Essex Primary School Curriculum Map

Year 1	Autumn		Spring		Summer	
Main Theme	Ourselves/Toys		Plants/ Seasons		Animals/Pirates	
Questions (*staff & children to devise*)	What I know… What I want to know… What I would like to learn…		What I know… What I want to know… What I would like to learn…		What I know… What I want to know… What I would like to learn…	
English	**Non-fiction** Labels, lists & captions Context: Ourselves Links to Science (1 week) **Poetry:** Using the senses Context: Ourselves Links to Science (1 week) **Fiction:** Narrative (Myths and legends from around the world) Context: No Dinner for Anansi (2 weeks) **Fiction:**	**Fiction:** Narrative (Patterned language) Context: Bringing the rain to Kapiti plain (2 weeks) **Non-fiction** Recount Context: Trip to Museum of Childhood Linked to History (2 weeks) **Non-fiction** Instructions Context: How to… make a puppet/make a fruit salad (3 weeks including Assessment writing)	**Fiction:** Narrative (Fairy tales) Context: Sleeping Beauty/Rapunzel (3 weeks) **Non-fiction:** Information/Report Context: Week at school/ growth of a seed (2 weeks including Assessment writing)	**Fiction:** Narrative (Fantasy worlds) Context: Cloudland (2 weeks) **Poetry:** Pattern & rhyme (3 weeks including Assessment writing)	**Non-fiction:** Information Context: Animals (2 weeks) **Poetry:** Poems on a theme Context: Colour Links to PSHE & Refugee week (1 week) **Fiction:** Narrative (Traditional tales) Context: Jack & the Beanstalk (3 weeks including Assessment writing)	**Fiction:** Narrative Context: Pirates (2 weeks) **Non-fiction:** Report Context: Science/Weather Report (2 week) **Fiction:** Narrative/Letter (Moral tales) Context: Aesop's Fables/The Fox and the Crow (Tamil folktale) (3 weeks including Assessment writing)

	Narrative (Familiar settings) Context: 'Not now Bernard' (2 weeks including Assessment writing) **Poetry:** Context: Black history (1 week)					
Focus texts	No Dinner for Anansi by Trisha Cooke	Bringing the Rain to Kapiti Plain by Verna Aardema	Rapunzel	Cloudland by J Burningham	Jack and the Beanstalk	The Night Pirates by Peter Harris and Deborah Allwright
Poetry & Speak Up	Little Rabbit Foo Foo by Michael Rosen Who Has Seen the Wind? by Christina Rossetti		Tractor by Valerie Worth Daddy Fell into the Pond by Alfred Noyes		Year group poem Bed in Summer by Robert Louis Stevenson	
Mathematics	**Number – Place Value** (3 weeks) ⬚ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ⬚ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens ⬚ given a number,	**Number - multiplication/Division** (3 weeks) ⬚ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. **Number – Fractions** (4 weeks)	**Measurement** (3 weeks) ⬚ compare, describe and solve practical problems for: ⬚ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ⬚ mass/weight [for example, heavy/light, heavier than, lighter than] ⬚ capacity and volume [for example, full/empty, more than, less than,	**Geometry – Position and Direction** (2 weeks) ⬚ describe position, direction and movement, including whole, half, quarter and three-quarter turns. **Number – Place Value** (3 weeks)	**Number – Addition/Subtraction** (2 weeks) ⬚ read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs ⬚ represent and use number bonds and related subtraction facts within 20 ⬚ add and subtract one-digit and two-digit	**Measurement** (2 weeks) ⬚ compare, describe and solve practical problems for: ⬚ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ⬚ mass/weight [for example, heavy/light, heavier than, lighter than] ⬚ capacity and volume [for example, full/empty, more than, less than,

identify one more and one less ⬚ identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least ⬚ read and write numbers from 1 to 20 in numerals and words. **Number – Addition/Subtractio n** (3 weeks) ⬚ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs ⬚ represent and use number bonds and related subtraction facts within 20	⬚ recognise, find and name a half as one of two equal parts of an object, shape or quantity ⬚ recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	half, half full, quarter] ⬚ time [for example, quicker, slower, earlier, later] ⬚ measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume • time ⬚ recognise and know the value of different denominations of coins and notes ⬚ sequence events in chronological order using language ⬚ recognise and use language relating to dates, including days of the week, weeks, months and years ⬚ tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	⬚ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ⬚ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens ⬚ given a number, identify one more and one less ⬚ identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more	numbers to 20, including zero ⬚ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems **Number – Multiplication/Divisio n** (2 weeks) ⬚ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. **Number – Fractions** (3 weeks) ⬚ recognise, find and name a half as one of	half, half full, quarter] ⬚ time [for example, quicker, slower, earlier, later] ⬚ measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume • time ⬚ recognise and know the value of different denominations of coins and notes ⬚ sequence events in chronological order using language ⬚ recognise and use language relating to dates, including days of the week, weeks, months and years ⬚ tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

	▪ add and subtract one-digit and two-digit numbers to 20, including zero ▪ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems		**Geometry – Property of Shapes** (2 weeks) ▪ recognise and name common 2-D and 3-D shapes, including: ▪ 2-D shapes [for example, rectangles (including squares), circles and triangles] ▪ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	than, less than (fewer), most, least ▪ read and write numbers from 1 to 20 in numerals and words.	two equal parts of an object, shape or quantity ▪ recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	**Geometry – Property of Shapes** (2 weeks) ▪ recognise and name common 2-D and 3-D shapes, including: ▪ 2-D shapes [for example, rectangles (including squares), circles and triangles] ▪ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. **Geometry – Position and Direction** (2 weeks) ▪ describe position, direction and movement, including whole, half, quarter and three-quarter turns.
History	Toys Changes within living memory Toys (EMA)		Where I live – Local history study Changes within living memory (to reveal aspects of change in national life)		Seaside (now and then)	

Geography	Where in the world? Focus on where food comes from (Linked to DT)		Weather/seasons		Going to the seaside Baby Bear Goes to the Seaside (EMA) Linked to English	
Science	Everyday materials Pupils should be taught to: • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties. *Sorting & using materials (EMA)* *Investigating materials (EMA)* Animals including humans • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (linked with English) •		Plants Pupils should be taught to: • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees Seasonal changes Pupils should be taught to: • observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies		Animals including humans Pupils should be taught to: • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	
RE	Why do people celebrate? Hindu/Muslim	Why do Christians give presents at Christmas? Christian	What can we learn from visiting a Christian church? Christian	What does it mean to be Sikh? Sikh	What do we know about religious leaders? (EMA) Muslim/Hindu	Why are relationships important? Hindu/Christian
	Puppets *Investigating materials (EMA)*		Observational drawing (drawing plant linked with Science)		Animal masks Focus on colour mixing and pattern	

Art & Design	e.g. sock puppets, shadow puppets.					
DT	Fruit salad Eat more fruit & vegetables Linked to Geography		Making hats and designing poster Linked with music poster		Moving storybook Based on Jack and the Beanstalk.	
Computing	E SAFETY Basic Skills Switched on Plans DL Create a presentation using JIT paint and write linked to an Online Safety theme	We are TV CHEFS (Filming the steps of a recipe) IT	Beebots Coding NPW plans CS	We are STORYTELLERS (Producing a talking book) = Book creator app (Switched On) IT	JIT – Data handling / coding NPW plans CS	We are painters Creating pictures (Switched On) IT
Music	Exploring sounds Using body percussion (Link to Ourselves)		Exploring sounds & note duration (Long and short sounds) Using un-tuned/tuned percussion instruments Link to seasons		Exploring pitch (high/low) Link to animals	
PE	Ball Skills (Handball)	Attacking and defending (Football)	Flexibility strength, control balance (Gymnastics)	Net/wall/Racket (Short Tennis)	Fielding and striking (French Cricket)	Athletics
PSHE	New beginnings Nutrition and Physical activity	Good to be me Road safety	Getting on and falling out Say no to bullying	Going for goals Drugs, Alcohol and tobacco	Relationships Sex and relationship education	Changes Safety (at home, outside, online)
Visits	Museum of Childhood		Church Visit		Colchester Zoo and Seaside	

Special Events	National Poetry Day 6th October 2016 (Theme: Messages) World Maths Day 15th October 2016 Black History Month October	National Anti-Bullying Week 14-18th November 2016 Theme: To be agreed	International Holocaust Remembrance Day 27th January 2017 International Mother Language Day (promoting linguistic and cultural diversity) 21st February 2017	World Book Day 2nd March 2017 World Poetry Day 21st March 2017 National Science & Engineering Week 10-19th March 2017	Children's Book Week 1st – 7th May 2017 Year 6 SATs 8th - 12th May 2017	World Refugee Day 20th June 2017

Year 2	Autumn		Spring		Summer	
Main Themes	Black History		Continents		Kings and Queens: London	
Questions (*staff & children to devise*)	What I know… What I want to know… What I would like to learn…		What I know… What I want to know… What I would like to learn…		What I know… What I want to know… What I would like to learn…	
Literacy	**Fiction:** Familiar & unfamiliar settings Context: Lost Teddy/ Peace at last (2 weeks) **Poetry:**	**Fiction/Non-Fiction:** Narrative/Recount Context: Trip to the pantomime (2 weeks) **Non-fiction:** Explanation	**Non-fiction:** Letter Context: Pen pals in Sri Lankan link school (2 weeks) **Non-fiction:** Information texts/	**Music Project:** (2 Weeks) **Poetry:** Descriptive Prose - Fire Context: Great Fire of London (3 weeks including	**Fiction:** Narrative Context: John Burningham's Oi! Get Off Our Train (EMA) (3 weeks)	**Fiction/Non-fiction:** Narrative/information/ Letter writing Context: Katie in London/Turner linked to Art & Geography (Bow Art Project) (5 weeks including

	Different patterned forms Context: variety of poems (2 weeks) **Fiction:** Narrative Traditional tales Context: Cinderella (3 weeks including Assessment writing)	Context: Mary Seacole/Florence Nightingale linked to Black History (EMA) (2 weeks) **Non-fiction:** Instructions Context: Recipes linked to Science & DT (3 weeks including Assessment writing)	Reports Context: The Continents linked to Geography (EMA) (3 weeks including Assessment writing)	Assessment writing)	**Non-fiction:** Non-chronological report Context: Nocturnal animals/life cycle of frogs (linked to Science) (5 weeks) **Fiction:** Narrative extended writing Context: Space (3 weeks including Assessment writing)	Assessment writing) **Fiction:** Narrative Context: Carly & We are all born free Links to PSHE & Refugee Week**.** (1 week) **Poetry:** Riddles, tongue twisters, rhyme Context: (1 week)
Focus texts	The Lost Teddy by David McKee	Variety of Cinderella stories	The Seven Continents	The Great Fire of London by Susanna Davidson	Oi! Get Off Our Train by John Burningham	Katie in London by James Mayhew
Poetry & Speak Up	The Alligator by Grace Nichols	Two Little Kittens by Anonymous	Jack Frost By C.E. Pike	Create own Year Group poem for recital (see Great Fire of London by Collin Ian Jeffrey for inspiration)	The King's Breakfast by A.A. Milne	The Owl and the Pussy Cat By Edward Lear
Maths	**Number – Place Value** (3 weeks) count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward recognise the place	**Number – Multiplication/Division** (3 weeks) recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables,	**Measurement** (3 weeks) choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g);	**Statistics** (2 weeks) interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by	**Revision** Number – Fractions (1 week) Measurement (1 week) Geometry (1 week)	**Secure all children in Number**

	value of each digit in a two-digit number (tens, ones) ⬚ identify, represent and estimate numbers using different representations, including the number line ⬚ compare and order numbers from 0 up to 100; use <, > and = signs ⬚ read and write numbers to at least 100 in numerals and in words ⬚ use place value and number facts to solve problems. **Number – Addition/Subtraction** (3 weeks) ⬚ solve problems with addition and subtraction: ⬚ using concrete objects and pictorial representations, including those	including recognising odd and even numbers ⬚ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs ⬚ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot ⬚ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. **Number – Fractions** (4 weeks)	temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels ⬚ compare and order lengths, mass, volume/capacity and record the results using >, < and = ⬚ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value ⬚ find different combinations of coins that equal the same amounts of money ⬚ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change ⬚ compare and sequence intervals of time	counting the number of objects in each category and sorting the categories by quantity ⬚ ask and answer questions about totalling and comparing categorical data. **Revision** **Number Place Value** (1 week) **Number – Addition/Subtraction** (1 week) **Number – Multiplication/Division** (1 week)	Statistics (1 week)	

	involving numbers, quantities and measures ⯀ applying their increasing knowledge of mental and written methods ⯀ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 ⯀ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ⯀ a two-digit number and ones ⯀ a two-digit number and tens ⯀ two two-digit numbers ⯀ adding three one-digit numbers ⯀ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from	⯀ recognise, find, name and write fractions of a length, shape, set of objects or quantity ⯀ write simple fractions and recognise the equivalence of 2/4 and 1/2	⯀ tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times ⯀ know the number of minutes in an hour and the number of hours in a day. **Geometry – Property of Shapes** (2 weeks) ⯀ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line ⯀ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ⯀ identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]			

	another cannot ☐ recognise and use the inverse relationship between addition and subtraction		☐ compare and sort common 2-D and 3-D shapes and everyday objects. **Geometry – Position and Direction** (1 week) ☐ order and arrange combinations of mathematical objects in patterns and sequences ☐ use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).		
History	Mary Seacole/Florence Nightingale –		Great Fire of London		Kings & Queens

	• The life of significant individuals who have contributed to national and international achievements (EMA - links to Black History) Remembrance Day • significant events, people and places in their own locality	• Events beyond living memory that are significant nationally or globally.	• Significant individuals & significant events
Geography	The United Kingdom	Newham/Sri Lanka • Compare and contrast area in UK to contrasting non-European country	The United Kingdom
Science	Plants Pupils should be taught to: • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Living things and their habitats Pupils should be taught to: • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of	Animals including humans Pupils should be taught to: • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Uses of everyday materials Pupils should be taught to: • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

	different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats • 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.				
RE	How do special foods and fasting help people in their faith? Christianity/Islam	Why do people celebrate festivals? Kwanzaa	Why are different books special for different people? Hindus/Judaism/ Christianity/Islam/Sikh	What special stories are told at Easter? Christianity	Where does the world come from and how should we look after it? Hinduism/Christianity/Judaism/Islam	What does it mean to say sorry?
Art & Design	Study of poppies – drawing, painting, cutting		Portraits – Kings & Queens Focus on observational drawing skills		Bow Arts Project – Turner (linked to English & Geography) Painting skies	
DT	Cooking Design a healthy meal for…		Moveable vehicles		Crowns - fit for a King/Queen	
Computing	Online Safety – Basic Skills (Switched on) DL Perhaps JIT animation	JIT coding NPW plans CS	We are DETECTIVES Emailing and Spreadsheets (Switched on plans) IT	Scratch JR Chromebook App Coding NPW plans CS	We are Zoologists Spreadsheets, presentations and Maps (Switched on plans) IT	We are PHOTOGRAPHERS (Taking, selecting and editing digital images) Switched on plans IT
Music	Rhythm and pulse • to explore 4 beats rhythms • to explore rhythmic patterns • to follow the pulse in a familiar		Pitch • Describe pitch • Match pitch to notes • Become familiar with pitch scales		Instruments • Exploring instruments (including the voice) by looking at how sounds are made playing them in different ways:	

	piece of music • to listen and create rhythms Link to Black History (African rhythms)	Music project		scraping, tapping etc.	
PE	Ball Skills (Handball)	Attacking and defending (Football)	Flexibility strength, control balance (Gymnastics)	Net/wall/Racket (Short Tennis)	Net/wall/Racket (Short Tennis) Fielding and striking (French Cricket)	Athletics
PSHE	New beginnings Say no to bullying	Road safety	Going for goals	Getting on and falling out	Relationships	Changes Safety (at home, outside, online)
Visits	Theatre - Pantomime		Museum of London		East London Mosque National Gallery/London	
Special Events	National Poetry Day 6th October 2016 (Theme: Messages) World Maths Day 15th October 2016 Black History Month October	National Anti-Bullying Week 14-18th November 2016 Theme: To be agreed	International Holocaust Remembrance Day 27th January 2017 Online Safety Day: 7th February 2017	International Mother Language Day: Promoting linguistic and cultural diversity 21st February 2017 World Book Day 2nd March 2017 World Poetry Day 21st March 2017 National Science & Engineering Week 10-19th March 2017	Children's Book Week 1st – 7th May 2017 Year 6 SATs 8th - 12th May 2017	World Refugee Day 20th June 2017

Year 3	**Autumn**	**Spring**	**Summer**

Main Themes	Change		Stone Age/Rocks/Animals		London	
Questions *(staff & children to devise)*	What I know… What I want to know… What I would like to learn…		What I know… What I want to know… What I would like to learn…		What I know… What I want to know… What I would like to learn…	
Literacy	**Poetry:** Performance poetry Context: poems to perform (1 week) **Non-fiction:** Autobiography & biography Context: Ignatius Sancho Links with Black History (EMA) (3 weeks) **Fiction:** Narrative (Descriptive writing) Context: Climate settings, 'A balloon for Grandad' (EMA) (3 weeks including Assessment writing)	**Fiction:** Narrative (Adventure stories) Context: Magic key books (EMA) (2 weeks) **Fiction:** Narrative/recount Context: The Christmas Story Links with RE (2 weeks) **Non-fiction:** Explanation Context: Forces and magnets Link with Science (3 weeks including Assessment writing)	**Fiction:** Narrative (Fairy tales from a different viewpoint) Context: Little Red Riding Hood (2 weeks) **Non-fiction:** Non-chronological report/Presentation Context: Nutrition, balanced lunch Links to DT (3 weeks including Assessment writing)	**Non-fiction:** Information texts Context: Characteristics of rocks Links to Science (2 weeks) **Poetry:** Context: Exploring different forms of poetry (3 weeks including Assessment writing)	**Non-fiction:** Persuasive writing Context: 'N is for Newham' book (EMA) (2 weeks) **Poetry:** Language play Context: Song writing about London (1 week) **Fiction:** Narrative (Myths & legends) Context: The legend of King Arthur Links to History (3 weeks including Assessment writing)	**Fiction:** Author Study Context: Roald Dahl (2 weeks) **Fiction:** Play scripts Context: Roald Dahl (2 weeks) **Non-fiction:** Letters Context: The Rights of Every Child Links to PSHE (3 weeks including Assessment writing)
Focus texts	A Balloon for Grandad by Nigel Gray and Jane Ray Poems to perform: A	The Story of Christmas by Jane Ray Oxford Reading Tree – Magic key books by Alex Brychta &	The Wolf's Story: What Really Happened to Little Red Riding Hood by Toby Forward & Izhar Cohen	National Geographic Readers: Rocks and Minerals by Kathy Weidner Zoehfeld	Variety of World Alphabet books including A is for Africa (World Alphabet) by Ifeoma Onyefulu	Various books including George's Marvellous Medicine by Roald Dahl The BFG: A set of

	Classic Collection chosen by the Children's Laureate by Julia Donaldson and Clare Melinsky	Roderick Hunt	The Secrets of Stonehenge by Mick Manning Doodle dandies: poems that take shape by J Patrick Lewis	What's For lunch: How Schoolchildren Eat Around the World by Andrea Curtis	London for Children by Matteo Pericoli	plays by David Wood/Roald Dahl Amazing life Cycles: Plants by Tick Tock For every child
Poetry & Speak Up	Please Mrs Butler by Allan Ahlberg	The Magic Box By Kit Wright	The Tyger by William Blake	Create own Year Group Poem for recital	Adventures of Isabel by Ogden Nash	Television by Roald Dahl
Mathematics	**Number –Place value** (3 weeks) ⬚ count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number ⬚ recognise the place value of each digit in a three-digit number (hundreds, tens, ones) ⬚ compare and order numbers up to 1000 ⬚ identify, represent and estimate numbers using different representations	**Number – Multiplication/Division** (3 weeks) ⬚ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables ⬚ write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written	**Measurement** (3 weeks) ⬚ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) ⬚ measure the perimeter of simple 2-D shapes ⬚ add and subtract amounts of money to give change, using both £ and p in practical contexts ⬚ tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour	**Statistics** (3 weeks) ⬚ interpret and present data using bar charts, pictograms and tables ⬚ solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. **Number – Place Value** (2 week)	**Number – Addition/Subtraction** (2 week) ⬚ add and subtract numbers mentally, including: ⬚ a three-digit number and ones ⬚ a three-digit number and tens ⬚ a three-digit number and hundreds ⬚ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction ⬚ estimate the answer	**Measurement** (2 weeks) ⬚ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) ⬚ measure the perimeter of simple 2-D shapes ⬚ add and subtract amounts of money to give change, using both £ and p in practical contexts ⬚ tell and write the time from an analogue clock, including using

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☐ read and write numbers up to 1000 in numerals and in words
☐ solve number problems and practical problems involving these ideas.

Number – Addition and Subtraction (3 weeks)

☐ add and subtract numbers mentally, including:
☐ a three-digit number and ones
☐ a three-digit number and tens
☐ a three-digit number and hundreds
☐ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
☐ estimate the answer to a calculation and use inverse operations to check answers

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methods
☐ solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Number – Fractions (4 weeks)

☐ count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
☐ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
☐ recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
☐ recognise and show,

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and 24-hour clocks
☐ estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
☐ know the number of seconds in a minute and the number of days in each month, year and leap year
☐ compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry – Property of Shapes (3 weeks)

☐ draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
☐ recognise angles as a

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

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to a calculation and use inverse operations to check answers
☐ solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Number – Multiplication/Division (2 week)

☐ recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
☐ write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
☐ solve problems, including missing

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Roman numerals from I to XII, and 12-hour and 24-hour clocks
☐ estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
☐ know the number of seconds in a minute and the number of days in each month, year and leap year
☐ compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry – Property of Shapes (2 weeks)

☐ draw 2-D shapes and make 3-D

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	⬚ solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	using diagrams, equivalent fractions with small denominators ⬚ add and subtract fractions with the same denominator within one whole ⬚ compare and order unit fractions, and fractions with the same denominators ⬚ solve problems that involve all of the above	property of shape or a description of a turn ⬚ identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle ⬚ identify horizontal and vertical lines and pairs of perpendicular and parallel lines.		number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. **Number – Fractions** (2 weeks) ⬚ count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 ⬚ recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators ⬚ recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators ⬚ recognise and show, using diagrams, equivalent fractions	shapes using modelling materials; recognise 3-D shapes in different orientations and describe them ⬚ recognise angles as a property of shape or a description of a turn ⬚ identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle ⬚ identify horizontal and vertical lines and pairs of perpendicular and parallel lines. **Statistics** (2 weeks) ⬚ interpret and present data using bar charts, pictograms and tables ⬚ solve one-step and

					with small denominators ⬜ add and subtract fractions with the same denominator within one whole ⬜ compare and order unit fractions, and fractions with the same denominators ⬜ solve problems that involve all of the above.	two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.
History	Black history – Ignatius Sancho (EMA)		Changes in Britain from the Stone Age to the Iron Age This could include: • late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae • Bronze religion, technology and travel e.g. Stonehenge • Iron age hill forts: tribal kingdoms, farming, art and culture		London- Journey down the Thames: A local History study • a study over time tracing how several aspects of national history are reflected in the locality (this can be beyond 1066)	
Geography	Climates Around the World				UK Regional Study – London • Locational knowledge: 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.	

			• Human & Physical Geography: Physical geography of London compared to rest of UK. Human geography of London including types of settlement and land use, economic activity and trade links.
Science	Light Pupils should be taught to: • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by a solid object • find patterns in the way that the sizes of shadows change. Forces & Magnets Pupils should be taught to: • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a	Animals including humans Pupils should be taught to: • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement. Rocks Pupils should be taught to: • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter.	Plants Pupils should be taught to: • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

	- magnet, and identify some magnetic materials - describe magnets as having two poles - predict whether two magnets will attract or repel each other, depending on which poles are facing.					
RE	How do Jews celebrate their beliefs at home and in the synagogue? Judaism	What is the significance of light and religion? Christianity/Judaism/ Sikhism	How did Jesus and Buddha make people stop and think?	How and why do Hindus celebrate Holi? Hinduism	How are symbols and sayings important in religion? Christianity/ Islam	What do Sikh symbols and sayings tells us about Sikh beliefs? Sikhism
Art & Design	Still life observational drawing/painting William Morris – pattern (linked to Science and Maths)		Cave painting – pictures that tell a story (linked to myths and legends/literacy) Making and decorating pottery (linked to History)		Architecture – Famous Buildings in London (linked to History) Sketching famous buildings in London/ silhouette painting	
DT	Windmills (links to Geography) Making windmills using recycled materials		Stonehenge model (links to History) Making the model of Stonehenge using clay Create a balanced meal for a lunchbox (links to Science) Making a healthy sandwich for a lunchbox		Architecture- Famous Buildings in London (links to History)	
Computing	E safety Basic Skills Google Docs DL	Scratch simple Animation (Programming an animation) NPW PLAns) IT/CS	Scratch Debugging (Finding and correcting bugs in programmes) NPW plans CS	We are communicators Email video conference IT	We are PRESENTERS (Videoing performance) IT	We are OPINION POLLSTERS (Collecting and analysing opinion) IT
Music	Rhythm and pulse - To chant rhythms - To improvise rhythms - to internalise and recall rhythm		Pitch - To match pitch to notes - To create pieces of music using the note scale		Instrumental - to read and perform rhythm patterns - To improvise melodic phrases - To be able to play un-tuned	

	patterns through voice and body percussion. • to create 4-beat rhythm sequences with words, based around a theme. • Link to geography - Weather music – creating music in response to the weather and the seasons.		• To identify pitch within familiar songs. Link to Science (animal magic) • To identify how music can be used descriptively to represent different animal characteristics.		instruments.	
PE	Attacking and defending (Football)	Ball Skills (Handball)	Net/wall/Racket (Tennis)	Flexibility strength, control balance (Gymnastics)	Athletics	Fielding and striking (Cricket)
PSHE	New Beginnings	Say no to bullying	Drugs, Alcohol & Tobacco	Nutrition and Physical Activity	Relationships Sex and Relationships Education	Changes
MFL	• Greetings • numbers 0-10. • Respond to classroom phrases. • Recognise some colours and letters of the alphabet. • Start to build some sentences from given models. • Recognise and respond to French songs and rhymes. • Spelling skills.		• Numbers 10-20. • Respond to verbs of command and adverbs. • Learn conventions for asking and thanking. • Recognise more alphabet letters. • Names of classroom objects. • Write some familiar words from a model/ memory. • Asking and answering simple questions.		• Numbers 20-30. • Listen and respond to songs in French. • Vocabulary for days of the week. • Write some familiar words/sentences from memory. • Use correct pronunciation when reading/ saying words/ sentences.	
Visits	The William Morris Gallery		Kidzania Museum of London		Places of Worship – Gurdwara Museum of London Docklands	
Special Events	National Poetry Day 6th October 2016 (Theme: Messages)	National Anti-Bullying Week 14-18th November 2016	International Holocaust Remembrance Day 27th January 2017	World Book Day 2nd March 2017 World Poetry Day 21st March 2017	Children's Book Week 1st – 7th May 2017 Year 6 SATs	World Refugee Day 20th June 2017

	World Maths Day 15th October 2016 Black History Month October	Theme: To be agreed	International Mother Language Day: Promoting linguistic and cultural diversity 21st February 2017	National Science & Engineering Week 10-19th March 2017	8th - 12th May 2017	

Year 4	Autumn	Spring	Summer
Main Themes	Romans	Brazil	Teeth/Baghdad
Questions (*staff & children to devise*)	What I know… What I want to know… What I would like to learn…	What I know… What I want to know… What I would like to learn…	What I know… What I want to know… What I would like to learn…

English						
	Poetry: Image poems Context: Window by Jeannie Baker Links to Art (2 weeks) **Non-fiction:** Recount Context: Why is Harriet Tubman so important? Links to Black History (EMA) (2 weeks) **Fiction:** Narrative (Historical settings) Context: What happened when Mt Vesuvius erupted? Links to History & Geography (3 weeks including Assessment writing)	**Fiction:** Narrative (Myths & legends) Context: How was Rome founded? Romulus & Remus Links to History (2 weeks) **Non-fiction:** Chronological Report/ Character description Context: Roman invasion of Britain/ Boudicca Links to History (3 weeks) **Non-fiction:** Explanation Context: Enterprise Week Links to DT (2 weeks including Assessment writing)	**Non-fiction:** Persuasive writing (Travel brochure) Context: Brazil Links to Geography (3 weeks) **Fiction/Non-fiction:** Newspaper report/Diary entry Context: Brazil Links to Geography (3 weeks including Assessment writing)	**Fiction:** Narrative/Play scripts) (Stories which raise issues) Context: Save the rainforest! Links with Geography (3 weeks) **Poetry** Onomatopoeia, List poems and Kennings Context: Animals, Sound, Musical Instruments Links to Music and Science (3 weeks including Assessment writing)	**Non-fiction:** Information & instructions Context: A guide to the types and functions of teeth and how to look after them Links to Science (2 weeks) **Fiction:** Narrative (Stories from another culture) Context: 1001 Arabian nights Links to History /Music (4 weeks including Assessment writing)	**Poetry:** Exploring a theme – Refugees Context: Benjamin Zephaniah's 'We Refugee' (2 weeks) **Non-fiction:** Formal Letters Context: British Values Links to PSHE (3 weeks including Assessment writing) **Fiction:** Author study: Michael Morpurgo Context: What makes Michael Morpurgo such a popular author? (2 weeks)
Focus Texts	The Orchard Book of Roman Myths by Geraldine McCaughrean	Escape from Pompeii by Christina Balit	Journey to the River Sea by Eva Ibbotson	The Bible	One Thousand and One Arabian Nights by Geraldine McCaughrean	Collection of Michael Morpurgo books

Poetry & Speak Up	I wish I'd looked After me Teeth by Pam Ayres	From a Railway Carriage by R.L Stevenson	The Sound Collector by Roger Gough	Poetry performance for parents	Writing and presenting own poems	We Refugee by Benjamin Zephaniah
Mathematics	**Number – Place Value** (3 weeks) ⬚ count in multiples of 6, 7, 9, 25 and 1000 ⬚ find 1000 more or less than a given number ⬚ count backwards through zero to include negative numbers ⬚ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) ⬚ order and compare numbers beyond 1000 ⬚ identify, represent and estimate numbers using different representations ⬚ round any number to the nearest 10, 100 or 1000 ⬚ solve number and practical problems that	**Number – Multiplication/Division** (3 weeks) ⬚ recall multiplication and division facts for multiplication tables up to 12 × 12 ⬚ use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers ⬚ recognise and use factor pairs and commutativity in mental calculations ⬚ multiply two-digit and three-digit numbers by a one-digit number using formal written layout ⬚ solve problems involving multiplying and adding, including	**Measurement** (3 weeks) ⬚ Convert between different units of measure [for example, kilometre to metre; hour to minute] ⬚ measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres ⬚ find the area of rectilinear shapes by counting squares ⬚ estimate, compare and calculate different measures, including money in pounds and pence ⬚ read, write and convert time between analogue and digital 12- and 24-hour clocks ⬚ solve problems	**Geometry – Position and Direction** (2 weeks) ⬚ describe positions on a 2-D grid as coordinates in the first quadrant ⬚ describe movements between positions as translations of a given unit to the left/right and up/down ⬚ plot specified points and draw sides to complete a given polygon. **Statistics** (3 weeks) ⬚ interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. ⬚ solve comparison, sum and difference	**Number – Place Value** (2 week) ⬚ count in multiples of 6, 7, 9, 25 and 1000 ⬚ find 1000 more or less than a given number ⬚ count backwards through zero to include negative numbers ⬚ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) ⬚ order and compare numbers beyond 1000 ⬚ identify, represent and estimate numbers using different representations ⬚ round any number to the nearest 10, 100 or 1000 ⬚ solve number and practical problems	**Measurement** (2 weeks) ⬚ Convert between different units of measure [for example, kilometre to metre; hour to minute] ⬚ measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres ⬚ find the area of rectilinear shapes by counting squares ⬚ estimate, compare and calculate different measures, including money in pounds and pence ⬚ read, write and convert time between analogue and digital 12- and 24-hour

involve all of the above and with increasingly large positive numbers ⬛ read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. **Number – Addition/Subtraction** (3 weeks) ⬛ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate ⬛ estimate and use inverse operations to check answers to a calculation ⬛ solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. **Number – Fractions/Decimals** (3 weeks) ⬛ recognise and show, using diagrams, families of common equivalent fractions ⬛ count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. ⬛ solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. **Geometry – Property of Shapes** (2 weeks) ⬛ compare and classify geometric shapes, including quadrilaterals and triangles**,** based on their properties and sizes ⬛ identify acute and obtuse angles and compare and order angles up to two right angles by size ⬛ identify lines of symmetry in 2-D shapes presented in different orientations ⬛ complete a simple symmetric figure with respect to a specific line of symmetry.	problems using information presented in bar charts, pictograms, tables and other graphs.	that involve all of the above and with increasingly large positive numbers ⬛ read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. **Number – Addition/Subtraction** (1 week) ⬛ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate ⬛ estimate and use inverse operations to check answers to a calculation ⬛ solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	clocks ⬛ solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. **Geometry – Property of Shapes** (1 week) ⬛ compare and classify geometric shapes, including quadrilaterals and triangles**,** based on their properties and sizes ⬛ identify acute and obtuse angles and compare and order angles up to two right angles by size ⬛ identify lines of symmetry in 2-D shapes presented in different orientations ⬛ complete a simple symmetric figure with respect to a specific line of symmetry.

		add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places solve simple measure and money problems involving fractions and decimals to two decimal places.			**Number – Multiplication/Division** (1 week) recall multiplication and division facts for multiplication tables up to 12 × 12 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers recognise and use factor pairs and commutativity in mental calculations multiply two-digit and three-digit numbers by a one-digit number using formal written layout solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling	**Geometry – Position and Direction** (1 week) describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon. **Statistics** (2 weeks) interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other

					problems and harder correspondence problems such as n objects are connected to m objects.	graphs.
					Number – Fractions/Decimals (2 weeks)	
					⬛ recognise and show, using diagrams, families of common equivalent fractions	
					⬛ count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	
					⬛ solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	
					⬛ add and subtract fractions with the same denominator	
					⬛ recognise and write	

					decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places solve simple measure and money problems involving fractions and decimals to two decimal places.	

History	The Roman Empire and its impact on Britain This could include: • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudicca • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity Boudicca - EMA project		Early Islamic civilization, including a study of Baghdad • A non-European society that provides contrasts with British history
Geography	Volcanoes/Earthquakes Links to English & History – Pompeii	A region in North/South America Rainforests/Brazil Links to English	

Science	States of matter • compare and group materials together according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Living things and their habitats • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things. Animals including humans • construct and interpret a variety of food chains, identifying producers, predators and prey. Sound • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases.	Electricity • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Animals including humans • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions

RE	What is The Bible and why is it important to Christians?	How and why do Hindus worship at home or at the Mandir?	How are the expressive arts used in worship? Christian/Hindu	Why is Easter important to Christians? (Linked with English)	What happens when someone gets married? Muslim/Sikh	What religions are represented in our neighborhood?

Art & Design	Collage Links to Poetry	Celtic/Roman army shields	Artist study – Beatriz Milhazes	Tunnel theatres	Art in religion - Observational drawing/painting (3D perspective) religious buildings; Islamic Art geometry and pattern; Christian stained glass windows	
DT	Roman shields (links to History)		Musical instruments (links to Science)		Electricity – alarms (links to Science)	
Computing	E SAFETY Basic Skills Google Slides DL	Coding creating a maze game NPW plans CS	Creating a Wiki Page NPW plans IT	Stop motion (MEDIA) Teacher plans IT	Holiday Ecard NPW plans CS	We are METEOROLOGISTS (Presenting the weather) IT
Music	Rhythm and pulse • To learn to recognise and read different rhythm symbols within phrases using TA, Te-Te- and REST. • To play rhythmic patterns • To chant and keep a steady pulse		Pitch • Read and follow simple pitch notes • To learn the Solfa name and hand sign of notes • To sing from notated rhythm and pitch patterns using full pentatonic notation. • (Links to science and Geography)		Instrumental • To distinguish between un-tuned and tuned instruments. • To play rhythmic patterns • Links to English-Rimsky-Korsakov's 'Scheherazade'– exploring narrative music.	
PE	Attacking and defending (Football)	Ball Skills (Handball)	Net/wall/Racket (Tennis)	Net/wall/Racket (Tennis) Flexibility strength, control balance (Gymnastics)	Athletics	Fielding and striking (Cricket)

PSHE	Getting on and falling out Anti-bullying week	Road safety	Going for goals	Good to be me	Relationships Sex and Relationships Education	Changes
MFL	• Ask and respond to simple questions. • Names of animals, recognising feminine and masculine nouns. • Learn some times tables. • Create sentences from a model /memory.		• Adjectives to describe feminine and masculine nouns. • Follow a short text. • Recognise months of the year. • Write some familiar phrases using models and from memory. • Possessive pronouns. • Celebrations		• Vocabulary for clothing. • Develop vocabulary for questioning. • Numbers up to 49. • Recognise some towns and cities in France on a map.	
Visits	Theatre trip (pantomime)		Kew Gardens		Victoria & Albert Museum – Islamic Art	
Special Events	National Poetry Day 6th October 2016 (Theme: Messages) World Maths Day 15th October 2016 Black History Month October	National Anti-Bullying Week 14-18th November 2016 Theme: To be agreed	International Holocaust Remembrance Day 27th January 2017 International Mother Language Day (promoting linguistic and cultural diversity) 21st February 2017	World Book Day 2nd March 2017 World Poetry Day 21st March 2017 National Science & Engineering Week 10-19th March 2017	Children's Book Week 1st – 7th May 2017 Year 6 SATs 8th - 12th May 2017	World Refugee Day 20th June 2017

Year 5	Autumn		Spring		Summer	
Main Themes	Anglo-Saxons/Water		Invention and Development		Explorers and Adventurers	
Questions (*staff & children to devise*)	What I know… What I want to know… What I would like to learn…		What I know… What I want to know… What I would like to learn…		What I know… What I want to know… What I would like to learn…	
Literacy	**Poetry:** Poetic style Context: Various poems (2 weeks) **Non-fiction:** Biography Context: The life and times of Nelson Mandela Links to Black History (2 weeks) **Fiction:** Novels and stories by a significant children's author Context: Anne Fine (3 weeks including Assessment week)	**Fiction:** Narrative Myths and legends Context: The Anglo-Saxon myth 'Beowulf' Links to History (2 weeks) **Non-fiction:** Persuasive writing Context: Environmental issue Links to Geography (2 weeks) **Non-fiction:** Explanation Context: Materials Links to DT and Science (3 weeks including Assessment week)	**Fiction:** Narrative Context: The Disney/Pixar film 'Up' focussing on relationships and changes to humans as we grow old Links to Science & PSHE (2 weeks) **Fiction:** Diaries Context: The Highwayman Diary writing (2 weeks) **Fiction/Non-fiction:** Journalistic reports Context: Highwayman (2 weeks including Assessment Week)	**Fiction:** Narrative (radio script) Context: Why was the Titanic travelling so fast? Linked to History (2 weeks) **Non-fiction:** Report Context: Inventions/Inventors Links to History (2 weeks) **Assessment writing: Poetry** Classic poems Links to Shakespeare Week (2 weeks including Assessment week)	**Fiction:** Older literature Context: The Lion, the witch and the wardrobe (2 weeks) **Non-fiction:** Chronological report Context: The History of Space Exploration Links to Science (2 weeks) **Fiction:** Narrative Context: Science fiction (2 weeks including Assessment week)	**Non-fiction:** Letter Context: Mountain explorers Links to Geography (2 weeks including Assessment week) **Poetry:** Choral and performance poetry Links to Refugee week (2 weeks) **Fiction:** Debate/Balanced argument Context: Discovery of Tutankhamun's tomb Links to History (3 weeks)

Focus texts	Bill's new frock by Anne Fine Nelson Mandela: Long Walk to Freedom by Chris Van Wyk, Nelson Mandel, Paddy Bouma	Beowulf by Michael Morpurgo	'Up' by Disney/Pixar The Highwayman by Alfred Noyes	Selection of Shakespeare's poetry	The Lion, the Witch and the Wardrobe by CS Lewis Original newspaper articles First man on moon(21st July 1969)	Selected research materials , e.g. articles on Howard Carter's discovery of Tutankhamun's tomb
Poetry & Speak Up	Daffodils by William Wordsworth	Talking Turkeys by Benjamin Zephaniah	The Highwayman by Alfred Noyes	Create own Year Group poem for recital	Gran, Can You Rap? by Jack Ouseby	Jabberwocky by Lewis Carroll
Mathematics	**Number – Place Value** (3 weeks) ⬚ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit ⬚ count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 ⬚ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	**Number – Multiplication/Division** (2 weeks) ⬚ identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers ⬚ know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers ⬚ establish whether a number up to 100 is prime and recall prime numbers up to 19 ⬚ multiply numbers up to 4 digits by a	**Measurement** (3 weeks) ⬚ convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) ⬚ understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints ⬚ measure and calculate the perimeter of composite rectilinear shapes in centimetres	**Geometry – Position and Direction** (2 weeks) ⬚ identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. **Statistics** (3 weeks) ⬚ solve comparison, sum and difference problems using information presented in a line graph ⬚ complete, read and interpret information in tables, including	**Number – Place Value** (2 weeks) ⬚ read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit ⬚ count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 ⬚ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero ⬚ round any number	**Measurement** (2 weeks) ⬚ convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) ⬚ understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints ⬚ measure and calculate the

	▢ round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 ▢ solve number problems and practical problems that involve all of the above ▢ read Roman numerals to 1000 (M) and recognise years written in Roman numerals. **Number – Addition/Subtraction** (2 weeks) ▢ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ▢ add and subtract numbers mentally with increasingly large numbers ▢ use rounding to check answers to calculations and	one- or two-digit number using a formal written method, including long multiplication for two-digit numbers ▢ multiply and divide numbers mentally drawing upon known facts ▢ divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context ▢ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 ▢ recognise and use square numbers and cube numbers, and the notation for squared and cubed ▢ solve problems involving multiplication and division including using their	and metres ▢ calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes ▢ estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] ▢ solve problems involving converting between units of time ▢ use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. **Geometry – Property of Shapes** (2 weeks) ▢ identify 3-D shapes, including cubes and other cuboids, from 2-D	timetables.	up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 ▢ solve number problems and practical problems that involve all of the above ▢ read Roman numerals to 1000 (M) and recognise years written in Roman numerals. **Number – Addition/Subtraction** (1 week) ▢ add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) ▢ add and subtract numbers mentally with increasingly large numbers ▢ use rounding to check answers to calculations and determine, in the	perimeter of composite rectilinear shapes in centimetres and metres ▢ calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes ▢ estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] ▢ solve problems involving converting between units of time ▢ use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation,

	determine, in the context of a problem, levels of accuracy ▪ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	knowledge of factors and multiples, squares and cubes ▪ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign ▪ solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. **Number – Fractions/Percentages/Decimals** (5 weeks) ▪ compare and order fractions whose denominators are all multiples of the same number ▪ identify, name and write equivalent fractions of a given fraction, represented	representations ▪ know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles ▪ draw given angles, and measure them in degrees (o) ▪ identify: ▪ angles at a point and one whole turn (total 360o) ▪ angles at a point on a straight line and 2 1 a turn (total 180o) ▪ other multiples of 90o ▪ use the properties of rectangles to deduce related facts and find missing lengths and angles ▪ distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	context of a problem, levels of accuracy ▪ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. **Number – Multiplication/Division** (1 week) ▪ identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers ▪ know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers ▪ establish whether a number up to 100 is prime and recall prime numbers up to 19 ▪ multiply numbers up to 4 digits by a	including scaling. **Geometry – Property of Shapes** (1 week) ▪ identify 3-D shapes, including cubes and other cuboids, from 2-D representations ▪ know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles ▪ draw given angles, and measure them in degrees (o) ▪ identify: ▪ angles at a point and one whole turn (total 360o) ▪ angles at a point on a straight line and 2 1 a turn (total 180o) ▪ other multiples of 90o ▪ use the properties of rectangles to deduce related facts and find missing lengths and angles ▪ distinguish between regular and

		visually, including tenths and hundredths ▪ recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements greater than one as a mixed number ▪ add and subtract fractions with the same denominator and denominators that are multiples of the same number ▪ multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams ▪ read and write decimal numbers as fractions ▪ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents ▪ round decimals with two decimal places to the nearest			one- or two-digit number using a formal written method, including long multiplication for two-digit numbers ▪ multiply and divide numbers mentally drawing upon known facts ▪ divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context ▪ multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 ▪ recognise and use square numbers and cube numbers, and the notation for squared and cubed ▪ solve problems involving multiplication and division including using their	irregular polygons based on reasoning about equal sides and angles. **Geometry – Position and Direction** (1 week) ▪ identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. **Statistics** (2 weeks) ▪ solve comparison, sum and difference problems using information presented in a line graph ▪ complete, read and interpret information in tables, including timetables.

| | | | | | knowledge of factors and multiples, squares and cubes
⬚ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
⬚ solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Number – Fractions/Decimals
(2 weeks)

⬚ compare and order fractions whose denominators are all multiples of the same number
⬚ identify, name and write equivalent fractions of a given fraction, represented | |

whole number and to one decimal place
⬚ read, write, order and compare numbers with up to three decimal places
⬚ solve problems involving number up to three decimal places
⬚ recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
⬚ solve problems which require knowing percentage and decimal equivalents and those fractions with a denominator of a multiple of 10 or 25.

Profit and percentages of amounts (links to Enterprise Week)

					visually, including tenths and hundredths
					▢ recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements greater than one as a mixed number
					▢ add and subtract fractions with the same denominator and denominators that are multiples of the same number
					▢ multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
					▢ read and write decimal numbers as fractions
					▢ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
					▢ round decimals with two decimal

					places to the nearest whole number and to one decimal place ⬜ read, write, order and compare numbers with up to three decimal places ⬜ solve problems involving number up to three decimal places ⬜ recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal ⬜ solve problems which require knowing percentage and decimal equivalents and those fractions with a denominator of a multiple of 10 or 25.	

History	Britain's settlement by Anglo- Saxons and Scots This could include: • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne	Inventors and Inventions: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • Finding out about important inventions and discoveries from the past • Finding out about famous people whose ideas caused social change e.g. Isambard Kingdom Brunel.	Ancient Egypt The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: • Ancient Sumer • The Indus Valley • Ancient Egypt • The Shang Dynasty of Ancient China
Geography	Water Coasts & Rivers		Mountains
Science	Properties and changes of materials Pupils should be taught to: • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	Plants and their habitats Pupils should be taught to: • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals. Animals, including humans Pupils should be taught to: • describe the changes as humans develop to old age. • Pupils should draw a timeline to indicate stages in the growth and development of	Earth and Space Pupils should be taught to: • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Forces

	- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - demonstrate that dissolving, mixing and changes of state are reversible changes - 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.		humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.		Pupils should be taught to: - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	
RE	What inner forces affect how we think and behave?	How is Christmas celebrated around the world?	What do religions and world views believe about God?	Animal Law-case Unit	Why is Mohammed important to Muslim people?	How do Christians try to follow Jesus' example?
Art & Design	Moulding clay, painting and embellishing (links to History)		Observational drawing and painting – plants and animals Observational drawing of people of different ages		Egyptian art – symbolism, scale and form e.g. make papyrus, paint hieroglyphics & canopic jars	
DT	Metalwork, jewellery and packaging (links to History and Enterprise week)		Structures – bridges & tunnels (links to History)		Simple machines – levers & pulleys (K'nex) (links to Science)	
Computing	E SAFETY We are WEB DEVELOPERS (Creating a web page about cyber safety) Basic Skills	Scratch music NPW Plans CS	We are MUSICIANS (Producing digital music) IT	We are game developers Interactive game coding (Scratch Unit) CS	We are BLOGGERS (Sharing experiences and opinions) IT	We are ARCHITECTS (Creating a virtual space) IT

	J2E & Bloggy to create a web page					
Music	Rhythm and pulse • read and internalise rhythms • create three layered piece of music Link to Geography: • Water Music – short composition activity, using available sound sources, instruments, voices and body percussion as appropriate to describe their "water" image.		Pitch • To read rhythm and pitch notation and play pentatonic melodies with accuracy. • To create three layers drones including ostinato and melodies. Link to History: • Learn about, understand and identify dynamics, getting louder/quieter through the exploration of Egyptian pyramid graphic scores.		Instrumental • To play the same rhythm on un-tuned instruments with control and accuracy. Link to History: • Listening and evaluating 'Machine inspired' music.	
PE	Attacking and defending (Football)	Ball Skills (Handball)	Net/wall/Racket (Tennis)	Flexibility strength, control balance (Gymnastics)	Athletics	Fielding and striking (Cricket)
PSHE	Safety (at home, outside, online) Say no to bullying	Good to be me	Drugs, Alcohol & Tobacco	Nutrition and Physical Activity	Relationships Sex and Relationships Education	Changes
MFL	• Use bilingual dictionary. • Vocabulary for animals, food. • Likes and dislikes with reasons. • Prepare and practise simple conversation. • Compare objects, products etc. with others from France e.g. Xmas presents. • Learn adverbs of place. •		• Recognise and use simple negatives. • Extend vocabulary of adverbial sentence starters. • Use of pronouns. • Respond to dictation. • Recognise clock times. • Write sentences from a model / memory. • Naming sports.		• Naming school subjects. • Tell the time in hours and half hours. • Numbers 49-60. • Naming body parts. • Prepare and practise a short presentation on a familiar topic e.g. food, sports, etc.	

Visits	Residential to Fair Play House		Little Ilford School Manor Park Library Maritime Museum		Natural History Museum The Greenwich Observatory British Museum	
Special Events	National Poetry Day 6th October 2016 (Theme: Messages) World Maths Day 15th October 2016 Black History Month October	National Anti-Bullying Week 14-18th November 2016 Theme: To be agreed	International Holocaust Remembrance Day 27th January 2017 International Mother Language Day (promoting linguistic and cultural diversity) 21st February 2017	World Book Day 2nd March 2017 World Poetry Day 21st March 2017 National Science & Engineering Week 10-19th March 2017	Children's Book Week 1st – 7th May 2017 Year 6 SATs 8th - 12th May 2017	World Refugee Day 20th June 2017

Year 6	Autumn		Spring		Summer	
Main Themes	Ancient Greece/Fairtrade		The Heart/Light		Vikings/Changes	
Questions (*staff & children to devise*)	What I know… What I want to know… What I would like to learn…		What I know… What I want to know… What I would like to learn…		What I know… What I want to know… What I would like to learn…	
English	**Fiction:** Narrative Context: Greek Myths Links to History (3 weeks including	**Non-fiction:** Information leaflet Context: Anti-bullying Week Links to PSHE	**Non-fiction/fiction:** Informal/formal writing Context: Diary of Pig Heart Boy, formal	**Poetry:** Literary devices Context: Variety of poems (1 week)	**Non-fiction:** Informal letter Context: Holes (1 week) **Fiction:**	**Non-fiction:** Recount Context: Vikings Links to History (1 week)

	Assessment week) **Non-fiction:** Argument & debate Context: Should the Elgin marbles be returned to Greece? Links to History (2 weeks) **Poetry:** The power of imagery Context: Poems by same author Music week (2 weeks)	(1 week) **Fiction:** Modern retelling/ extended writing Context: Charles Dickens' 'A Christmas Carol' (3 weeks) **Non-fiction:** Explanation text Context: Jewellery Boxes Links to DT (3 weeks including Assessment Week)	letter (3 weeks) **Non-fiction/fiction:** Journalistic report Context: Pig Heart Boy (3 weeks including Assessment week)	**Fiction:** Narrative Context: Context: Ghost story (1 week) **Non-fiction:** Bias/balanced report Context: Mobile phones for children (1 week) **Non-fiction:** Science investigation Context: Light Links to Science (1 week) **Poetry:** Context: Poems on a theme (2 weeks including- Assessment week)	Narrative Context: Story from alternative viewpoint (1 week) **SATS revision** (1 week) **SATS** (1 week) **Fiction:** Narrative Context: Macbeth (2 weeks including Assessment week)	**Transition Unit** Context: The Kites are Flying Links to PSHE (1 week) **Fiction:** Narrative Context: Refugee Week Links to PSHE/British Values (1 week) **Non-fiction** Letter Context: Michael Rosen's Sad Book Links to PSHE (1 week) **Fiction:** Play scripts Context: Performance (3 weeks)
Focus texts	Greek Myths By Marcia Williams	Wonder By R J Palacio A Christmas Carol by Charles Dickens	Pig Heart Boy by Malorie Blackman	Fingers on the Back of the Neck and Other Spine Chilling Stories by various authors	Holes by Louis Sachar	The Kites are Flying by Michael Morpurgo The Sad Book by

						Michael Rosen
Poetry & Speak Up	Caged Bird by Maya Angelou	Macavity: the Mystery Cat by T.S. Eliot	Create own Year Group Poem for recital	The Witches' Spell from Macbeth by William Shakespeare	If by Rudyard Kipling	The Thought Fox by Ted Hughes
Mathematics	**Number – Place Value** (2 weeks) ⬚ read, write, order and compare numbers up to 10 000 000 and determine the value of each digit ⬚ round any whole number to a required degree of accuracy ⬚ use negative numbers in context, and calculate intervals across zero ⬚ solve number and practical problems that involve all of the above. **Number – Addition/Subtraction (**1 week) Please see details	**Number – Fractions/Percentages/Decimals** (3 weeks) ⬚use common factors to simplify fractions; use common multiples to express fractions in the same denomination ⬚ compare and order fractions, including fractions > 1 ⬚ add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions ⬚ multiply simple pairs of proper fractions, writing the answer in its simplest form ⬚ divide proper	**Geometry** (2 weeks) ⬚ draw 2-D shapes using given dimensions and angles ⬚ recognise, describe and build simple 3-D shapes, including making nets ⬚ compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons ⬚ illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius	**Algebra** (1 week) ⬚ use simple formulae ⬚ generate and describe linear number sequences ⬚ express missing number problems algebraically ⬚ find pairs of numbers that satisfy an equation with two unknowns ⬚ enumerate possibilities of combinations of two variables. **Revision** **Number – Place Value** (1 week) **Number – Addition/Subtraction**	**Revision** **Number – Fractions/Percentages/Decimals** (2 weeks) **Measurement** (1 week)	**Transition project**

	below. **Number – Multiplication/Division** (3 weeks) To be taught across the 4 weeks together: ⬚ multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication ⬚ divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context ⬚ divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate,	fractions by whole numbers ⬚ associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction ⬚ identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places ⬚ multiply one-digit numbers with up to two decimal places by whole numbers ⬚ use written division methods in cases where the answer has up to two decimal places ⬚ solve problems which require answers to be rounded to specified degrees of accuracy ⬚ recall and use equivalences between simple	⬚ recognise angles where they meet at ⬚ describe positions on the full coordinate grid (all four quadrants) ⬚ draw and translate simple shapes on the coordinate plane, and reflect them in the axes. **Statistics** (2 weeks) ⬚ interpret and construct pie charts and line graphs and use these to solve problems ⬚ calculate and interpret the mean as an average.	(1 weeks) **Number – Multiplication/Division** (1 weeks) **Ratio and Proportion** (1 week)		

	interpreting remainders according to the context ⬜ perform mental calculations, including with mixed operations and large numbers ⬜ identify common factors, common multiples and prime numbers ⬜ use their knowledge of the order of operations to carry out calculations involving the four operations ⬜ solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. ⬜ solve problems involving addition, subtraction, multiplication and division ⬜ use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.	fractions, decimals and percentages, including in different contexts. **Ratio and Proportion** (2 weeks) ⬜ solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts ⬜ solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison ⬜ solve problems involving similar shapes where the scale factor is known or can be found ⬜ solve problems involving unequal sharing and grouping using knowledge of				

		fractions and multiples. **Measurement** (2 weeks) ◻ solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate ◻ use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places ◻ convert between miles and kilometres ◻ recognise that shapes with the same areas can have different perimeters and vice versa ◻ recognise when it is				

		possible to use formulae for area and volume of shapes ▢ calculate the area of parallelograms and triangles ▢ calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].			
History	Ancient Greece A study of Greek life and achievements and their influence on the western world.			Vikings The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first King of England • further Viking invasion and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066	

Geography	Fairtrade – Chocolate		A region in a European Country (France)
Science	All living things Pupils should be taught to: • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics. Electricity Pupils should be taught to: • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.	Light Pupils should be taught to: • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Animals including humans Pupils should be taught to: • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and	Evolution and inheritance Pupils should be taught to: • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

			water are transported within animals, including humans.			
RE	How is art important in Christianity?	How do different religions and world views create celebrations?	What do people believe about life after death?	What are the sources of the story about what happened on the first Easter Sunday?	What similarities and differences do religions and world views share?	What qualities are important to religious leaders?
Art & Design	Design and make a Greek vase that tells a story (Links to Art)		Light and colour in Impressionist painting (linked to Science)		Backdrop, props, costumes etc. for year 6 performance	
DT	Jewellery boxes		Cooking Chocolate bar/cakes		Kite making	
Computing	E safety Basic Skills Film	Coding CS	SCRATCH – Linked to SAT's revision NPW Plans CS	n/a	n/a	Media project Linked with performance - teachers plans IT
Music	Instrumental • To play tuned and un-tuned instruments accurately. • To read and play musical notation Music Project Link to History. Tuned percussion, ECAM instrument (for G&T)		Pitch • To play and sing from notated rhythm and pitch patterns using full pentatonic scale.		Rhythm And Pulse • To sing with clear diction and in 2 parts. • To read rhythm notations containing Ta-a, Ta, Te-te and rest (I B A G). • To invent actions to go with each symbol. • To compose sequences and practise in groups with actions. Learn Vikings song about the moment the Vikings land in Britain. (Rock type rendition.) Links to history.	

					Year 6 Production	
PE	Attacking and defending (Football)	Ball Skills (Handball)	Net/wall/Racket (Tennis)	Flexibility strength, control balance (Gymnastics)	Athletics	Fielding and striking (Cricket)
PSHE	Safety (at home, outside, online) Say no to bullying	Relationships	Sex and Relationship Education Nutrition and Physical Activity	Going for goals	Good to be me	Changes
MFL	• Numbers 60-100. • Further verbs. • Understand main points in a short written passage. • Learn a poem. • Naming more body parts. • Give opinions. • Creating complex sentences using models/ memory.		• Verb etre (to be). • Respond to mental arithmetic questions. • Ask and respond to questions. • Use negative sentence structure. • Respond to dictation. • Describe self and others. • Relative pronouns.		• Recognise and use some adverbs of time. • Use a dictionary to select vocabulary for written sentences. • Verbs in conjugated forms: past, present and future.	
Visits	The British Museum Residential to Fair Play House		The Tate Modern Residential trip to France		Southend Fairground visit	
Special Events	National Poetry Day 6th October 2016 (Theme: Messages) World Maths Day	National Anti-Bullying Week 14-18th November 2016 Theme: To be agreed	International Holocaust Remembrance Day 27th January 2017	World Book Day 2nd March 2017 World Poetry Day 21st March 2017	Children's Book Week 1st – 7th May 2017 Year 6 SATs	World Refugee Day 20th June 2017

	15th October 2016 Black History Month October		International Mother Language Day (promoting linguistic and cultural diversity) 21st February 2017	National Science & Engineering Week 10-19th March 2017	8th - 12th May 2017	