Curriculum Intent Document

2025 – 27 v.2

'Curriculum is a wonderful gift'

Our School Curriculum

Using the National Curriculum (NC), we have developed our Bourton-on-the-Water Primary Academy Intent Document. We have taken all areas of the NC and have written a curriculum that meets the needs of *our* pupils. We have included all areas of the NC and expanded further where we think it would support the learning of our children.

Aims

When developing our curriculum, we have ensured we have:

1. Developed wide scope across all phases and subjects,
2. Written a coherent document that can be read and understood by all,
3. Created our curriculum so that sequences are built on through every subject and phase,
4. Given our pupils opportunities to learn and use new vocabulary,
5. Ensured every subject has rigour and children will understand the 'history-ness of history' etc.
6. Provided a range of enrichment opportunities for our children that deepens their learning.

Structure

Our curriculum runs on a two-year rolling process where each phase covers their curriculum areas at least once across the two years. Every child then gets the opportunity to learn everything within their curriculum regardless if they are in a straight year or mixed year-group class.

Inclusion

All children including those with SEND, EAL and vulnerable or disadvantaged pupils have access to the full, broad and balanced curriculum. Where necessary adaptions are used to ensure the breadth of study in all subjects is achievable.

Programmes of Study

Foundation Stage – EYFS Curriculum

Phase 1

Phase 2

Phase 3

Well-being Intent Document

Foundation Stage/EYFS Curriculum – Programme of Study

- Reading
- Writing
- Early Maths
- Science
- Computing
- History
- Geography
- RE
- Art
- DT
- Music
- PE

LITERACY READING	
→Sequence stories using their own words (use new tier 2 vocabulary) →Make suggestions and predictions in stories. →Hear, use and understand new vocabulary from stories, nursery rhymes, non-fiction, poems and riddles. →Teach set 1 sounds from Read, Write, Inc and at least 10 digraphs; sh, ch, th, nk, ng, qu, ll, ff, ss, ck →Progress onto Set 2 digraphs and trigraphs (if ready); ay, ee, igh, ow, oo, oo →Be able to read words using their phonic knowledge (sound blending / Fred Talk) →Be able to read captions / phrases. →Be able to read simple sentences and understand what they have read. →Introduce and read a variety of red words.	**ELG** →Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. →Anticipate – where appropriate – key events in stories. →Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. →Say a sound for each letter in the alphabet and at least 10 digraphs; →Read words consistent with their phonic knowledge by sound-blending;→Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. →Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (CL) →Make comments about what they have heard and ask questions to clarify their understanding. (CL) →Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (CL) →Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (CL) →Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (CL)

LITERACY WRITING	
→Write their own name independently. →Form lower-case letters correctly. →Form some capital letters correctly. →Be able to write words using their phonic knowledge (sound blending / Fred Talk →Be able to write captions / phrases →Be able to write simple sentences and check it makes sense. →Introduce and write a variety of red words. →Encourage children to use finger spaces, full stops and capital letters when appropriate. →Link to Phonics	**ELG** →Write recognisable letters, most of which are correctly formed. →Spell words by identifying sounds in them and representing the sounds with a letter or letters. →Write simple phrases and sentences that can be read by others. →Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (CL)

MATHS	
→Count confidently to 10. →Explore the composition of numbers to 10. →Subitise to 5. →Number bonds to 5. →Number bonds to 10. →Recognise and create patterns. →Count up to 20 and beyond. →Compare quantities up to 10. →Explore 2d and 3d shapes in continuous provision	**ELG** →Have a deep understanding of number to 10, including the composition of each number; 14. →Subitise (recognise quantities without counting) up to 5. →Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. →Verbally count beyond 20, recognising the pattern of the counting system. →Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. →Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Science	
→Explore the natural world around them →Describe what they see, hear and feel whilst outside →Understand the effect of changing seasons on the natural world around them →Start to understand there are changing states of matter →Begin to understand the 5 senses are all different	**ELG** →Explore the natural world around them, making observations and drawing pictures of animals and plants. →Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class →Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter →Understand the importance of healthy food choices (PSED)

Computing	
	ELG →Select and use technology for particular purposes. →Use technology to solve problems and produce creative outcomes.

History	
→ Talk about members of their immediate family and community. → Name and describe people who are familiar to them. → Comments on images of familiar situations in the past. → Compare and contrast characters from stories, including figures from the past.	**ELG** →Talk about the lives of the people around them and their roles in society. → Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. → Understand the past through settings, characters and events encountered in books read in class and storytelling

Geography	
→Draw information from a simple map. →Understand that some places are special to members of the community. →Recognising some similarities and differences between life in this country and life in other countries. →Explore the natural world around them. →Describe what they see, hear and feel whilst outside. →Understand the effect of changing seasons on the natural world around them.	**ELG** →Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. →Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. →Explore the natural world around them, making observations and drawing pictures. →Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

RE	
→Understand that some places are special to members of the community. →Recognise that people have different beliefs and celebrate special times in different ways.	**ELG** →Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

ART	
→Explore, use and refine a variety of artistic effects to express their ideas and feelings. →Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD) →Encourage children to take time, care and accuracy over presentation of drawings. (PD)	ELG →Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. →Use a range of small tools, including scissors, paint brushes. (PD) →Begin to show accuracy and care when drawing. (PD)

DT	
→Explore, use and refine a variety of artistic effects to express their ideas and feelings. →Return to and build on their previous learning, refining ideas and developing their ability to represent them. →Create collaboratively, sharing ideas, resources and skills. →Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD)	ELG →Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. →Use a range of small tools, including scissors, paint brushes… (PD) →Share their creations, explaining the process they have used. →Make use of props and materials when role playing characters in narratives and stories.

