>Discussion - letter</li> </ul>		Poetry: <ul style="list-style-type: none"> <li>Vocabulary Building</li> <li>Structure – monologues</li> <li>Appreciation</li> </ul>		Word <ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>: <i>-ise</i>: <i>-ify</i>]</li> <li>Verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</li> </ul>		Sentence <ul style="list-style-type: none"> <li>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</li> <li>indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</li> <li>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</li> </ul>		Text <ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</li> <li>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]</li> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>], and ellipsis</li> <li>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> </ul>		Punctuation <ul style="list-style-type: none"> <li>Brackets, dashes or commas to indicate parenthesis</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> <li>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</li> <li>Use of the colon to introduce a list and use of semi-colons within lists</li> <li>Punctuation of bullet points to list information</li> <li>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</li> </ul>	
The Arts	Art and Design	To create sketch books to record their observations and use them to review and revisit ideas			To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]						About great artists, architects and designers in history.				
	Music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression			Improvise and compose music for a range of purposes using the inter-related dimensions of music	Listen with attention to detail and recall sounds with increasing aural memory	Use and understand staff and other musical notations	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		Develop an understanding of the history of music.					
Science		<b>Working scientifically</b> <ul style="list-style-type: none"> <li>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>Using test results to make predictions to set up further comparative and fair tests</li> <li>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>			<b>Properties and Changes of Materials</b> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>			<b>Forces</b> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>		<b>Evolution and Inheritance</b> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>		<b>Electricity</b> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>			
Design Technology		<b>Design</b> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>		<b>Make</b> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul>		<b>Evaluate</b> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>Understand how key events and individuals in design and technology have helped shape the world</li> </ul>		<b>Technical knowledge</b> <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>Apply their understanding of computing to program, monitor and control their products.</li> </ul>			<b>Food</b> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>				
History		<b>History skills</b> <ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of British, local and world history</li> <li>Note connections, contrasts and trends over time</li> <li>Develop the appropriate use of historical terms</li> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>Understand how our knowledge of the past is constructed from a range of sources</li> </ul>						<ul style="list-style-type: none"> <li>The Viking struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>		<ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>					
Geography		<b>Locational knowledge</b> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>		<b>Place knowledge</b> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>		<b>Human and physical geography</b> <ul style="list-style-type: none"> <li>Describe and understand key aspects of:               <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> </li> </ul>			<b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>						
PE	Indoor	Use running, jumping, throwing and catching in isolation and in combination		Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending		Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]		Perform dances using a range of movement patterns		Take part in outdoor and adventurous activity challenges both individually and within a team		Compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
	Outdoor														
PSHE & SRE		Being Me in My World			Celebrating Difference		Dreams and Gals		Healthy Me		Relationships		Changing Me		
Religious Education		Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam		Theme: Christmas Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born? Religion: Christianity		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		Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam					