

Pixmore

Junior School



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<u>Approved by:</u>	
On behalf of School Improvement/Resources Committee:	Kath West
Date:	November 2017
On behalf of Governing Body:	Tina Dickens
Date:	
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*"The national curriculum should be the start
not the end of a school's thinking
on its curriculum.*

*It is a necessary minimum,
shared by all students in the country,
not the limit on what we can aspire to."*

NAHT 2013

Introduction

This policy outlines the teaching, organisation and leadership of the curriculum taught and learnt at Pixmore Junior School.

The policy has been drawn up as a result of national curriculum changes, looking at what best suits our school and pupils' needs. It has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the curriculum leader.

The National Curriculum 2014 has been introduced in England. From September 2015 all children will be taught all subjects from the new curriculum with new National SATs tests at the end of KS2 from 2016.

National Curriculum Aims

'The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.'

(National Curriculum Framework Document 2013)

Essential Characteristics

At Pixmore we want the children to become 'Experts' and develop a mastery approach. We want children to understand the life-long skills that give all the curriculum areas relevance to real life and future career opportunities. With this in mind we have experts to develop this approach. We have a PE and Sports specialist leading and supporting staff with the teaching of PE and a specialist art teacher who teaches each class across KS2.

We want children at Pixmore to develop:

- An extensive base of knowledge and vocabulary.
- A mastery of the skills within each subject and apply them across the curriculum
- Fluency in enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- A passion for and commitment to the subjects taught, and a real sense of curiosity to find out about the world and the subjects covered.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about the issues and evidence available.

Our Aims and Ethos

All learning together, creating moments to celebrate.

Pixmore is a happy and safe school where we:

Respect ourselves and others

Embrace individuality

Celebrate culture and diversity

Inspire a love of learning

The characteristics we want to be developed for our children will be supported by our curriculum. We aim for our curriculum at Pixmore to be able to take account of:

- Pixmore's individual needs
- Pixmore's immediate vicinity
- The differing needs of our children and the school community.

When planning for the curriculum we will:

- Ensure the curriculum best suits and interests our children
- Plan a skills based curriculum which covers key skills and requirements set out in the new framework.
- Plan for creative and clear learning.
- Plan for engagement and enjoyment.
- Plan for learning which gives purpose and relevance to real life.
- Plan in opportunities for the children to work outside the classroom e.g. using the extensive school grounds as well as visits, trips, workshops or visitors.
- Plan to develop curiosity – plan content and activities, which provoke pupils into asking their own questions. Let the children ‘steer’ the learning – not ‘lead’ the learning.
- Plan for children to take ownership of their learning; letting the children ‘steer’ the learning – not ‘lead’ the learning. For example, by encouraging the children to select their own levels of challenge; children having input into homework topic grids; and teachers being guided by their knowledge of children’s needs and interest when selecting appropriate subject content and develop this into challenging and relevant teaching experiences using their professional skills.

In reviewing the successes of the New curriculum in 2015 Staff agreed that the curriculum should also continue to provide:

- Choice
- Make it Real, eg) events brought to life
- Collaboration – sharing strengths in planning and teaching
- Create real end products
- Making links - deepening learning
- Application of skills – cross curricular skills.
- Slowing down, going deeper with learning
- Practical
- Specialist teacher support – PE and Art.
- New resources
- Visits, workshops great to stimulate learning and bring learning to life.

The Hidden Curriculum – Life-long Learning and Pixmore Learning Powers

In today’s work climate, there is now a need to shift the focus of the curriculum to lifelong skills and preparing children for life after school. Children need to achieve but they also need confidence and resilience in today’s competitive world.

‘What is going to make our children stand out from the rest?’

We know that high academic standards are underpinned by good attitudes to learning. These should be planned for and referred to in every lesson. We call these our **Pixmore Learning Powers**. They are:

- **Resourcefulness** – Reasoning, Questioning, Making Links, Imagining, Resourcing
- **Reciprocity** - Empathy and Listening, Collaboration, Imitation, Interdependence
- **Resilience** – Perseverance, Managing Distractions, Absorption, Noticing
- **Reflectiveness** - How I learn, Planning, Revising, Detecting

These are reinforced through regular references at the start of and throughout lessons and are used by all staff.

Also as part of our curriculum, we promote British values such as democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

The structure of the National Curriculum 2014

	Key Stage 2
Age	7-11
Year Groups	3-6
Core Subjects	
English	✓
Mathematics	✓
Science	✓
Computing	✓
Foundation Subjects	
Art and Design	✓
Citizenship	✓
Design and technology	✓
Languages (French)	✓
Geography	✓
History	✓
Music	✓
Physical Education	✓
Religious Education	✓
Sex and relationship education	<i>Not a requirement but taught as part of the Year 5 science curriculum and discretely in Year 6</i>

Organisation and Planning

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Our short-term plans are those that our teachers write on a weekly basis.

In Key Stage 2, the curriculum is taught in discrete subjects but where relevant and strong links can be made these are used to integrate as much learning as possible.

We have agreed that our planning will be based on three principles:

1. Making it Real
 - a. We will ensure that we base opportunities for learning on real and relevant experiences.
 - b. We will engage our children through creative experiences that are relevant to them and the world they live in
 - c. Use stimulus – a visit, visitors, artefacts, videos, plays etc.
2. Using Pupils' to help steer the journey

- a. Taking account of questions and lines of enquiry that the children raise within the framework of content
3. Avoid over planning
 - a. Allow for flexibility to take account of the above two points. The planning should enable teachers to respond to the needs of the pupils not just teach them a range of content.

In addition to the three principles all teachers will:

- Demonstrate an enthusiasm and interest for a subject to further encourage the children.
- Use children's interests to make learning **relevant** to them.
- Make use of current events and opportunities where appropriate.
- Consider the timing in the academic year (When in the year should we teach certain topics to give children better access to outdoor learning and relevance e.g. seed dispersal in the Autumn)
- Consider opportunities for learning outside the classroom including where visits, workshops, visitors or Forest School might be used.
- Consider resource implications

Learning and Teaching

Learning and teaching will be in line with the school's 'Teaching and Learning Policy'. Teaching will always aim to provide real and relevant activities. We have agreed to ensure that:

- The teaching sequence will start with the concrete and move through to the abstract.
- Teaching will encourage the use of real apparatus and resources.
- Teaching will be differentiated according to the needs of the children.
- The vocabulary will be made explicit and reinforced through opportunities in the rest of the curriculum (e.g. topic words for spelling activities)
- Teachers use the **long term maps** to ensure good coverage of key skills and knowledge and good progression over the years.
- Some subjects will be taught through weekly subject lessons whilst others will be themed weeks, blocked topic (cross-curricular links) and through Literacy lessons. The approach is flexible.
- There is a good balance between practical, oral and written work to ensure children have a range of opportunities and experiences and there is good evidence of learning.
- The mode of working is a mix of class teaching, cooperative group work, individual work and differentiated challenges.
- Groups can be mixed ability, specific ability groups or where groups of children share a specific area of development.
- Practical work is a purposeful and integral part of the curriculum.
- Children's learning and work is recognised in general display in classrooms and corridors.
- Key questions are often used to direct pupils' thinking and enquiry
- Resources are varied, relevant and of good quality
- Teachers use effective starters and plenaries to ensure children fully understand and can evaluate their learning and their progression.

Extra-Curricular Activities

We believe in developing the whole child and aim to provide a rich variety of additional opportunities for children at Pixmore including:

- Cooking as an integral part of the Design and Technology Curriculum
- Art Club
- Coding Club
- Gardening Club
- Table tennis
- Chess Club
- Choir
- Football
- Netball
- Athletics
- Cricket (in the summer)
- Tag Rugby
- Just Dance

Assessment

Assessment for the core subjects will use the Herts for Learning model once fully developed (see additional document) as a guide to track progress towards the End of Phase statements. This assessment procedure is well established in English and Maths and is being developed in Science and Computing.

In RE we use the Hertfordshire Agreed Syllabus which was updated in September 2017 and runs through until the end of the academic year 2022. As part of this new syllabus, end of LKS2 and UKS2 expectations have been produced. We are using these end of key stage expectations as a method of assessing in RE but this is a developing process.

At present in the foundation subjects, we are in a process of developing assessment systems following the removal of levels. This is a focus for our Subject Leaders over the coming year. Currently, our specialist teachers assess within their subjects for all pupils but where class teachers teach a subject they are identifying where they feel children are working broadly in line with expectations, below expectations and above expectations.

Subject Specific Information

Maths

At Pixmore, we try to make maths learning fun and less about 'just sitting and doing sums in silence'. We promote a positive more active approach to mathematics ensuring the children see links to their learning and to where this can be applied in real life. We aim to build confident, curious mathematicians with an ability to explain their thinking using examples in a variety of ways to their peers and learn from each other through exploration and reasoning.

The key skills under the new Maths Curriculum focus around fluency, reasoning mathematically and solving problems. We use the Hertfordshire Immersion Planning as our medium term planning for each year

group and our short term weekly plans evolve from these. Within these plans we aim to provide opportunities for mastery and developing greater depth of understanding in a variety of ways, ranging from a mental starter to whole lesson focus. This mastery and greater depth is key to demonstrating the pupils' understanding. We use a variety of mastery documents to support with this new style of teaching.

In all areas we use a teaching sequence which starts with the concrete, pictorial and then moves onto abstract. We actively encourage the use of resources to support learning at all stages across Key Stage 2 and have focused specifically on developing reasoning skills both oral and written. Whereby one year group is studying an aspect of maths in which they feel under resourced we support each other by sharing what we have. Where possible we try to have a variety of resources available at all time in Maths lessons, for example: number banks, number squares, place value counters, cubes, numicom, dienes rods and Cuisenaire rods, number beads and number lines. The ability to use a calculator is also seen as important, although it is not in our curriculum. The children also have access to these.

The new expectation is that all children will be fluent in there times tables (12 x 12) by the end of Year 4. At least once a week each class takes Turbo Tables test, which enables children to receive certificates and recognition for working on their multiplications at home.

Writing

We believe that for the children to produce quality outcomes they need to be exposed to quality texts, good modelled vocabulary and a range of engaging stimuli including picture books, film, author visits and workshops. We ensure that staff use a variety of strategies including drama, role playing, discussion, collaborative work and shared and modelled writing to teach the technical and grammatical features under the new curriculum. Where we can, we try to use practical activities to reinforce grammatical content and we firmly believe in encouraging the children to verbalise their ideas before writing.

We value spelling highly and have adapted our spelling strategy over the last few years to reflect the needs of our children. We have moved from a whole school spelling programme to one more tailored to each individual year group's needs. We teach spelling discretely three times a week for 20 minutes at a time. Children are grouped within each cohort according to ability. The majority of the groups are following the national curriculum spelling appendices. Where we have children who need reinforcement of their phonics, this is taught in their discrete spelling lessons.

Punctuation and Grammar is taught across all year groups but may look very different according to the age of the children. In LKS2 these are integrated into literacy lessons and modelled in shared and guided writing. In UKS2 there may be specific lessons focusing on specific punctuation or grammatical techniques; the children are expected to begin using these techniques in their own writing. All of the punctuation and grammar expectations are incorporated in good quality modelled writing by the teaching staff and planned for in specific units of work.

For September 2017, we have introduced the Silver and Gold Standards in writing. These have been created by the staff team as end of year expectations for each year group in line with the end of KS1 and KS2 Interim Teaching Assessment Frameworks (ITAF). We used these frameworks as starting points to create year group ITAFs outlining the key grammatical, spelling, compositional and punctuation expectations for the end of each year. These are displayed as targets for the children in the front of their books, used by teaching staff when planning a unit of work and as an assessment tool. The Silver Standard is equivalent to the end of

year expectations of the previous year group, whereas the Gold Standard represents the expectations at the end of a year group. (see appendix for year group Silver/Gold Standards).

Reading

Teaching of Phonics – under the new National Curriculum there is the assumption that by Year 3 children will be secure in their phonics understanding and that this should be revisited as part of quality first teaching of reading as a strategy for decoding unfamiliar words. Where we have children with identified gaps in their phonic knowledge or have a specific educational need in this area, discrete phonics may still be taught.

Children will be encouraged to develop a love of reading through visiting the school library, choosing books of interest for independent reading and engaging in whole class reading of texts.

We have a structured reading scheme comprising of a number of published schemes that band together to provide depth, progression and variety for children (Band 1 to 10). They are then able to become a ‘free reader’ and can choose from age appropriate materials from the library or class book shelves. We expect children to read daily and to have their reading records signed – this can be independently or with an adult depending on their level.

We use a range of resources to target some children for additional reading support. We ensure that the level of book is suitable for the child and assesses their understanding of the content.

Shared Reading, Guided Reading and Echo Reading are all strategies used with classes to expose children to a variety of texts, develop fluency (accuracy, speed, expression and comprehension) and to explore: language, structure, composition, plot, character, author intent and many more features. Some small group sessions are used to practise a specific skill e.g. inference.

Science

At Pixmore our Science curriculum follows the expectations under the new National Curriculum. We ensure that lessons are as practical as possible and, where we can, link them to real life experiences for the children. Teachers model and incorporate scientific vocabulary into lessons and actively encourage children to use the language themselves. Each year group has specific targets which are visited at the start of every unit and then re-visited at the end so that children are clear on what they have learned.

We are currently using the Hertfordshire assessment in science documents but are in the process of developing a more rigorous assessment system.

Computing

We follow the Hertfordshire Computing Scheme of Work which includes detailed medium term plans for each year group. The curriculum is organised into units of work that develops skills and demonstrate progression.

Lower Key Stage 2	Upper Key Stage 2
Accuracy Counts	Data Matters
Authoring	Information Models
Bringing Images to Life	Morphing Images
Developing Communication	Robotics and Systems
Keeping Informed	Sound Works
Programming and Games	Staying Connected

E-safety is a common theme that runs throughout all of the units and is actively promoted by all staff across the school.

The Hertfordshire Computing Scheme of Work also uses an assessment system in line with the English and Maths assessment systems. Staff assess the children's work termly at the end of a unit following an independent task where the children demonstrate their skills.

RE

As a school we follow the Hertfordshire Agreed Syllabus (2017-2022) which aims to ensure that pupils develop as tolerant young people with respect and understanding of the views of others including the beliefs and practices of religions and other world views.

This revised scheme reflects the national move from levels of assessment and introduces wheels of progress and clear end of key stage learning outcomes to support the assessment of a specified eight key areas of religion.

Foundation Subjects

For the remaining foundation subjects we follow the expectations for each year group under the new National Curriculum. We are constantly adapting and improving our practice in these subjects but continually have the core learning of the new curriculum in mind when planning units of work.

With the move away from levels, we are still developing assessment systems in our foundation subjects. Currently, our specialist teachers assess within their subjects for all pupils but where class teachers teach a subject they are identifying where they feel children are working broadly in line with expectations, below expectations and above expectations. Developing clear assessment processes in these subjects is a focus for our subject leaders over the next year.

Equal opportunities

In line with our Equal Opportunities Policy and Equality Scheme Action Plan we are committed to providing a teaching environment conducive to learning where each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

All pupils are entitled to access the national curriculum at a level appropriate to their needs arising from race, gender, ability or disability. Teaching and resources may have to be adapted to individual requirements. If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we will consult with the parents of the child. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for an Education Health Care Plan, and we involve the appropriate external agencies when making this assessment.

Monitoring and Reviewing

At Pixmore each subject has an individual subject leader who is responsible for overseeing, monitoring and reviewing the subject. They review the way the subject is taught and keep staff up to date with changes and developments. The curriculum is led by the curriculum leader (Sarah Inman, Deputy Head) and this person has responsibility for developing subject leaders and keeping the senior leadership team and governors up to date with any changes to the National Curriculum. The governors keep informed through their visits, leaders reporting to governor teams and providing summary reports.

The role of the subject leader:

- To champion the subject
- To act as a role model for the teaching of their subject
- To support colleagues to enable high quality learning through high quality teaching of the subject e.g. co-planning, team teaching, and observing/giving feedback where necessary.
- To maintain a live action plan that has positive impact on the learning and teaching of their subject.
- To support colleagues to develop creativity, relevance and enthusiasm when delivering each area of study.
- To renew, update and share resources needed to deliver the curriculum and keep to a budget ensuring resources are distributed effectively and 'best value' is achieved.
- To develop assessment and record keeping to ensure progression and continuity.
- To work cooperatively with the SENCO.
- To keep abreast of developments in their subject regarding changes in education.
- To monitor and evaluate the quality of teaching and learning in their subject in school and provide feedback to all stakeholders by:
 - Providing regular updates for senior leaders and governors
 - Reviewing and evaluating teacher's medium term planning each term.
 - Collect, review and evaluate samples of work from each year group each term.

Resources

Most resources, such as topic boxes and large maps are stored in the relevant resource cupboards or in specific Year group areas. Resources referred to in planning are saved digitally on the school staff area for future use.

Further resources are acquired as the budget allows.

All resources are reviewed and updated regularly where necessary.

Health and Safety

This needs to be read alongside our **Health and Safety Policy** and **Off Site Activities Policy**.

Useful Information

- DfE -The National Curriculum in England, KS1 and 2 Framework Document – September 2013
– Electronic Copy on the shared area for Staff.
- Curriculum Maps – Attached or electronic copy on the Shared Area for Staff.
- Year Group Subject Planning – In 'planning' or online curriculum (see below)

Coverage of skills and abilities for Mathematics (from DfE)

Year	
3	<p>Number – number and place value 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.</p> <p>Number – addition and subtraction 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; solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Number – multiplication and division recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables; write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods; solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p>Number – fractions count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10; recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators; recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators; recognise and show, using diagrams, equivalent fractions with small denominators; add and subtract fractions with the same denominator within one whole [for example, $\frac{1}{10} + \frac{3}{10}$]; compare and order unit fractions, and fractions with the same denominators; solve problems that involve all of the above.</p> <p>Measurement 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 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].</p> <p>Geometry – properties of shapes 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 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.</p> <p>Statistics 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.</p>
4	<p>Number – number and place value 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</p>

	<p>nearest 10, 100 or 1000; solve number and practical problems that involve all of the above and with increasingly large positive numbers; read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p> <p>Number – addition and subtraction 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.</p> <p>Number – multiplication and division recall multiplication and division facts for multiplication tables up to 12×12; use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers; recognise and use factor pairs and commutativity in mental calculations; multiply two-digit and three-digit numbers by a one-digit number using formal written layout; solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p>Number – fractions (including decimals) 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.</p> <p>Measurement 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</p> <p>Geometry – properties of shapes 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.</p> <p>Geometry – position and direction 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.</p> <p>Statistics interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs; solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>
5	<p>Number – number and place value read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit; count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000; interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero; round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000; solve number problems and practical problems that involve all of the above; read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p>Number – addition and subtraction 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 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.</p> <p>Number – multiplication and division identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers; know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers; establish whether a number up to 100 is prime and recall prime numbers up to 19; multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers; multiply and divide numbers mentally drawing upon known facts; divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context; multiply and divide whole numbers and those involving decimals by 10, 100 and 1000; recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3); solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes; solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign; solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p>Number – fractions (including decimals and percentages) compare and order fractions whose denominators are all multiples of the same number; identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths; recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $1\frac{1}{2} = 1 + \frac{1}{2}$]; 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 [for example, $0.71 = \frac{71}{100}$]; 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 of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, and those fractions with a denominator of a multiple of 10 or 25.</p> <p>Measurement</p>

	<p>convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre); understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints; measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres; calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes; estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]; solve problems involving converting between units of time; use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p> <p>Geometry – properties of shapes 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 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.</p> <p>Geometry – position and direction 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.</p> <p>Statistics solve comparison, sum and difference problems using information presented in a line graph; complete, read and interpret information in tables, including timetables.</p>
6	<p>Number – number and place value 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.</p> <p>Number – addition, subtraction, multiplication and division multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication; divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context; divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context; perform mental calculations, including with mixed operations and large numbers; identify common factors, common multiples and prime numbers; use their knowledge of the order of operations to carry out calculations involving the four operations; solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why; solve problems involving addition, subtraction, multiplication and division; use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>Number – fractions (including decimals and percentages) 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 [for example, $\frac{1}{2} \times \frac{3}{4} = \frac{3}{8}$]; divide proper fractions by whole numbers [for example, $\frac{3}{4} \div 2 = \frac{3}{8}$]; associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]; identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places; multiply one-digit numbers with up to two decimal places by whole numbers; use written division methods in cases where the answer has up to two decimal places; solve problems which require answers to be rounded to specified degrees of accuracy; recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>Ratio and proportion 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.</p> <p>Algebra 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.</p> <p>Measurement solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate; use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places; convert between miles and kilometres; recognise that shapes with the same areas can have different perimeters and vice versa; recognise when it is possible to use formulae for area and volume of shapes; calculate the area of parallelograms and triangles; calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].</p> <p>Geometry – properties of shapes 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; recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p> <p>Geometry – position and direction 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.</p> <p>Statistics interpret and construct pie charts and line graphs and use these to solve problems; calculate and interpret the mean as an average.</p>

Silver and Gold Standards for Writing

Year 3

Silver Standard – End of Year 2 expectations (A4)			
Accurately use capital letters and full stops to demarcate sentences			
Some correct use of question and exclamation marks			
Using a range of sentence types in their writing (statement, exclamation and command)			
Use some expanded noun phrases to describe and specify			
Use correct present and past tenses consistently			
Write using co-ordinating conjunctions (or, and, but) and some subordinating conjunctions (when, if, that, because)			
Be able to use an apostrophe for contractions e.g. don't, wasn't			
Understand how speech marks (inverted commas) are used			
Write under headings			
Handwriting to be a correct size and formation with equal spaces between words.			

Gold Standard – End of Year 3 expectations (B2)			
Use conjunctions (when, so, before, after, while, because)			
Use adverbials of time consistently e.g. then, next, soon, after that			
Use adverbials of manner and place e.g. slowly, in a flash, By the river			
Use prepositions e.g. before, after, during, in, because			
Experiment with adjectives to create an impact on the reader			
Correctly use verbs in 1 st , 2 nd and 3 rd person			
Correctly use a range of punctuation including inverted commas for direct speech and some use of commas to mark boundaries in sentences e.g. fronted adverbials			
Group ideas into paragraphs			
Write under headings and sub-headings			
Use dialogue to tell us about a character and to move narrative forward			
Use figurative language like similes			
Choose appropriate language for the style of writing e.g. formal and informal.			
Neat, legible, joined handwriting with letters and spaces of consistent size			

Year 4

Silver Standard – End of Year 3 expectations (B2)			
Use conjunctions (when, so, before, after, while, because)			
Use adverbials of time consistently e.g. then, next, soon, after that			
Use adverbials of manner and place e.g. slowly, in a flash, By the river			
Use prepositions e.g. before, after, during, in, because			
Experiment with adjectives to create an impact on the reader			
Correctly use verbs in 1 st , 2 nd and 3 rd person			
Correctly use a range of punctuation including inverted commas for direct speech and some use of commas to mark boundaries in sentences e.g. fronted adverbials			
Group ideas into paragraphs			
Write under headings and sub-headings			
Use dialogue to tell us about a character and to move narrative forward			
Use figurative language like similes			
Choose appropriate language for the style of writing e.g. formal and informal.			
Neat, legible, joined handwriting with letters and spaces of consistent size			

Gold Standard – End of Year 4 expectations (B5)			
Actively vary sentence structure using different openers			
Use adjectival phrases and modified noun phrases effectively e.g. biting cold wind, the strict maths teacher with the black, curly hair			
Use figurative language for effect on the reader			
Sequence events clearly using appropriate conjunctions and adverbs			
Uses techniques to get the reader on side according to the purpose of the text, such as: <ul style="list-style-type: none"> Addressing them directly e.g. 'This is just what you've been waiting for!' Adopting a friendly and informal tone Use memorable or alliterative slogans e.g 'Happy Holidays at Hazel House' Use simple psychology to appeal to the reader e.g. Everyone knows that..., 9 out of 10 people agree that... 			
Use co-ordinating and subordinating conjunctions broadly accurately to write single and multi-clause sentences			
Appropriate choice of noun or pronoun			
Apostrophe for singular and plural possession			
Commas after fronted adverbials e.g. Later that day,			
Use commas to mark clauses in sentences			
Use inverted commas and other punctuation to indicate direct speech (including comma)			
Start using cohesive devices (<i>adverbial phrases, conjunctions</i>), to link paragraphs			
Spelling errors are generally exception words			
Legible, joined handwriting of consistent quality			

Year 5

Silver Standard – End of Year 4 expectations (B5)			
Actively vary sentence structure using different openers			
Use adjectival phrases and modified noun phrases effectively e.g. biting cold wind, the strict maths teacher with the black, curly hair			
Use figurative language for effect on the reader			
Sequence events clearly using appropriate conjunctions and adverbs			
Uses techniques to get the reader on side according to the purpose of the text, such as: <ul style="list-style-type: none"> Addressing them directly e.g. 'This is just what you've been waiting for!' Adopting a friendly and informal tone 			

<ul style="list-style-type: none"> Use memorable or alliterative slogans e.g 'Happy Holidays at Hazel House' Use simple psychology to appeal to the reader e.g. Everyone knows that..., 9 out of 10 people agree that... 			
Use co-ordinating and subordinating conjunctions broadly accurately to write single and multi-clause sentences			
Appropriate choice of noun or pronoun			
Apostrophe for singular and plural possession			
Commas after fronted adverbials e.g. Later that day,			
Use commas to mark clauses in sentences			
Use inverted commas and other punctuation to indicate direct speech (including comma)			
Start using cohesive devices to link paragraphs			
Spelling errors are generally exception words			
Legible, joined handwriting of consistent quality			

Gold Standard – End of Year 5 expectations (C2)			
Create atmosphere (<i>personification, metaphor</i>), and include dialogue (<i>speech</i>) to convey character and advance the action (although this may not be consistently used effectively)			
Use an appropriate balance of dialogue and narrative			
Use a mixture of long and short sentences for impact.			
Use a range of cohesive devices (<i>adverbial phrases, conjunctions</i>), within sentences and across paragraphs			
Use relative clauses (beginning with <i>who, which, where, when, whose</i>)			
Use a wide range of clause structures (<i>main, subordinate, embedded, relative</i>)			
Use adverbs and expanded noun phrases effectively			
Use inverted commas, commas for clarity, and punctuation for parenthesis			
Use adverbs or modal verbs to show whether something is likely to happen.			
Spell some words correctly (year 5 and 6)			
Use legible, fluent joined handwriting			
Start to use semi-colons ; dashes – colons : and hyphens -			

Year 6

Silver Standard – End of Year 5 expectations (C2)			
Use paragraphs to organise ideas			
Describe settings and characters			
Create atmosphere (<i>personification, metaphor</i>), and include dialogue (<i>speech</i>) to convey character and advance the action (although this may not be consistently used effectively)			
Use an appropriate balance of dialogue and narrative			
Use a mixture of long and short sentences for impact.			
Use some cohesive devices (<i>adverbial phrases, sub-ordinating and co-ordinating conjunctions</i>), within sentences and across paragraphs			
Use relative clauses (beginning with <i>who, which, where, when, whose</i>)			
Use a wide range of clause structures (<i>main, subordinate, embedded, relative</i>)			
Use adverbs and expanded noun phrases effectively			
Use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly.			

Use inverted commas, commas for clarity, and punctuation for parenthesis			
Use adverbs or modal verbs to show whether something is likely to happen.			
Spell some words correctly (year 5 and 6)			
Use legible, fluent joined handwriting			
Start to use semi-colons ; dashes – colons ; and hyphens -			

Gold Standard – End of Year 6 expectations (C5)			
Create atmosphere in writing using a range of devices			
Integrate dialogue effectively and efficiently to convey character and advance the action			
Select vocabulary and grammatical structures that reflect the level of formality mostly correctly			
Use a range of cohesive devices including adverbials, within and across sentences and paragraphs			
Use the passive voice mostly appropriately			
Use modal verbs mostly appropriately			
Use a wide range of clause structures, sometimes varying their position within the sentence			
Add detail , qualification and precision by effectively using : <ul style="list-style-type: none"> • adverbs, • preposition phrases • expanded noun phrases 			
Use mostly correctly: <ul style="list-style-type: none"> • inverted commas, • commas for clarity • punctuation for parenthesis 			
Correctly use sometimes: <ul style="list-style-type: none"> • semi-colons, • colons • dashes • hyphens correctly 			
Spell most words correctly including some common exception words (years 5 and 6 list)			
Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters			

Platinum Standard – Greater Depth at Year 6 (C6 +)			
Manage shifts between levels of formality through selecting vocabulary precisely and by managing grammatical structures			
Select verb forms for meaning and effect			
Use the full range of punctuation taught including: <ul style="list-style-type: none"> • semi-colons to mark boundaries between independent clauses • colons to introduce a list and to present an example 			

Spelling Word Lists (from DfE)

Year 3 and 4

accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue	decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard	guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty	notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question	recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women
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Year 5 and 6

accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience*	conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (-ped, -ment) especially exaggerate	excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning	marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend	relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht
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Development of Spelling, Punctuation and Grammar (From DfE)

Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>]; Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box]; Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]
Text	Introduction to paragraphs as a way to group related material; Headings and sub-headings to aid presentation; Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for pupils	preposition conjunction; word family, prefix; clause, subordinate clause; direct speech consonant, consonant letter vowel, vowel letter; inverted commas (or 'speech marks')

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive <i>-s</i> ; Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>); Fronted adverbials [for example, <u>Later that day</u> , <i>I heard the bad news.</i>];
Text	Use of paragraphs to organise ideas around a theme; Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]; Apostrophes to mark plural possession [for example, <i>the girl's name</i> , <i>the girls' names</i>]; Use of commas after fronted adverbials
Terminology for pupils	Determiner; pronoun, possessive pronoun; adverbial

Year 5: Detail of content to be introduced (statutory requirement)

Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>]; Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]
Sentence	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted; relative pronoun; Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]; Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]
Punctuation	Brackets, dashes or commas to indicate parenthesis; Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; cohesion, ambiguity

Year 6: Detail of content to be introduced (statutory requirement)

Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out - discover; ask for - request; go in - enter</i>]; How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If <u>I were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]
Text	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis; Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]; Use of the colon to introduce a list and use of semi-colons within lists; Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]
Terminology for pupils	subject, object ; active, passive ; synonym, antonym ; ellipsis, hyphen, colon, semi-colon, bullet points

Long term overview Year 3 2017-2018

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
Literacy	Take One Book; Traction Man part 1 ; Instruction texts **Possible LOtC ; Traditional tales; fairy – 2 little wolves & the Big Bad Pig.		Recounts; Reports; Poetry; Free verse.		Poetry; Haiku, Kennings, Tanka; Traditional tales; fables – Aesop; Poetry appreciation **Possible LOtC		Play scripts – Shakespeare; Take One Poet - Poetry; free verse, limericks; Explanation texts – Wallace & Gromit		Adventure stories – Traction Man part 2; **Possible LOtC ; Persuasive writing.		Adventure stories (cont.) – Traction Man part 2; Poetry; free verse
Maths	Addition and subtraction; Multiplication and division; Fractions; Time.		Addition and subtraction; Multiplication and division; Measuring (mm, cm, m); Shape; Data Handling		Comparing and ordering numbers; Addition & subtraction; Money; Angles **Possible LOtC		Addition and subtraction; Division with remainders; Multiplication & division; Measuring (weight); Fractions, Data Handling		Counting and estimating; Multiplication and division; Addition and subtraction; Shape **Possible LOtC ; Measuring (volume)		Addition and subtraction; Multiplication and division; Fractions; Time; Data Handling
Art & DT	Pneumatics; moving monsters.		Investigating patterns. *Possible LOtC		Portraying relationships.				Food technology - Sandwiches; healthy diets.		
Geography		HALF TERM	Locational knowledge; climates and countries.	CHRISTMAS					Study of the local area. **Possible LOtC	HALF TERM	Study of the local area. **Possible LOtC
History	Changes in Britain; Stone Age **LOtC at Celtic Harmony				The Roman Empire **LOtC St Albans roman trip	HALF TERM	The Roman Empire	EASTER			
Computing	We are network engineers		We are presenters		We are programmers		We are bug fixers		We are communicators		We are opinion pollsters
Music	Singing French		Christmas carols.		Poetry, Pulse & rhythm		In the Past		Food and Drink		Environment
PE	Aerobics and net/wall games.		Dance and Invasion games.		Invasion games.		Gymnastics.		Striking and fielding. Athletics.		Gymnastics. Dance.
RE	Christianity and Islam.		Christmas. **LOtC Christmas Journey at St Pauls		Jesus and the Easter Story.		Jesus and the Easter Story.		What rules do Muslims and Christians follow?		Special places.
Science	Light **Possible LOtC		Rocks **Possible LOtC		Forces and magnets / Scientific investigation and enquiry		Forces and magnets / Scientific investigation and enquiry		Animals, including humans		Plants **Possible LOtC
MFL-French	First contacts; Numbers 1-20		Days and dates; Numbers 20-31		All About Me; My surroundings		Sports; Opinions		Food and Drink		Recap and review; International Day
											SUMMER

Long term overview Year 4 2017-2018

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2					
Literacy		Poetry-Free Verse; Quest Stories		Information texts; Take one book; Riddles		Narrative Poetry; Play scripts; Explanation		Narrative Poetry; Story Settings; Take one Book		Stories with a theme (Take one book)		Discussion; Poet appreciation; Persuasion					
Maths		Place value; Number + - x ÷ - statistic (bar graphs); time; Negative numbers		fraction equivalents; area and perimeter; shape properties/lines of symmetry; decimal introduction (money); problem solving (money)		problem solving (money); negative numbers; rounding; X/÷ 10/100; factors; co-ordinates/ translations		Carroll and Venn diagrams; capacity and conversion; distance and conversion		Geometry; Multiplication; Division; Fractions		Time; Measurement; Multiplication; Division					
Art & DT		Journeys (Food – Scones)		Musical instruments (Food – Scones)		Viking money containers (Food – Scrambled egg on toast)		Viking money containers (Food – Scrambled egg on toast)		Nightlight using circuits (Food – Flapjack)		Nightlight using circuits (Food – Flapjack)					
Topic	Geography	World Geography	HALF TERM	World Geography	CHRISTMAS	Settlements & European Geography	HALF TERM	Settlements & European Geography	EASTER	Comparative Geography UK vs France/Spain/Italy	HALF TERM	Comparative Geography (part 2)					
	History	Ancient Egyptians		Ancient Egyptians		Anglo Saxons and Vikings		Anglo Saxons and Vikings		-		-					
Computing		We are co-authors/We are software developers		We are software developers		We are HTML editors		We are HTML editors		We are musicians		We are musicians					
Music		Ancient worlds; In the past		Time; Around the World		Environment; Building		Sounds; Communication		Recycling; Food and Drink		Singing Spanish; Poetry					
PE		Mini tennis; Egyptian dance		Indoor athletics; Speed stacks		Hockey; Gymnastics		Gymnastics; Street dance		Cricket; Swimming		Athletics; swimming					
RE		Hinduism and Sikhism		Hindu worship and celebration		Sikhism and Christian signs and belongings		Food and worship for Sikhs and Christians		Special books		Hindu prayers, stories and songs					
Science		All living things and their habitats		Teeth and Digestion		States of matter		Electricity		Sound		All living things and their habitats					
MFL - French		Describing self -Sentences		Describing self -Sentences		Describing others		Describing others		Phonics & alphabet- written and oral		Clothing options					
SUMMER																	

Year 5 Long term overview: 2017-2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Poetry – Cinquains; Recount-Space; Suspense/Mystery	Explanations; Take One Book; Poetry – free verse	Poetry- free verse ; Instructions-Native American Village; Fiction from	Persuasive Texts; Take One Book-Boy in a girls bathroom; Poetry – rap	Poetry-free verse; Discussion/Balanced Arguments; Greek Myths	Reports; Take One Book-Tuesday; Poetry- Highwayman
Maths	Number and Place Value; Fractions; Mental multiplication and division; Addition and Subtraction	Number and Place Value; Fractions; Mental Multiplication and division; Converting Measures; Area and Perimeter; Written Multiplication and Division	Addition and subtraction; Multiplication and Division; Fractions; decimals and percentages	Addition and subtraction; Multiplication and Division; Converting Measures; Statistics; Properties of shapes; Angles; Co-ordinates; reflections and translation	Fractions, decimals and percentages; Number and place value	Fractions, decimals and percentages; Addition, subtraction; multiplication and division; Area and Perimeter; Angles
Art & DT	Objects and meaning (still life)	Laurel Birch	Dream Catchers	Dream Catchers	Sculpture (Greek Pots)	Containers (Greek Pots)
Food	Pasta	Pasta	Egg fried savory rice	Egg fried savory rice	Summer fruit crumble	Summer fruit crumble
Geography	Mapping Skills		The Americas and Native Indians	The Americas and Native Indians	Going Green	
History		What the Victorians did for Britain	We are Bloggers	We are Bloggers		Ancient Greece
Computing	We are researchers (Spreadsheets)	We are researchers (Spreadsheets)	Drumming	Drumming	We are robot programmers	We are robot programmers
Music	Expressive music- Great Composers	Expressive music- Great Composers	Gymnastics Tag Rugby	Gymnastics Netball	Drumming	Drumming
PE	Swimming Tennis	Swimming Tennis	Key figures in Jewish Religion (Sources of Wisdom)	Jesus and Holy Week. Passover and Easter (Identity and Belonging)	Athletics Cricket	Rounders Tri Golf
RE- Christianity and Judaism	Rules I follow (Human responsibility and values)	Light- It's importance and significance.	Forces/ Properties of materials	Properties of materials	Religious leaders and authority figures (Identity and Belonging)	How Jews celebrate creation (Ultimate questions)
Science	Earth, Sun & Moon	Forces	Describing others (sentences)	Describing others (sentences)	Living Things & Habitats (Life Cycles)	Animals (Changes in humans including puberty)
MFL-French	Describing self (sentences)	Describing self (sentences)			Phonics and alphabet (written and oral)	Clothing Opinions

HALF TERM

CHRISTMAS

HALF TERM

EASTER

HALF TERM

SUMMER

Year 6 Long term overview: 2017-2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Explanations; Narrative; Report – newspapers; Spelling, Punctuation & Grammar; Poetry	Take One Book: Recount-diary, Description, Instructions; Recount – newspapers, Letter of complain; & Narrative	Persuasion; Poetry; Take One Book: Description & Narrative	Take One Book: Recount & Persuasion. Balanced arguments, Description & Letter of complaint	Explanation; Narrative; SPAG Revision Assessment week	Young Enterprise Project
Maths	Place Value, Rounding & Negative Numbers; Mental and written addition and subtraction of large numbers; Multiplies, factors and prime numbers; Simple formulae; Written methods for multiplication; Written methods for division; Angles; Units of Measure	Comparing and Ordering Fractions; Addition and Subtraction of Fractions; Fractions, Decimals & Percentages; BODMAS; Order of operations; Ratio and Proportion; 2D and 3D shapes; Perimeter, Area & Volume; Line graphs, Conversion graphs & Pie charts; Reflection and Translations	Addition, Subtraction, Multiplication & Division of Decimals; Perimeter, Area & Volume; Calculating with Fractions; Solve problems with Percentages, Fractions and Decimals; Ratio and Proportion	Calculating with large numbers + - x ÷ ; Using simple formulae and solving algebraic problems; Reflection and Translation ; Coordinates; Ratio and Proportion -scale factor; Measurement – length, capacity, mass; Measurement – Time; Line graphs, conversion graphs & pie charts	Revision of Year 6 curriculum in Mathematics; Arithmetic; Reasoning questions; Problem solving; Investigations	Young Enterprise Project
Art & DT/Food Tech	Moving Vehicles (Food - Fruit Cake)	Moving Vehicles (Food - Fruit Cake)	Masks and Mayan Art (Food – Guacamole)	Masks and Mayan Art (Food – Guacamole)	Monet and Impressionists (Food -Burgers)	Monet and Impressionists (Food -Burgers)
Geography	-	Rivers, Coasts and Seas	-	Mountains and Volcanoes	-	-
History	History of Communication	-	Ancient Mayans	-	Crime and punishment	-
Computing	We are data analysts (Data Matters)	-	We are noise makers (Sound works)	-	Film production; linked to Explanation texts	Film production; linked to Young Enterprise
Music (Music Express)	-	Christmas Carol Concert	Group singing- melodies	Music composition (links with Computing and Literacy- Giant’s necklace)	-	Year 6 Performance
PE	Haka (Dance) and Tennis	Indoor Athletics and Orienteering	Rugby and Basketball	Gymnastics and Netball	Cricket and Athletics	Rounders and Tri-golf
RE	Buddhism and Christianity; Rules for living	The Buddha; Sacred and Secular Christmas	Using art and drama to enrich religious experiences.	Easter	Leaders in Religious communities	Creation Stories and questions they raise
Science	Animals including humans	Light	Electricity	Living things and their habitats	Evolution and inheritance	Evolution and inheritance
	HALF TERM		CHRISTMAS	HALF TERM	EASTER	HALF TERM
						SUMMER

MFL - French	Food and Eating		Shopping and Restaurants		On the way to school		In school		The world about us		The world about us	
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