Music	
→Listen attentively, move to and talk about music, expressing their feelings and responses. →Sing in a group or on their own, increasingly matching the pitch and following the melody. →Explore and engage in music making and dance, performing solo or in groups.	ELG →Sing a range of well-known nursery rhymes and songs. →Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Physical Education	
→Revise the fundamental movement skills they have already acquired for them to be confident and independent at: Rolling, crawling, walking, jumping, running, hopping, skipping and climbing. →Show increasing co-ordination when throwing, catching, kicking, hitting. →Develop their overall body strength, co-ordination, balance and agility needed to engage successfully.	ELG →Negotiate space and obstacles safely, with consideration for themselves and others. →Demonstrate strength, balance and coordination when playing. →Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. →Understand the importance of healthy food choices. (PSED)

PSHCE	
Skills →Express their feelings and consider the feelings of others. →Identify and moderate their own feelings. →Continue to understand the difference between right and wrong. →Be able to modify their behaviour depending on the situation. →Develop confidence in new activities. →Identify feelings of themselves and others and suggest ways to improve feelings. →Show resilience and perseverance in the face of a challenge. →Build constructive and respectful relationships. →Manage their own needs. →The children to see themselves as a valuable individual. →Show empathy and tolerance to the feelings of others.	ELG →Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. →Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. →Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. →Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. →Explain the reasons for rules, know right from wrong and try to behave accordingly. →Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices →Work and play cooperatively and take turns with others. →Form positive attachments to adults and friendships with peers. →Show sensitivity to their own and to others' need

Phase 1 Curriculum – Programme of Study

- Reading
- Writing
- Maths
- History
- Geography
- RE
- Science
- DT
- Art
- Music
- Computing
- PE
- Primary Languages

Literacy Reading			
Phase 1			
		Year 1	Year 2
Breadth of Study	Oracy	Oracy skills to be taught across all areas of the curriculum. Physical: To use body language to show listening. To begin to experiment with adjusting tone, volume and pace. To begin to speak clearly and confidently during group discussions. Linguistic: To begin to use appropriate vocabulary for the topic at hand. To take opportunities to try out new language. To use time adverbials to organise and sequence ideas (e.g., firstly, secondly, finally, then, after, next). To use sentence stems to link to other's ideas in group discussion (e.g., 'I agree with..'). Cognitive: To consider different viewpoints. To offer reasons for opinions. To disagree with someone else's opinion politely giving a simple reason. To recognise when they haven't understood something and asks a question to help with this. To explain ideas and events in chronological order. Social and Emotional: To listen carefully to others. To participate in group discussions independently of an adult.	Oracy skills to be taught across all areas of the curriculum. Physical: To use gesture to support the delivery of ideas (e.g., gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them). To speak clearly and confidently in a range of contexts. Linguistic: To use newly learnt vocabulary in an appropriate way. To begin to adapt how they speak in different situations according to audience. To use sentence stems to signal when they are building on or challenging others' ideas and opinions (e.g., I would like to build on.. because… I would like to challenge…because..'). Cognitive: To make connections between what has been said and their own and others' experiences. To build on others' ideas in discussions. To ask questions to find out more about a subject. Social and Emotional: To encourage everyone to contribute. To have an awareness of audience. To confidently deliver short pre- prepared material.

	Word Reading	During Daily RWI sessions, pupils should be taught to: • apply phonic knowledge and skills as the route to decode words, • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes, • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught, • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word, • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings, • read other words of more than one syllable that contain taught GPCs, • read words with contractions (e.g., I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s), • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words, • check that the text makes sense and start to correct inaccurate reading, • re-read books to build up their fluency and confidence in word reading.	During Daily Literacy Sessions, pupils should be taught to: • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent, • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes, • read accurately words of two or more syllables that contain the same graphemes as above, • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word, • read words containing common suffixes such as: -ment, -ness, less, -ful and -ly, • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered, • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation, • check that the text makes sense and correct inaccurate reading, • re-read books to build up their fluency and confidence in word reading.

	Reading for pleasure	During multiple times of the day, pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently, • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics, • recognising and joining in with predictable phrases, • being encouraged to link what they read or hear read to their own experiences, • discussing word meanings, linking new meanings to those already known, • start to compare the types of texts they are exposed to (both read and listened to), • learning to appreciate rhymes and poems, and to recite some by heart.	During multiple times of the day, pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently, • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales, • recognising simple recurring literary language in stories and poetry, • link their own experiences, previous learning and background information provided to texts (both read and listened to), • discussing their favourite words and phrases, • discussing and clarifying the meanings of words, linking new meanings to known vocabulary, • discussing the sequence of events in books and how items of information are related, • being introduced to non-fiction books that are structured in different ways, • draw more comparisons between their growing range of texts and explain them, • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

	Reading comprehension	During RWI Literacy sessions, 1-1 reading and class reading for pleasure time, pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by: Checking that the text makes sense to them as they read and beginning to correct inaccurate reading. Answering and asking simple questions about the texts they read and listen to. Participating in discussions about what is read to them, taking turns and listening to what others say. Explaining clearly their understanding of what is read to them. <u>RETRIEVAL:</u> • discussing the significance of the title and events, • finding simple information within a text and sharing that verbally. <u>INFERENCE:</u> • making inferences on the basis of what is being said and done, • beginning to predict what might happen next on the basis of what has been read so far, • understanding both the books they can read and the books they listen to by drawing on what they already know or on background information provided by the teacher. <u>SUMMERISE:</u> • explaining clearly their understanding of what is read to them, • beginning to identify main ideas by summarising / re-telling the key events from a story, • beginning to identify the main topic of a paragraph in fiction and non-fiction texts. <u>VOCABULARY:</u> • beginning to draw on what they already know or on background information and vocabulary provided by the teacher, • developing vocabulary and understanding by discussing word meanings, linking new meanings to previous knowledge,	During Literacy sessions, 1-1 reading and class reading for pleasure time, pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by: Checking that the text makes sense to them as they read and correcting inaccurate reading. Answering and asking questions about the texts they read and listen to in order to improve understanding. Participating in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. Explaining clearly their understanding of what is read to them, comparing it to other texts. <u>RETRIEVAL:</u> • discussing the significance of the title and pictures by explaining what they reveal to the reader, • comprehending the main character, the main event, the setting in a short text, • retrieving information from a short paragraph, • finding information within a text, sharing that verbally and beginning to record it in writing, • discussing the sequence of events in books & how items of information are related. <u>INFERENCE:</u> • inferring a character's feelings and emotions through a text by understanding what is 'said' in the text and how it's said as well as by the actions a character has taken, • confidently predicting what might happen next and beginning to give reasons on the basis of what has been read so far, • predicting endings and what's next by starting to draw from their wider reading experience. <u>SUMMERISE:</u>

		• beginning to use their newly read and understood vocabulary in their own work (spoken and/or written).	• explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves, • confidently identifying main ideas by summarising / re-telling the key events from a story, • confidently identifying the main topic of paragraphs in fiction and nonfiction texts. <u>VOCABULARY:</u> • confidently drawing on what they already know or on background information and discussing vocabulary provided by the teacher, • continuing to develop vocabulary and understanding by discussing a wider range of word meanings, linking meanings to previous knowledge and their own experiences, • confidently using their newly read and understood vocabulary in their own work (spoken and/or written), • expressing a view about words chosen and phrases used.

Literacy - Writing		
Breadth of Study	**Sentence Structure** - Combine words to create sentences of increased length (say and write) - Write statement, question and exclamation (Post RWI speech) - Begin to join two or more sentences using conjunctions (Post RWI wider range) - Begin to use and then use with increasing authority adverbs and adverbials (Post RWI increased complexity and consideration of reader) - Engage the reader using adjectives and extended noun phrases (Post RWI effectively and as subordination) - Recognise and then use the past and present tense correctly and with growing consistency (Post RWI consistently) **Punctuation** - Effectively use spaces between words - Begin to use full stops, question marks and exclamation marks depending on the sentence form (Post RWI with growing confidence and consistency) - Use capital letters for personal pronouns (Post RWI - Blend and segment sounds for all grapheme /phoneme correspondences) - Begin to use commas in lists and the use of apostrophes (Post RWI) - Demarcate speech (Post RWI consistently) **Text Structures** - Sequence sentences to create narratives - Consistently use the correct tense in your narrative (Post RWI)	**Understanding Genre – Post RWI** - Well known stories, fairy tales and fables. - Instructions - Recount a personal experience - Report - Poetry **Composition** - Say what they going to write (Post RWI – group of sentences) - Draft your sentence - Make additions and revisions (Post RWI with growing independence) - Read aloud your sentence (Post RWI - set of sentences introduced to proofread) - Final sentence **Spelling** - Linked to phonic stage - The Common exception words (100 then 200) - Suffix – s/es/ing/ed/er/est (Y2 – ment /ness/ful/ less/ge/dge) - Silent kw (start) b (end) l (middle) - Post RWI - Dropping e / doubling consonant. **Handwriting** - Use the diagonal and horizontal strokes needed to join some letters (Post RWI)

Maths		
Breadth of Study	COUNTING - Count to and across 100 forwards and backwards beginning with 0 or 1 then any given number - Count in multiples of 2,5 and 10 (Y2 - count forward and backward in steps of 2,3 or 5 from 0 and in 10s from any given number) - Know one more/one less from any given number to 100 NUMBER BONDS - Represent and use number bonds and related subtraction facts to 20 (Y2 – derive from bonds to 20 the related facts to 100) COMPARING NUMBERS - Know vocab equal to / more than / less than (fewer) / most / least - Compare and order numbers to 20 using <> or = (Y2 – to 100) - Identify and represent numbers on a number line (Y2 – blank number line) PLACE VALUE / PROPERTIES of NUMBERS - Read and Write numbers to 20 in numerals (Y2 to 100) - Recognise the value of the digit 1 in a 2-digit number (Y2 – the value of each digit up to 100) - Recognise the place value of each digit in two-digit number. - Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. - Use place value and number facts to solve problems ADDITION and SUBTRACTION	FRACTIONS/DECIMALS and PERCENTAGES - Recognise ½ as one of 2 equal parts of an object then a shape then a number to 20 - Recognise1/4 as one of 4 equal parts of an object then a shape then a number to 20 (Y2 – recognise that ¼ is ½ of a ½ and equivalence of 2/4 to ½) - Y2 – Recognise find and name fractions 1/3, ¼, 2/4 and ¾ of a shape, set of objects or number to 100 - Write simple fractions of a number- ½ of 6 is 3 and recognise the equivalence of 2/4 and ½ Geometry- properties of shapes - Recognise and name 2D and 3D common shapes to 5 sides (Y2 – to 8 sides) - Y2 – Identify and describe 2D shapes in terms of sides and line symmetry (vertical) - Y2 – Identify and describe 3D shapes in terms of edges, vertices and faces (notice the shape of these faces) - Sort common 2D shapes (Y2 – 3D shapes) Geometry- position and direction - Describe position, direction and movement, including whole, half, quarter and three-quarter turns - Order and arrange combinations of mathematical objects in patterns and sequences MEASURE - Compare and order objects by length, weight, volume (Y2 – accurately cm / kg / litre)

	- Recognise the inverse relationship between + / - (y2 – use this to check answers and solve missing number problems. - Add and subtract 1d to 2d to make 20 (Y2 - to make 100) - Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs - Calculate simple arithmetic equations to 20 (y2 – to 100) using practical apparatus / number lines (see calculations policy) - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = _ – 9. (Y1) - Solve problems using concrete objects, pictorial representations, including involving quantities and measures. (Y2) - show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot MULTIPLICATION and DIVISION - Count in 2,5s and 10s (Y2 – count in steps of 2,3,5 from 0 and in 10s from any number) - Repeated addition of 2s and 5s (Y2 - Recall the 2x 5x and 10x tables) - Y2 - Show multiplication of 2 numbers can be done in any order - Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. - Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and	- Choose and use appropriate standard units' length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) - Use the correct vocabulary (Y2 – measure accurately using equipment) - Introduce money and how coins represent quantity (Y2 – calculations to £1) - Compare, describe and solve practical problems for: o lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] o mass/weight [for example, heavy/light, heavier than, lighter than] o capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] o time [for example, quicker, slower, earlier, later] - Measure and begin to record the following: o lengths and heights o mass/weight o capacity and volume o time (hours, minutes, seconds) o recognise and know the value of different denominations of coins and notes o sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] - Recognise and use symbols for(£) pounds and (p) pence combine amounts to make a particular value - Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

	multiplication and division facts, including problems in contexts - Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	TIME - Tell the time of the hour and half past (Y2 – quarter past, quarter to and in 5 minutes) - Use the language of days of the week/months and years (Y2 – know the number of minutes in an hour / hour in a day) - Compare and sequence intervals of time - Know the number of minutes in an hour and the number of hours in a day ALGEBRA / FORMULA - Missing number problems to 20 e.g. 1+ □ = 5 (Y2 – to 100) DATA - Interpret and construct simple pictograms (Y2 – Tally charts and block diagrams and tables) - Ask and answer question totalling and comparing data in pictograms (Y2 as above) - Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

Maths							
Coverage		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 1	Number to 10 (Represent, compare and explore numbers within 10) One more and one less Doubling and halving to 10 Commutativity Addition and subtraction to 10 4 weeks Numbers to 20 Identify, represent, compare and order numbers to 20 Doubling and halving One more and one less Addition and subtraction to 20 – 3WKs	Numbers to 20 Identify, represent, compare and order numbers to 20 Doubling and halving One more and one less Addition and subtraction to 20 7 weeks	Geometry- properties of shapes 1 week Measure length and mass 3 weeks Place value (Within 50) 2 weeks	Place Value (Within 50) 2 weeks Doubling and halving 2 weeks Fractions 2 weeks	Time 2 weeks Place value (within 100) 2 weeks	Money 2 weeks Measurement Capacity and volume 1 weeks Geometry Position and direction 1 week Recapping 3 weeks
	Year 2	Numbers within 100 4 weeks Addition and subtractions of 2-digit numbers 4 weeks	Multiplication and Division 4 weeks Money 1 weeks Properties of shape 2 weeks	Fractions 3 weeks Shape-Position and direction 2 weeks Recap + gap filling 1 week	Measure- mass, capacity and temperature (3 weeks) Time 3 weeks Money 1 week	Measure Length and height 2 weeks Statistics 2 weeks	Number up to 100 recap /counting 2 weeks Multiplication and division recap 2 weeks Fractions recap 1 week Begin looking at numbers within 1000

<table>
<tr><th colspan="4">History</th></tr>
<tr><td>Skills and Concepts</td><td colspan="3">place a famous person from a period on a chronology
know and place key events from history on a chronology
understand and use Historical terms and terms about the passing of time -, BCE, CE, Century, Decade
recognise any similarities and differences between times in the past and now
use secondary sources of information inc stories to know facts about key events and key figures</td></tr>
<tr><td>Breadth of Study</td><td>Across the two years, the children will learn about six famous people, and once a year compare two famous people from the same field. Where would you place them in our list of famous people?
Children will also learn about a famous event from each time period across the two years. What are the key parts of each event? Why was it important?
Local - Who was Bourton Betty? What did she eat / do? Discovery of iron- tools – How did basic tools develop from stone age to iron age?
More modern people linked to a famous local or global event
UK History – Samuel Pepys – Great fire of London
Famous Women – Curie, Nightingale/Seacole and Emily Davison – Women get to vote
Exploration – Columbus Earhardt and Armstrong – Moon landing
Monarchy Changes – Henry VIII, Victoria and Charles III – Coronation of Charles IV
Communication – Caxton and Tim Berners Lee – First printing press</td><td>Assessment:</td><td>Place 3-5 key people in order of chronology
Place most of the events in order of chronology
Discuss similarities and differences in the past to now (not necessarily linked to a period)
Use historical vocabulary which has been identified (BCE, CE, Decade)</td></tr>
<tr><td>Vocabulary</td><td colspan="3">Chronology/Chronological Timeline Common Era Before Common Era Period Decade Century Primary Source Secondary Source
Historian Archologist/Archaeology</td></tr>
</table>

<table>
<tr><th colspan="5">Geography</th></tr>
<tr><td>Skills and Concepts</td><td colspan="4">• Understand the world is made up of continents and Oceans
• Understand the UK is made up of countries
• Learn Geographical Vocabulary (as stated below)
• Use maps, compass rose (4), atlas, aerial photo and observational fieldwork to describe a place in a location</td></tr>
<tr><td rowspan="4">Breadth of Study</td><td>Locality / Localisation</td><td>Bourton and the 7 Continents
Bourton and the 5 oceans
Bourton and the UK - countries and cities</td><td rowspan="4">Assessment</td><td rowspan="4">1) Name the oceans and continents
2) Name the countries of the UK and their capital cities
3) Identify Bourton on a UK map, world map and a globe
4) Use the 4 compass points to state how two objects relate to each other on a basic map (Z is East of Y)
5) Compare Bourton with another town (non-European) in terms of basic geographical features (rural/urban/ coastal/weather)
6) Follow a simple local map – visualising key places
7) Describe a place in geographical terms</td></tr>
<tr><td>Mapwork</td><td>Location on globe and map(s) (the above)
Location in terms of 4 points of the compass direction
Aerial photo to map correlation</td></tr>
<tr><td>Physical and Human Features Comparison</td><td>Physically Explore and describe Bourton in terms of its location in the UK, physical and human features
Compare and contrast to a non-European location - link place to historical investigation.</td></tr>
<tr><td>Fieldwork</td><td>Create maps of Bourton (centre to school) from a series of Field walks (longer and wider)</td></tr>
<tr><td>Vocabulary</td><td colspan="4">Continents Europe Asia Africa Antarctica North America South America Australasia Oceans Atlantic Pacific Southern Arctic Indian UK England Wales Scotland Ireland Northern Ireland Local Rural Urban Settlement City Town Village Harbour Port Hemisphere Equator Poles Agricultural Tourist Industrial Transport Seasonal Months Coastal Forest Hill Mountain Valley Soil Weather NESW London Cardiff Edinburgh Belfast Dublin English Channel North Sea Celtic Sea</td></tr>
</table>

RE	
Skills & concepts	Asking questions Considering own feelings and beliefs Respect and tolerance Recognising feelings of others Give good reasons for ideas. Language Use: 'Christians' rather than 'Christianity', Jewish people rather than 'Judaism'. This is to reflect the fact that RE starts with encounters with living faiths rather than the history and belief structures of traditions. This also recognises the diversity within and between religions and other traditions.

Key Questions	Year A What do Christians believe God is like? Why does Christmas matter to Christians? Who is a Muslim and how do they live? (double unit) Why does Easter matter to Christians? What makes some places sacred to believers? What does it mean to belong to a faith community? Year B Who do Christians say made the world? What is the 'Good News' that Christians believe Jesus brings? Why does Christmas matter to Christians?	Year A Christian & Muslim - Year B Christian & Jewish	Year A Parables; Know story of Lost Son and understand the meaning. Know importance of forgiveness. Act out the nativity. Make connections with decorations for a birthday as for Christmas. Importance of belief in one God, 'Allah'. 99 names. Stories about Muhammad. Importance of Prayer. Know the Qur'an is read and how it is kept. Explore 2 of the 5 pillars of Islam: Shahadah & Salah. Explore how Muslims live their lives: prayer, respect, celebration and self-control. Explore new life in the Spring. Importance of Holy week. Emotions of disciples. Connect New Life to the belief in Jesus' resurrection. Reflect on own ideas of heaven. Explore church and another place of worship (mandir). Talk about words 'sacred', 'holy'. Respect for others' precious or holy belongings. Look at objects from place of worship. Explore symbols. Music, prayers, about peace, friendliness, thanking. Community. Symbols of belonging. The parable of the lost sheep. Connect how people should love each other. Welcoming -Baptism; naming ceremonies. Find out about people of different religions and no religion have worked together. Year B Experience nature. Explore the idea of creators- clever, kind, hard-working etc. Introduce idea of creator of the world. Christians may say 'Thank you' for world through prayer/songs/ saying grace. Harvest links- being grateful. Good News- stories from the bible-Jesus was the 'friend of the friendless.' Forgiving and forgiveness. Peace. (Christmas) Know stories of Jesus' life. Know about Jesus' birth. Introduce the term 'Advent'. Explore some advent traditions. (Wreaths, crib scene, calendar, candles) Giving/receiving saying thank you. Special objects. Relate to special Jewish objects. Ask questions. Belief in one God written as G-d (as respect). Objects in Jewish homes. Stories	Assessment	Year A Tell the story of the 'Lost son' including idea that Christian God is a forgiving father. Give a clear, simple account of Jesus' birth and why he is important to Christians. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put beliefs about prayer into action. (Salah) Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Say what makes some places special to people Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. Year B Give at least one example of what Christians do to say 'thank you' to God for Creation. Identify what instructions Jesus gave to people about how to behave. Identify some advent traditions. Describe examples of links between Jewish ideas of God found in the stories and how people live.

	Who is Jewish and how do they live? (double unit) Why does Easter matter to Christians? How should we care for others and the world and why does it matter? (Christians, Jewish people and non-religious world views).		from the Jewish bible (Tanakh) about God looking after his people. Find out about Sukkot and Channukah (festivals). Consider own value of celebration and remembrance. (Easter) Re-visit Easter story. Explore why some people find it helpful to believe in life after death. Reflect on own ideas of heaven. Discuss changes in emotions Sadness to Happiness. Make connections with previous learning. Chris/Jews believe God values everyone. Stories about friendship. Caring for others. Stories where people have been inspired to care for others because of religious or ethical beliefs. Explore the 'Golden Rule'. Investigate ways people can look after the world.		Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah). Re-tell stories of Holy week. Give an example of how people show they care for others, especially linked to a story.
Vocabulary	forgiveness nativity religion Christian Muslim sacred holy church mandir prayer creator belonging faith believe belief parable grateful creation Jesus Muhammad peace advent Jewish tradition Sukkot Channukah Shabbat religious ethical non-religious respect				

<table>
<tr><th colspan="5">Science</th></tr>
<tr><td>Scientific Working</td><td colspan="4">• Observing changes over a period of time,
• Noticing patterns,
• Grouping and classifying things,
• Carrying out simple comparative tests,
• Finding things out using secondary sources of information.
• They should begin to use simple scientific language to talk about what they have found out
• Communicate their ideas to a range of audiences in a variety of ways</td></tr>
<tr><td>Breadth of Study</td><td>Plants

Animals

Habitats</td><td>Identify names of common flowers and trees around school at different times in the year
Describe the basic structure of a plant/tree
Describe the life cycle of a plant/tree
Describe the importance of water, light and temperature

Identify common animals inc fish, amphibians, reptiles, birds and mammals
Classify above into herbivore, carnivores, omnivores
Describe the basic structure of animals (skeleton, parts, muscles etc)
Label basic parts of a human and link to the senses
Animals have offspring - life cycle
The basic needs of growth
How humans can stay healthy
Difference between living, dead, and never been alive

Identify types of habitat
Classify animals and plants into habitats
How animals gather food - food chains</td><td>Assessment</td><td>1) Tell the life cycle of a plant and an animal

2) Explain what plants and animals need to stay healthy

3) Classify animals and plants based on different simple criteria (vocab – mammal, amphibian, reptile, bird, fish, insect)

4) Explain that there is a relationship between plants and animals (food chains) and that damage to one will impact the other (predator, prey, consumer)

5) Explain the properties of a given object in relation to light, weight, elasticity and their relationship with heat / water (transparent, waterproof, float, elastic)

6) Demonstrate observation skills (noting changes over time)</td></tr>
</table>

	Materials **Seasons**	Distinguish between object and material (its is made of…) Identify wood, plastic, glass, metal, rock, water Describe the properties of each of the above Classify and group materials by properties Compare the suitability of different materials to do different jobs - transparent, hard wearing, waterproof, float Change materials by squashing, bending, twisting and stretching Changes of condition across the four seasons Describe the weather associated with each season		<u>Subject disciplines</u> 7) Make observations over a period of time (plant growth) 8) Make a prediction about what might happen in an experiment
Vocabulary	**Application:** Observe Compare Pattern Equipment Identifying Questions Test Classifying Recording Gather Data **Knowledge:** Deciduous/Evergreen Flowering Plants Common Animals Fish Amphibian Reptile Bird Mammal Carnivores Herbivores Omnivores Sense Materials Properties Hard/Soft Rough/Smooth Bendy/Stiff Waterproof Absorbent Opaque/Transparent Seasons Weather Living Dead Habitats Environments Food Chain			

<table>
<tr><th colspan="5">DT</th></tr>
<tr><td>Skills and Concepts</td><td colspan="4">• Explain how simple ‘mechanisms’ work and can make tasks easier for humans
• Follow the process of Design, plan and make cycle to create a healthy dish and product for a particular person or audience
• Design, Plan and make in real world contexts linked to a topic or other curriculum area</td></tr>
<tr><td>Breadth of Study</td><td>Explore Mechanisms

Explore Cooking

Explore Design

Explore Making

Design/Make Evaluate</td><td>Lever/Slider/ Wheel / Axle / Pulley – find in the real world – see them in our community (playground)

Explore healthy Diets (PSHCE)
Know where main food groups / comes from
Prepare and make a healthy diet dish

Know what is – Design Criteria (The Success Criteria)
Investigate one product common / ideas against DC

Cut accurately using scissors / knife
Measure accurately to cm
Join using tape and glue

For a specific task, for a specific person (or group)
Draw and label a plan
Generate a junk model
Say how you would improve</td><td>Assessment</td><td>1) I can explain how a studied mechanism might help humans

2) I know the food groups

3) I can generate and talk about a junk model as a plan/ precursor for a finished real product

4) I can measure accurately to the whole cm

5) I can evaluate my product as good/bad or successful/failure against my initial design criteria</td></tr>
<tr><td>Vocabulary</td><td colspan="4">Design Template Plan Construct Evaluate Explain Materials Explore Assemble Disassemble Products Tools Communicate Mechanism Cutting Joining Levers Shaping Finishing Wheels Drawing Prepare Generate Investigate Ingredients</td></tr>
</table>

Art				
Skills and Concepts	• Respond to ideas and starting point. • Explore ideas and collect visual information. *(All art should be linked to class topic)* • Explore different methods and materials as ideas to develop. • Explore the work of artists (taken from Historical topic / Geographical topic)			
Breath of Study	**Painting / Drawing (Paint and pencil)** **Textiles**	**Line**	Create thick/thin/vertical/horizontal/curved/spiral/spacing lines using a variety of tools. Use different thicknesses of materials to weave creating lines. Create dot effects (pens, paint) ***Study of Mondrian – lines*** ***Study of Aboriginal Art – dots***	1) Recognise and know the primary colours and say how a secondary colour might be made (Primary, Secondary). 2) Create different types of lines (dark, thick, thin, curly, wide etc.) using a paintbrush. 3) Understand the difference between foreground and background. 4) Describe and create printing techniques to show shape, form and pattern. 5) Describe and use moulding techniques to produce an accurate / concrete form. (clay)
		Colour	Knowledge - Primary colours Creative - Colour mixing to make secondary colours Use a colour wash to create a background	
		Space	Know what is the Foreground / Background ***STUDY of WARHOL – colour print (Pop Art)*** Create concrete and abstract designs	
	Sculpture	**Form**	Create a variety of shapes by: rolling, squeezing, pulling and pinching, carving, smoothing, joining, cutting with a range of materials (clay, paper, foil) and collage.	
	Printing	**Shape**	Experiment with Press, Roll, Stamp Create a 'stamp' for printing	
Vocabulary	Line Thick/Thin Horizontal Vertical Dark/Light Colour Primary Secondary Foreground Background Printing Shape Pattern Wash Model Collage Moulding Carving Weave			

<table>
<tr><th colspan="5">Music</th></tr>
<tr><td>Key Skills & Concepts</td><td colspan="4">Children will consider when, where and why music is composed
Begin to have an awareness of famous composers
Listen to recorded performances – complimented by opportunities to experience live music
Children will perform to an audience whether in groups, class or on a larger scale</td></tr>
<tr><td>Breadth of Study</td><td>Singing

Listening

Composing</td><td>Sing simple chants and rhymes from memory
Sing collectively and at the same pitch
Respond to simple directions
Sing range of call-and-response songs
Sing songs with an increasing range of notes (from 3 to 5 notes)
Use and understand the meaning dynamics and tempo

Develop knowledge and understanding of the stories, origins, traditions, history and social context of music they are listening to singing and playing.
Listen to recorded and live performances.

Create music in response to a non-musical stimulus
Work with a partner to improvise simply question and answer phrases.
To be sung and played on untuned percussion creating a musical conversation
The use of graphic symbols to keep a record of composed pieces
Use of music technology to capture change and combine sounds.

Walk, move or clap a steady beat with others changing the speed of the beat as the tempo of the music changes</td><td>Assessment:</td><td>Y1
I can recognise differences between high and low pitch
I can identify the pulse
I can start and end together when singing in a group
I can write down my musical ideas

Y2
I can recognise changes in dynamics and tempo
I can match sounds for a purpose (wooden instrument to represent a stick, bells for a chime etc)
I can perform with a senses of pulse
I can perform a simple accompaniment
I can use pictures and symbols to represent sounds.</td></tr>
</table>

	Musicianship – Pulse and Beat	Use body percussion and classroom percussion playing repeated rhythm patterns and sort pitch patterns on tuned instruments to maintain a steady beat Respond to the pulse in recorded/live music through movement and dance Perform short copycat rhythm patterns accurately led by the teacher or leader and keeping intime with a steady beat		
	Rhythm	Perform and create word pattern chants Create rhythms using word phrases as a starting point Represent rhythms with stick notation including crochet, quavers and rests		
	Pitch	Listen to sounds in the school environment comparing high and low sounds Sing familiar songs in high and low voices and discuss the difference Explore percussion sounds to explore story telling Follow symbols and pictures to guide singing and playing Play a range of singing games based on the cuckoo interval (leap between pitches) Sing short phrases independently within a singing game or short song Respond to pitch changes indicated with actions Recognise dot notation and match it to 3 note tunes played on tuned percussion		
Vocabulary	Beater Shaker Rhyme Copy High Low Long Short Repeat Rhythm Beat Tempo Tuned Untuned Percussion Dynamics Crescendo Diminuendo Pause Beat Groupings Cuckoo Interval Question and Answer Phrases Dot Notation			

PE			
Breadth of Study	**Gymnastics** To develop a range of skills and actions (e.g. balancing, rolling, climbing, jumping and landing). To move with control and awareness of space. To link moves and actions to make a sequence that shows a clear starting and finishing point. **Dance** To explore movement skills and create movement patterns in response to stimuli (e.g. music, story, mood). To explore whole body actions that vary in speed, strength, level, shape, size and direction To improve individual and group performance by observation and use criteria for evaluation. **Games** To perform basic movement skills including travelling, running, jumping, throwing and catching. To develop these skills for use in simple games activities. To recognise, observe and apply rules in competitive games and other physical activities and understand why they are important. To participate in team games displaying some tactics for attacking and defending.	Assessment:	To play games and show some understanding of attacking and defensive tactics. To copy, remember and explore simple skills and actions with basic control and coordination. To describe and comment on own and others actions and begin to talk about the differences and begin to suggest improvements. Talk about how to exercise safely and know some reasons why it is important to warm up before activity and some basic changes that have occurred to the body during exercise. Pupils begin to show some understanding of basic compositional ideas.
Vocabulary	Movement Travel Run Jump Throw Catch Rules Team Balance Roll Climb Jump Skip Hop Stop Space Speed Levels Forwards Backwards Sideways Up Down Fast Slow Heart Copy Kick Still		

<table>
<tr><th colspan="5">Primary Languages - French</th></tr>
<tr><td>Skills</td><td colspan="4">• Begin to make French sounds
• Begin to recognise where words start and stop
• Begin to identify individual words
• Begin to pronounce individual words with accuracy
• Recognise French phonics
• Begin to read and understand familiar single words
• Recognise written accents
• Start to be aware of silent letters (SFC)
• Begin to copy single words with accuracy</td></tr>
<tr><td>Breadth of Study –</td><td>Greetings

Colours

Christmas

Numbers 1-12

Easter</td><td>Learn different ways to say hello and goodbye
Introducing ourselves
Rhymes and songs.

Show understanding of and name a range of different colours, recognise the written form, basic writing of single words
Join in with a colour song.

Find out about the different ways Christmas in celebrated in France.
La Fête des Rois = the festival of the kings. Learn about a traditional French celebration and join in with a role play.
Join in with a traditional French song.

Learn to count to 12 in French. Recognise the written form, basic writing of single words.
Join in with a traditional French counting nursery rhyme

Find out about French Easter bells
Use colour vocabulary to decorate French Easter bells.</td><td>Assessment</td><td>I can begin to imitate French sounds accurately.

I can recall a range of vocabulary from at least three different contexts

I can identify French graphemes and know they are different to their English equivalent.

I can recall facts about a French festival.

I can perform a French song or rhyme with actions.</td></tr>
</table>

	Farm Animals **Under the Sea** **Hungry Caterpillar**	Show understanding of and name a range different farm animals. Recognise the written form, basic writing of single words Join in with a song Show understanding of and name a range of different sea creatures. Recognise the written form, basic writing of single words. Join in with a French sea creatures song. Recognise and name fruits from 'La Chenille Qui Fait Des Trous.' Join in with finger rhymes and songs based on the story. Join in with re-telling 'La Chenille Qui Fait Des Trous."		
Vocabulary				

Computing				
Skills and Concepts	• **Use technology purposely for a variety of reasons** • **Understand that technology requires programming (control) to work effectively** • **Understand that technology makes life easier for you**			
Breadth of Study	**Computer Science**	Physically follow and give partner instructions to move around. **(Geography)** (Understand the importance of precision) **Bee bots/ Probots:** Explore what happens when buttons are pressed and create sequences on a robot. (Begin to understand what an algorithm is) Predict what will happen when another child inputs instructions into a bee bot. (Debugging and logical reasoning)	Assessment	To be able to copy, paste and wrap an image. To save work into a required folder and open the right program in order to open it back up. To capture an image, save and print it off as I need (Ipad & laptop). To combine images and text to present documents via PowerPoint and Word. To correctly code a Bee Bot to follow sequences to move in a specific path (i.e square). To type up an independent literacy piece using two fingers including punctuation and capital letters. To create an IMovie. To create a PowerPoint with images only Start to understand how the internet is used and how others use technology devices safely.
	Information Technology	Create simple data presented on graphs/ bar charts and answer questions. (Maths and Science link) – using 2Simple		
	Digital literacy	Use technology purposefully to create, organise, store, manipulate, and retrieve digital content: **iPad** Create a film (app: iMovie) using videos and images captured by the children. Print out images with help **Laptops:** **Word** Use a keyboard to enter text, build words and sentences. **(English)** **(**Space bar, Shift and Caps Lock, delete and backspace) Save work and retrieve it later. Begin to 'copy' and 'paste' information and images. Know the process in order to move images (square) around the page. Save work and edit them later. Create your own word documents- type up final pieces. **PowerPoint** Use PowerPoint to make a slideshow of images and present them.		

