

## Year 1 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English						
Maths	<p><b>Numbers to 10</b> Count, read, write, identify, represent, double and half, and use comparative language. <b>Addition and subtraction within 10</b> Represent and use number bonds; read, write, interpret, represent and solve</p>	<p><b>Shapes and patterns</b> Recognise common 2-D and 3-D shapes; describe position, direction and movement. <b>Numbers to 20</b> Count, read, write, identify, represent, and use comparative language. <b>Addition and subtraction within 20</b> Represent and use number bonds; read, write, interpret and solve one-step problems.</p>	<p><b>Time</b> Tell the time to the hour and half-past the hour; solve practical problems for time. <b>Exploring calculation strategies within 20</b> Represent and use number bonds; use concrete and pictorial representation to solve one-step problems <b>Numbers to 50</b> Count, read, write, identify, represent in numerals and words; recognise place value.</p>	<p><b>Adding and subtracting within 50</b> Represent and use number bonds; read, write, interpret and solve one-step problems. <b>Fractions</b> Recognise, find and name a half and a quarter as one of two or four equal parts respectively. <b>Measures (1): Length and weight</b> Compare, describe, measure, record and solve practical problems.</p>	<p><b>Numbers 50 to 100 and beyond</b> Count from a given number in 1s, 2s, 5s and 10s; represent, identify and estimate numbers; recognise place value. <b>Addition and subtracting within 100</b> Represent and use number bonds; read, write, interpret and solve one-step problems. <b>Money</b> Recognise and value coins and notes; solve one-step addition/subtraction problems.</p>	<p><b>Multiplication and division</b> Solve one-step problems using concrete and pictorial representations and arrays. <b>Measures (2): Capacity and volume</b> Compare, describe, measure, record and solve practical problems.</p>
Science	Plants	Animals including humans	Everyday materials	Everyday materials	Seasonal changes	Seasonal changes
R.E.	What is it like to live as a Jew?	Noah Nativity Characters: Which character are you? Why are you important?	What is Buddhism?	Why are the saints important to Christianity?  Why is Good Friday good?	What responsibility has God given people about taking care of creation?	What does The Lord's Prayer Mean?
Geography/History	Anniversaries	Use simple	Famous Person e.g.	Name, locate and	Children's	Identify

		fieldwork and observational skills to study the geography of <u>Holy Trinity School</u> and its grounds and the key human and physical features of its surrounding environment.	Elizabeth I and Elizabeth the II.	identify characteristic of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes.	game/toys.	seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
P.E.						
Music						
Computing	IT Digital literacy (DL) Communication/ Emails	Digital Literacy	Computer science (CS) Algorithms	Computer science (CS) Programming	Computer science Simulation/gaming	Information Technology
PSHE	Awareness and feelings Keeping well and clean Who are our friends? Persuasion/reality Being different		Parts of the body Growing and changing Losing and finding Sustainable development		Feeling unsure Memories of growing up Looking after myself	

## Year 2 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English						
Maths	Numbers within	Measures: length	Time	Faces, shapes	Number within	Measures: mass

	<p><b>100</b> Use place value and number facts to solve problems; identify, represent, compare and order numbers. <b>Add and subtract 2-digit numbers</b> Build addition/subtraction facts/methods to 100; understand commutativity. <b>Addition and subtraction word problems</b> Solve problems using concrete and pictorial representations to develop mental and written methods; recognise inverse relationships of operations.</p>	<p>Understand appropriate units of measure (cm, m); compare and order; read scales to 100. Graphs Interpret and construct tables, tally charts, pictograms and block diagrams; ask/answer questions about totalling and comparing data. <b>Multiplication and division – 2, 5 and 10</b> Calculate mathematical statements; understand commutativity; solve problems using concrete, pictorial, written and mental methods.</p>	<p>Tell and write the time to five minutes; compare and sequence intervals of time. <b>Exploring calculation strategies</b> Solve problems involving numbers, quantities and measures; estimate and check calculations. <b>Money</b> Recognise units symbols (£, p); explore combinations of money; solve simple problems, including giving change.</p>	<p><b>and patterns;</b> lines and turns Identify and describe properties of 2-D and 3-D shapes; compare and sort common shapes and objects; describe position and movement in mathematical language. <b>Fractions</b> Recognise, find, name and write simple fractions of objects and quantities; recognise equivalences between fractions.</p>	<p><b>1000</b> Use, identify and represent place value and number facts to solve problems; compare, read, write and order numbers. <b>Add and subtract 2-digit and 3-digit numbers</b> Add/subtract numbers mentally and using formal written methods. Measures: capacity and volume Understand appropriate units of measure; compare and order; read scales to 1000.</p>	<p>Understand appropriate units of measure; compare and order; read scales to 1000. <b>Multiplication and division – 3x and 4x</b> Recall and use facts for the 3 and 4 times tables; calculate mathematical statements; solve problems using concrete, pictorial, written and mental methods</p>
Science	Living things and their habitats	Living things and their habitats	Animals including humans	Animals including humans	Uses of everyday materials	Plants
R.E.	What does it mean to be a Buddhist?	The 10 Commandments Where is the light of Christmas?	The Parables of Jesus	The school's own Saint's Day  How do Easter symbols help us to understand the true meaning of Easter?	Why are they having a Jewish party?	Christian Baptism and Marriage

Geography/History	Gunpowder Plot and Fire of London.	Use simple fieldwork and observational skills to study the immediate environment.	Famous People: Mary Seacole and Florence Nightingale.	Name and locate world's continents and oceans. Use world maps, atlases and globes.	Explorers: Christopher Columbus	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
P.E.						
Music						
Computing	IT Digital literacy (DL) Communication/ Emails	Digital Literacy	Computer science (CS) Algorithms	Computer science (CS) Programming	Computer science Simulation/gaming	Information Technology
PSHE	Healthy People Same and different – being truthful Coping with conflict Money and shopping		About my body Keeping Fit Making and breaking friendships Variety of relationships Our school community		Mums and babies – how we grew Healthy eating Mums and babies Personal identity Personal safety Special days Global food	

## Year 3 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<b>Writing</b> Recount – personal experiences written in the first person. Creating a range of setting and character descriptions.	<b>Writing</b> Report – looking at newspaper features and writing own reports. Explanation – factual report on an animal. <b>GPS</b>	<b>Writing</b> Diary entries from different viewpoints. Procedure or instruction – follow and create own instructions, eg. making paper models. Narrative –	<b>Writing</b> Poetry – nonsense poems, rhythm, rhyme and reciting. Play script – features and writing. <b>GPS</b> Year 3 spellings.	<b>Writing</b> Recount – an event told from different points of view. Procedure or instruction – create a recipe to follow, eg. making chocolate nests.	<b>Writing</b> Report – researching and note-taking to produce a nonchronological report. Persuasive texts. Write a book review. Poetry –

	<p><b>GPS</b> Year 3 spellings. Punctuation for dialogue. Creating more complex sentences using a range of openers, conjunctions, adverbs and adjectives.</p> <p><b>Reading</b> Listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.</p>	<p>Year 3 spellings. Punctuation for dialogue. Creating more complex sentences using a range of openers, conjunctions, adverbs and adjectives.</p> <p><b>Reading</b> Identify themes and conventions in a wide range of books.</p>	<p>setting description. Persuasive texts – formal letters.</p> <p><b>GPS</b> Year 3 spellings. Punctuation for questioning and emphasis. Creating more complex sentences using an increasing range of openers, connectives, prepositions and adjectives.</p> <p><b>Reading</b> Comprehension – answering questions about the text in full sentences.</p>	<p>Punctuation for questioning and emphasis. Creating more complex sentences using an increasing range of openers, connectives, prepositions and adjectives.</p> <p><b>Reading</b> Comprehension – answering questions about the text in full sentences.</p>	<p>Narrative – making predictions about what happens next in a story. Retelling a story and adapting it to the modern day.</p> <p><b>GPS</b> Year 3 spellings. Punctuation for dialogue, questioning and emphasis. Creating more complex sentences using an increasing range of openers, conjunctions, adjectives and subordinate clauses.</p> <p><b>Reading</b> Comprehension – answering questions about the text in full sentences.</p>	<p>performance poetry.</p> <p><b>GPS</b> Year 3 spellings. Punctuation for dialogue, questioning and emphasis. Creating more complex sentences using an increasing range of openers, conjunctions, adjectives and subordinate clauses.</p> <p><b>Reading</b> Drawing inferences such as inferring characters' feelings, thoughts, motives for their actions, and justifying inferences with evidence.</p>
Maths	<p><b>Number sense and reasoning within 100</b> Solve number and practical problems, including estimation and checking; add and subtract money to give change in £ and p.</p> <p><b>Place Value</b> Identify, represent and estimate numbers in different contexts, recognise and use place value of 3-digit numbers in calculations.</p>	<p><b>Graphs</b> Interpret and present data using charts and tables. Solve one and two-step problems using presented information.</p> <p><b>Addition and subtraction with up to 4 digits</b> Calculate mentally and using formal written methods; solve problems using number facts and place value.</p> <p><b>Length and perimeter</b> Measure, compare, add/subtract lengths; solve problems using appropriate tools and units.</p>	<p><b>Multiplication and division</b> word problems Solve scaling and correspondence problems in which <math>n</math> objects are connected to <math>m</math> objects.</p> <p><b>Using 10s and 100s to multiply and divide large numbers</b> Calculate mathematical statements including for two-digit numbers by one-digit numbers; progress from mental to formal written methods.</p>	<p><b>Time: analogue, digital and finding how long</b> Tell, record, write and compare the time, including using Roman numerals, 12 and 24-hour clocks, using correct vocabulary; compare durations.</p> <p><b>Fractions</b> Recognise, use, compare, order simple fractions; understand fractions as parts of a whole; add/subtract fractions of same denominator.</p>	<p><b>Angles and shape</b> Identify right-angles, recognising them as quarters of a turn; identify parallel and perpendicular lines; draw/make and measure 2-D and 3-D shapes.</p> <p><b>(Length), weight &amp; volume</b> Measure, compare, add/subtract and solve problems, using appropriate tools and units.</p>	<p><b>6 &amp; 8 times tables</b> Recall and use multiplication/division facts for 6 &amp; 8 times table; count in multiples of 6 &amp; 8; calculate mathematical statements.</p> <p><b>Exploring calculation strategies and place value</b> Add/subtract numbers mentally; find 10, 100, 1000 more than a given number; order and compare beyond 1000; round any number to nearest 10, 100, 1000.</p>
Science	Plants	Animals including humans	Rocks	Light	Forces and Magnets	Forces and Magnets

						Famous Scientists
R.E.	What is the importance of symbols, beliefs and teaching in Hinduism?	Wisdom  How do Advent and Epiphany show us what Christmas is REALLY about?	The Bible	Jesus' New Commandment and the two greatest commandment  Easter people – Who is the most important person in The Easter Story?	People from the Old Testament	What does it mean to be a Muslim?
Geography/History	Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.  Bronze Age religion, technology and travel, for example, Stonehenge.	Iron Age hill forts: tribal kingdoms, farming, art and culture.  A local History Study. E.g. our school, Kensington Palace (Queen Victoria) or the history of Hans Sloane.	Ancient Greece (a study of Greek life and achievements and their influence on the western world).		Name and locate counties and cities of the United Kingdom.	Study of human and physical geography of a region of the United Kingdom (non local area).
P.E.						
Music						
Computing	IT Digital literacy (DL) Communication/ Emails	Digital Literacy	Computer science (CS) Algorithms	Computer science (CS) Programming	Computer science Simulation/gaming	Information Technology
PSHE	Emotions and feelings – (looking at pressure) Keeping safe Looking after others Councillors – what do they do?		Feeling sad and making choices Sex and Relationship Education Families who live far away Healthy relationships Where do things come from? Me and my community		Accidents and prevention Drug Education Special people in school Peer influence/pressure Our ideal community	

## Year 4 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b>Writing</b> Roald Dahl's 100th Birthday Anniversary Recounts with a historical context, narrative, newspaper reports and character descriptions.</p> <p><b>GPS</b> Using punctuation for effect. Using a variety of sentence openers, conjunctions, compound sentences, fronted adverbials.</p> <p><b>Reading</b> Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p><b>Writing</b> Myths and Legends with a focus on the Roman Myth, Romulus and Remus. Using extended narrative as inspiration: Iron Man. Language development, character development through speech, playscripts and non-fiction instructional writing.</p> <p><b>GPS</b> Using punctuation for effect. Using a variety of sentence openers, conjunctions, compound sentences, fronted adverbials.</p> <p><b>Reading</b> Drawing inferences such</p>	<p><b>Writing</b> Using picture books as inspiration: <i>Where the Wild Things Are, Wild.</i> Poetry, narrative sentence development and persuasive writing. <i>Way Home</i> Vocabulary acquisition through poetry, playscripts, alternative endings for creative stories.</p> <p><b>GPS</b> Correct use of pronouns. Present perfect use of verbs. Conjunctions, adverbs and prepositions</p> <p><b>Reading</b> Discussing words and phrases that capture the reader's interest and imagination.</p>	<p><b>Writing</b> Using picture books as inspiration: Fox Language acquisition through poetry, development of narrative sentences and paragraphing, use of speech punctuation. Visual Literacy - using a short film to aid first person character responses, newspaper reports.</p> <p><b>GPS</b> Correct use of pronouns. Present perfect use of verbs. Conjunctions, adverbs and prepositions.</p> <p><b>Reading</b> Recognise some different forms of poetry</p>	<p><b>Writing</b> Poetry study inspired by Michael Rosen. Imaginative verse, performance poetry, rhyming structure and group work. Visual Literacy - News report</p> <p><b>GPS</b> Nouns and pronouns for clarity and cohesion. Possessive apostrophe with plural nouns.</p> <p><b>Reading</b> Reading books that are structured in different ways and read for a range of purposes.</p>	<p><b>Writing</b> Narrative writing - first person description. Peer assisted learning framework. Explanation texts Narrative writing - visual literacy Focus on speech punctuation.</p> <p><b>GPS</b> Nouns and pronouns for clarity and cohesion. Possessive apostrophe with plural nouns.</p> <p><b>Reading</b> Identifying themes and conventions in a wide range of books.</p>

		as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.		(eg. free verse, narrative poetry).		
Maths	<p><b>Reasoning with 4 digit numbers</b> Solve number and practical problems with increasingly large numbers; identify, represent and estimate using different representations.</p> <p><b>Addition and subtraction</b> Calculate and estimate numbers with up to 4 digits using formal written methods; solve two-step problems, deciding on appropriate methods.</p>	<p><b>Multiplication and division</b> Understand and use distributive law; use place value to calculate mentally; use formal written method to multiply two and three-digits numbers by one-digit numbers.</p> <p><b>Discrete and continuous data</b> Solve, compare, calculate, interpret and present data using appropriate graphical methods; understand line graphs.</p>	<p><b>Securing multiplication facts</b> <b>Recall multiplication facts up to 12 x 12.</b></p> <p><b>Fractions</b> Show families of equivalent fractions; solve problems with increasingly harder fractions; add/subtract fractions totalling more than 1.</p> <p><b>Time</b> Solve problems converting between units of measure, analogue and digital 12 and 24-hour clocks.</p>	<p><b>Decimals</b> Discover decimals; recognise decimal equivalents to tenths, quarters and halves; compare numbers with the same number of decimal places.</p> <p><b>Area and perimeter</b> Measure and calculate rectilinear shapes; measure, calculate and compare areas of rectangles and composite rectilinear shapes.</p>	<p><b>Solving measure and money problems</b> Convert between units of measure; estimate, compare and solve simple measure and money problems including fractions and decimals.</p> <p><b>Shape and symmetry</b> Compare and classify geometric shapes and angles; identify lines of symmetry in 2-D shapes.</p> <p><b>Position and direction</b> Describe positions and movements and plot specified points and lines on a 2-D grid.</p>	<p><b>Reasoning with patterns and sequences</b> Read Roman numerals and understand a brief history of the number system; recognise and use square numbers and their notation; understand negative numbers to -100.</p> <p><b>3-D shape</b> Identify 3-D shapes from 2-D representations.</p>
Science	Living things and their habitats	Animals including humans	States of matter	States of matter	Electricity	Sound
R.E.	What do Sikhs believe?	What are the beatitudes and what do they	Who is Jesus?	What makes a Christian?	What are the Miracles of Jesus?	What does it mean to be a Jew?



		mean to Christians? Christmas through music and art		Holy Communion		
Geography/History	Roman Invasion of Britain.	Roman Invasion of Britain.	Europe including Russia.	European landscape features including volcanoes.	Henry VIII and his Wives.	Henry VIII and his relationship with the church.
P.E.						
Music						
Computing	IT Digital literacy (DL) Communication/ Emails	Digital Literacy	Computer science (CS) Algorithms	Computer science (CS) Programming	Computer science Simulation/gaming	Information Technology
PSHE	Healthy eating Sex Education Types of relationship Loss and separation Media and the community		Drug education Decision making Strong feelings Persuasion and pressure Persuasion and pressure Recycling project Me in the wider World		Sex and relationship education Rights and responsibilities Exclusion/inclusion Fundraising activities	

## Year 5 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
--	----------	----------	----------	----------	----------	----------

<p>English</p>	<p><b>WRITING</b> Narrative - Stories from other cultures. Character description. Poetry – comprehension, features and poet comparisons.</p> <p><b>GPS</b> Year 5/6 spellings. Prefixes, suffixes, expanded noun phrases, relative clauses (who, which, where, when, whose, that), brackets, dashes or commas to indicate parenthesis.</p> <p><b>READING</b> Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p>	<p><b>WRITING</b> Recounts – newspaper reports. Narrative – descriptive writing. Persuasion – persuasive argument and persuasive leaflets advertisements.</p> <p><b>GPS</b> Year 5/6 spellings. Prefixes, suffixes, expanded noun phrases, relative clauses (who, which, where, when, whose, that), brackets, dashes or commas to indicate parenthesis.</p> <p><b>READING</b> Recommend books that they have read to their peers, giving reasons for their choices.</p>	<p><b>WRITING</b> Narrative – character description, setting description, story writing. Persuasion – write a persuasive letter.</p> <p><b>GPS</b> Year 5/6 spellings. Relative clauses, correct tense, modal verbs.</p> <p><b>READING</b> Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p><b>WRITING</b> Poetry – narrative poetry. Instructional texts – plan, write and evaluate a set of instructions.</p> <p><b>GPS</b> Year 5/6 spellings. Using a colon to introduce a list, punctuating bullet points consistently, using commas and hyphens to clarify meaning and avoid ambiguity, relative clauses, correct tense, modal verbs.</p> <p><b>READING</b> Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p>	<p><b>WRITING</b> Biographies – understanding and identifying features of biographies. Myths – difference between a myth and a legend. Writing a part of a myth.</p> <p><b>GPS</b> Year 5/6 spelling list. Dashes, commas, brackets</p> <p><b>READING</b> Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p>	<p><b>WRITING</b> Explanation texts – plan, write and evaluate an explanation text. Non-fiction – writing a report.</p> <p><b>GPS</b> Revision of grammar taught throughout the year.</p> <p><b>READING</b> Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction.</p>
<p>Maths</p>	<p><b>Reasoning with large whole numbers</b> Understand, compare and solve number and practical problems to 1 000 000.</p> <p><b>Problem solving with integer addition and subtraction</b> Explore calculation strategies for large number problems, reasoning towards</p>	<p><b>Division</b> Solve problems using known facts, knowledge of factors, primes, squares and cubes and combinations of operations.</p> <p><b>Converting units – weight, length</b> (perimeter) and time Measure, calculate and convert lengths, weights and time.</p>	<p><b>Fractions and decimals</b> Understand and use numbers with up to 3 decimal places; read and write decimals as fractions; solve problems involving measure with all four operators.</p> <p><b>Angles</b> Estimate and compare acute, obtuse and reflex angles; draw given</p>	<p><b>Fractions, decimals and percentages</b> Understand percentages and convert to fractions/decimals ; add/subtracts fractions with different denominators; multiply fractions by whole numbers; solve problems with all of the above.</p>	<p><b>Transformations</b> Identify and describe translations and positions of shapes with appropriate language; deduce missing lengths and angles.</p> <p><b>Calculating with whole numbers and decimals</b> Consolidation and application opportunities. Solve multi-step problems in contexts, using all</p>	<p><b>Angles, 2D and 3D shape</b> Distinguish between regular and irregular polygons; recognise, describe and build 3-D shapes, including making nets; illustrate and name parts of circles. Calculating with whole numbers and decimals</p> <p><b>Solve problems</b></p>

	appropriate operations and methods. <b>Factors and prime numbers</b> Identify multiples and factors; recognise and use square, cube and prime numbers.	<b>Volume and area</b> Calculate and compare areas of rectangles; estimate areas of rectilinear shapes; estimate volume and capacity.	angles, measuring in degrees; identify totals of angles at a point and on a straight line.	<b>Line graphs and timetables</b> Solve comparison, sum and difference problems from graphical information; interpret information in tables.	four operations and deciding on appropriate methods.	<b>involving calculations of percentages</b> ; use common factors to simplify fractions; associate fractions with division operations.
Science	Living things and their habitats	Animals including humans	Properties and changes of materials	Properties and changes of materials	Forces	Earth and Space
R.E.	What are the 5 pillars of Islam and why are they important to Muslims?	Should every Christian go on a pilgrimage?  Jesus and the Gift of Peace – Is peace the most important message at Christmas?	Liturgy	Remembrance  What happens in churches at Easter?	How has the Christian message survived for over 2000 years?	The journey of life and death
Geography/History	Britain's settlement by Anglo-Saxons and Scots.	Name and locate North and South American Countries, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.  _____ - . A non-European society that provides contrasts with British history (The Mayan Civilization).  . Understand geographical similarities and differences through studying the human and physical geography of a region within North and South America.		Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic, and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).		

P.E.						
Music						
Computing	IT Digital literacy (DL) Communication/ Emails	Digital Literacy	Computer science (CS) Algorithms	Computer science (CS) Programming	Computer science Simulation/gaming	Information Technology
PSHE	Healthy lifestyles Relationships Stereotypes and changing Money and saving		Gender differences and puberty Drug education Coping with bullying Democracy simulation Diversity		Sex Relationship Education Setting personal goals Personal Safety Being left out Global community project – Refugee Week Working together	

## Year 6 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b>WRITING</b> Narrative – character description, setting description. Non-chronological reports.</p> <p>GPS Year 6 spellings. Sentence structure, apostrophe use, inverted commas, complex sentences, use of connectives in compound sentences, subordinate clauses.</p> <p><b>READING</b> Identify and discuss themes and conventions in and across a wide range of writing.</p>	<p><b>WRITING</b> Retell a historical story. Diary entry from a character's point of view. Informal letter showing feelings and empathy.</p> <p>GPS Year 6 spellings. Sentence structure, apostrophe use, inverted commas, complex sentences, use of connectives in compound sentences, subordinate clauses.</p> <p><b>READING</b> Make comparisons within and across books.</p>	<p><b>WRITING</b> Narrative – write the opening to a fictional story. Poetry. Biographies of fictional characters of a book.</p> <p>GPS Year 6 spellings. Adverbial phrases, article, collective nouns, plurals, tenses, statements, clause and phrase, direct and indirect speech, prefixes and suffixes.</p> <p><b>READING</b> Increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p>	<p>SATs revision.</p> <p>GPS Year 6 spellings. Adverbial phrases, article, collective nouns, plurals, tenses, statements, clause and phrase, direct and indirect speech, prefixes and suffixes.</p> <p><b>READING</b> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>SATs revision.</p> <p>GPS Year 6 spellings. Use of brackets, semi-colons, verbs, conjunctions, paragraphs, phrases and clauses, prepositions.</p> <p><b>READING</b> Summarise the main ideas drawn from more than one paragraph, identifying key details that support ideas.</p>	<p><b>WRITING</b> Letter writing. Diary entries.</p> <p>GPS Year 6 spellings. Use of brackets, semi-colons, verbs, conjunctions, paragraphs, phrases and clauses, prepositions.</p> <p><b>READING</b> Participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously.</p>
Maths TO BE CONFIRMED AS CHANGES BY MM LIKELY	Reasoning with large whole numbers	Multiplication and division Solve problems using	Fractions and decimals Understand and use	Fractions, decimals and percentages Understand	Transformations Identify and describe	Angles, 2D and 3D shape Distinguish between regular and

	Understand, compare and solve number and practical problems to 1 000 000. Problem solving with integer addition and subtraction Explore calculation strategies for large number problems, reasoning towards appropriate operations and methods. Factors and prime numbers Identify multiples and factors; recognise and use square, cube and prime numbers.-	known facts, knowledge of factors, primes, squares and cubes and combinations of operations. Converting units – weight, length (perimeter) and time Measure, calculate and convert lengths, weights and time. Volume and area Calculate and compare areas of rectangles; estimate areas of rectilinear shapes; estimate volume and capacity	numbers with up to 3 decimal places; read and write decimals as fractions; solve problems involving measure with all four operators. Angles Estimate and compare acute, obtuse and reflex angles; draw given angles, measuring in degrees; identify totals of angles at a point and on a straight line.-	percentages and convert to fractions/decimals; add/subtracts fractions with different denominators; multiply fractions by whole numbers; solve problems with all of the above. Line graphs and timetables Solve comparison, sum and difference problems from graphical information; interpret information in tables.-	translations and positions of shapes with appropriate language; deduce missing lengths and angles. Calculating with whole numbers and decimals Consolidation and application opportunities. Solve multi-step problems in contexts, using all four operations and deciding on appropriate methods.-	irregular polygons; recognise, describe and build 3-D shapes, including making nets; illustrate and name parts of circles. Calculating with whole numbers and decimals Solve problems involving calculations of percentages; use common factors to simplify fractions; associate fractions with division operations.-
Science	Living things and their habitats	Animals including humans	Electricity	Light	SATS REVISION	Evolution and inheritance
R.E.	What do the monastic traditions within Christianity show us about living in a community?	What does it mean to be a Sikh?  How would Christians advertise Christmas? What does Christmas mean today?	What does it mean to be a Hindu?	The contemporary Anglican Church  Easter Hope Jesus and the Gift of Peace – Is peace the most important message at Christmas?	Understanding faith in Sloane Square?	Rules and Responsibilities
Geography/History	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.		Describe and understand key aspects of <b>rivers</b> including the water	Describe and understand key aspects of Mountains. Focus in	Describe and understand key aspects of: climate zones, biomes and	The achievements of the earliest civilizations. A depth Study of Ancient

			cycle (name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics).	particular on European, North and South American Mountains.	vegetation belts. Focus on Europe, North & South America (link to Human Geography- settlements, land use, economic activity).	Egypt.
P.E.	<b>Invasion games 4</b> <b>Activity specific:</b> <b>Football/ tag rugby/ hockey</b>  <b>Each term 12 children go horseriding at Hyde Park Stables</b>	<b>Invasion games 4</b> <b>Activity specific:</b> <b>Football/ tag rugby/ hockey</b>	<b>Dance 6 and Dance link unit</b>  <b>Each term 12 children go horseriding at Hyde Park Stables</b>	<b>Dance 6 and Dance link unit</b>	<b>Games 2 activity specific:</b> <b>Cricket/ kwik cricket</b>  <b>Each term 12 children go horseriding at Hyde Park Stables</b>	<b>Athletics</b>  <b>As part of their school journey children will take part in a range of outdoor and adventurous activities</b>
Music						
Computing						
PSHE	Self confidence – valuing others Conflict resolution Secrets and dilemmas Citizenship challenge/our neighbours Money and Me		Drug education Arguments and families Strong emotions Democracy and decisions		Sex and relationship education – what do mean by love? Moving on Celebration – supporting each other Racism and its consequences	
PHSEE	<b>Self confidence – valuing others</b> Citizenship – financial capability, rights and responsibilities  Children will learn: • about taking on	<b>Self confidence – valuing others</b> Citizenship – financial capability, rights and responsibilities  Children will learn: • about taking on	Drug education Healthy and safe  Children will learn: • effects and risks of drugs and the consequences of use Children should: • be able to describe	Drug education Healthy and safe  Children will learn: • effects and risks of drugs and the consequences of use Children should: • be able to describe	Sex and relationship education – what do we mean by love? Healthy and safe Emotional Health  Children will learn: • that there is nothing that they should be	Sex and relationship education – what do we mean by love? Healthy and safe Emotional Health  Children will learn: • that there is nothing that they should be

	<p>more personal responsibility Children should: • be able to demonstrate how their actions affect other</p> <p><b>Conflict resolution</b> <b>Emotional Health</b></p> <p>Children will learn: • about how to deal with conflicts as they arise Children should: • be able to suggest strategies for handling conflict • be able to recognise and manage 'dares' • be able to recognise how "peer acceptance" may be influential in their actions and behaviours</p> <p><b>Secrets and dilemmas Values</b> <b>Healthy and safe</b></p> <p>Children will learn: • about handling moral dilemmas and when to tell Children should: • show understanding through role-play or other</p> <p><b>Citizenship challenge / our</b></p>	<p>more personal responsibility Children should: • be able to demonstrate how their actions affect other</p> <p><b>Conflict resolution</b> <b>Emotional Health</b></p> <p>Children will learn: • about how to deal with conflicts as they arise Children should: • be able to suggest strategies for handling conflict • be able to recognise and manage 'dares' • be able to recognise how "peer acceptance" may be influential in their actions and behaviours</p> <p><b>Secrets and dilemmas Values</b> <b>Healthy and safe</b></p> <p>Children will learn: • about handling moral dilemmas and when to tell Children should: • show understanding through role-play or other</p> <p><b>Citizenship challenge / our</b></p>	<p>effects and risks, understand consequences of drug use and know where to go for help</p> <p><b>Arguments and families</b> <b>Emotional Health</b></p> <p>Children will learn: • about how families behave Children should: • recognise that reaching positive solutions usually involves negotiation and compromise</p> <p><b>Strong emotions</b> <b>Emotional Health</b></p> <p>Children will learn: • what is appropriate and inappropriate Children should: • recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them • be able to express what it means to be in charge</p> <p><b>Democracy and decisions</b> <b>Citizenship</b></p> <p>Children will learn: •</p>	<p>effects and risks, understand consequences of drug use and know where to go for help</p> <p><b>Arguments and families</b> <b>Emotional Health</b></p> <p>Children will learn: • about how families behave Children should: • recognise that reaching positive solutions usually involves negotiation and compromise</p> <p><b>Strong emotions</b> <b>Emotional Health</b></p> <p>Children will learn: • what is appropriate and inappropriate Children should: • recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them • be able to express what it means to be in charge</p> <p><b>Democracy and decisions</b> <b>Citizenship</b></p> <p>Children will learn: •</p>	<p>afraid to ask about • that there are some cultural practices that are against British law and universal human rights such as female genital mutilation Children should: • explore questions about SRE</p> <p><b>Moving on</b> <b>Healthy and safe</b> <b>Emotional Health</b> <b>Citizenship – rights and responsibilities</b></p> <p>Children will learn: • about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement Children should: • be able to differentiate between the terms, 'risk', 'danger' and 'hazard' e.g. use of mobile phones; internet etc – in reference possibly to 'grooming'; cyber bullying; gang culture and possibly sexting • have a range of coping strategies</p>	<p>afraid to ask about • that there are some cultural practices that are against British law and universal human rights such as female genital mutilation Children should: • explore questions about SRE</p> <p><b>Moving on</b> <b>Healthy and safe</b> <b>Emotional Health</b> <b>Citizenship – rights and responsibilities</b></p> <p>Children will learn: • about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement Children should: • be able to differentiate between the terms, 'risk', 'danger' and 'hazard' e.g. use of mobile phones; internet etc – in reference possibly to 'grooming'; cyber bullying; gang culture and possibly sexting • have a range of coping strategies</p>
--	--	--	---	---	---	---



	<p>neighbours Citizenship – sense of community</p> <p>Children will learn: • more about people in their community Children should: • be able to explain what local facilities exist in their community e.g. libraries, leisure centre etc.</p> <p>Money and Me Citizenship – financial capability, rights and responsibilities of work</p> <p>Children will learn: • about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer • that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment • about enterprise and the skills that make someone 'enterprising'</p>	<p>neighbours Citizenship – sense of community</p> <p>Children will learn: • more about people in their community Children should: • be able to explain what local facilities exist in their community e.g. libraries, leisure centre etc.</p> <p>Money and Me Citizenship – financial capability, rights and responsibilities of work</p> <p>Children will learn: • about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer • that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment • about enterprise and the skills that make someone 'enterprising'</p>	<p>learn about government and parliament Children should: • show understanding via letter writing</p>	<p>learn about government and parliament Children should: • show understanding via letter writing</p>	<p>Sex and relationship education – what do we mean by love?</p> <p>Healthy and safe</p> <p>Children will learn: • about parenting and love Children should: • appreciate there are different types of love e.g. parental love, partner love, friendship love etc. • be aware that marriage is a commitment freely entered into by both people, that no one should enter into marriage if they don't absolutely want to do so</p> <p>Racism and its consequences Values – diversity and equal opportunities</p> <p>Children will learn: • about aggressive behaviour Children should: • understand about bullying and racism</p> <p>Celebration - supporting each other Citizenship – sense of community</p>	<p>Sex and relationship education – what do we mean by love?</p> <p>Healthy and safe</p> <p>Children will learn: • about parenting and love Children should: • appreciate there are different types of love e.g. parental love, partner love, friendship love etc. • be aware that marriage is a commitment freely entered into by both people, that no one should enter into marriage if they don't absolutely want to do so</p>
--	--	--	---	---	--	---

	<p>Children should: • develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) • explore and critique how the media present information • structure and conduct interviews and compare results</p>	<p>Children should: • develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) • explore and critique how the media present information • structure and conduct interviews and compare results</p>			<p><b>Healthy and safe</b></p> <p>Children will learn: • about the people who are responsible for helping them stay healthy and safe and ways that they can help these people about supporting each other Children should: • produce a Year 4 resource</p> <p><b>Racism and its consequences</b>  <b>Values – diversity and equal opportunities</b></p> <p>Children will learn: • that actions have consequences – emotionally as well as physically and that bullying and racist behaviours are wrong Children should: • understand about bullying and racism</p>	
--	---	---	--	--	--	--