		Recognise common uses of information technology beyond school – how it will help them in the future/work Use technology safely **(PSHCE) (content, contact, conduct, commerce).** Keep personal information private- making good passwords via three random words **(PSHCE)** Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. **(PSHCE)** Use teacher directed website to retrieve information.		
Vocabulary	**Computer Science** Predict, Programme, Sequence, Algorithm, Debug, Coding, Repeat **Information technology** Slideshow, Shift, Delete/backspace, Copy, Paste, Square, Slideshow, Font, Cursor, Underline, Bold, Italic, Folders, Save. **Digital literacy:** Internet safety, Search Engine, Report, Cyberbullying, E-safety, **content, contact, conduct, commerce.**			

Phase 2 Curriculum – Programme of Study

- Reading
- Writing
- Maths
- History
- Geography
- RE
- Science
- Art
- DT
- Music
- Computing
- PE
- Primary Languages
- Computing

Literacy Reading			
Phase 2			
		Year 3	Year 4
Breadth of Study	Oracy	Oracy skills to be taught across all areas of the curriculum. <u>Physical:</u> To consider position and posture when addressing an audience. To experiment with adjusting tone, volume and pace for different audiences. <u>Linguistic:</u> To begin to use and experiment with specialist vocabulary. To begin to make precise language choices (e.g., describing a cake as 'delectable' instead of 'nice'). <u>Cognitive:</u> To offer opinions that aren't their own. To reach shared agreement in discussions. To reflect on discussions and identify how to improve. To be able to summarise a discussion. <u>Social and Emotional:</u> To listen actively, questioning and responding to others. To speak with confidence in front of an audience. To adapt the content of their speech for a specific audience.	Oracy skills to be taught across all areas of the curriculum. <u>Physical:</u> To consider movement when addressing an audience. To consider how tone, volume and pace influence meaning. To use pauses for effect in presentational talk. <u>Linguistic:</u> To use specialist vocabulary when discussing a known topic. To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. <u>Cognitive:</u> To ask probing questions. To be able to give supporting evidence (e.g., citing a text, a previous example or a historical event). To reflect on their own oracy skills and identify areas of strength and areas to improve. <u>Social and Emotional:</u> To use more natural and subtle prompts for turn taking. To consider the impact of their words on others when giving feedback.

	Word Reading	During Literacy – Spelling sessions on the Bourton-on-the-Water Primary Timetable, Pupils should be taught to deconstruct, read and write: • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word, • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English NC both to read aloud and to understand the meaning of new words they meet, • learn prefix - re, un, in, inter, con, bi, pre, pro, im, dis, mis, ill, ir, sub, super, anti, auto, • learn Suffix – er, ing, en, ed, ation/ tion / sion/ ssion/cian, ly, ous. Refer to English NC for details of Year 3 / 4 statutory spelling rules.
	Reading for pleasure	During multiple times of the day, pupils should be taught to develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally, • discussing words and phrases that capture the reader's interest and imagination, • using dictionaries to check the meaning of words that they have read, • reading books that are structured in different ways and reading for a range of purposes, • identifying themes and conventions in a wide range of books, • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action, • recognising some different forms of poetry (e.g., free verse, narrative poetry).

	Reading comprehension	During Literacy – Guided Reading sessions on the Bourton-on-the-Water Primary Timetable, pupils will be taught to understand what they read by: Reading aloud fluently and accurately books that are consistent with their age. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve and demonstrate their understanding of a text. Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say to begin to develop their own ideas and views. Explaining clearly and in detail, ideas about what they've read, verbally through formal presentations, debate and discussions on more than one topic. Explaining ideas about their reading in written form, providing detailed reasoning, including evidence from the text. RETRIEVAL: • retrieving and recording information by beginning to skim and scan, from non-fiction, fiction texts and poetry, • retrieving key facts and information within a text and use the exact words and phrases when answering retrieval questions, • beginning to apply their knowledge of word meanings, synonyms and antonyms and figurative language to retrieve and record words and phrases. INFERENCE: • inferring characters' feelings and moods from their actions and the way they undertake their actions (adverbs), and justifying inferences with evidence, • inferring characters' thoughts and motives from their actions and the way they undertake their actions (adverbs), and justifying inferences with evidence, • justifying why a character acted in a particular way based on their own feelings in that situation, • predicting what might happen next from details stated and implied based on more detailed content and their growing understanding of a range of themes and text types, • explaining the reasons for their predictions. SUMMERISE: • explaining clearly and concisely who is in the story, what happens, when it takes place, • beginning to identify main ideas and themes drawn from more than one paragraph in a text and summarise them, • retelling the story in their own words. VOCABULARY: • discussing their understanding and explaining the meaning of words in context, • comparing the meaning and use of words to some other texts, • deducing meanings of unknown words and phrases in a text and decipher what is meant, • using dictionaries to check the meaning of words that they have read,

		• beginning to select and correctly use newly read and understood vocabulary in their own work (spoken and/or written), • understanding and discussing what word choices (adjectives/adverbs etc) work and why they are chosen, • discussing some words and phrases that capture the reader's interest and imagination, • identifying how language, structure, and presentation contribute to meaning and the effect it has upon the reader.

WRITING		
Breadth of Study	Sentence Structure - Vary sentence starts using temporal and causal conjunctions Y4 – Introduce ISPACE) - Use of temporal adverbials (Y4 – adverbs for when / where / how) - Consider verb and adverb choices (Y4 – effective control of the correspondence) inc simile and metaphor - Combine words to create sentences of increased length Punctuation - Use speech marks for direct speech (Y4 – wider punctuation of speech including commas) - Full stops and capital letters are correctly used - Y4 - Commas for subordination and clauses - Apostrophe for contraction (Y4 – possession) Text Structures - Effectively use paragraphs by using linking conjunctions - Pronoun verb / tense correspondences	Understanding Genre - Short Story - Dialogue - Play Scripts - Report - Diary - (Y4 – poetry) Composition - Plan in full based on genre specific structures - In Story (Narrative) – plan character description and Place description - Draft then improve Language use / grammar and Punctuation - Consider presentation for an audience Spelling - Suffix Review Y2 – s/es/ing/ed/er/est/ment /ness/ful/ less/ge/dge - Suffix – ation/ tion / sion/ sion/cian - Middle sounds – ei/eigh/ey - Silent k/p/b/l - Learn about homophones. Handwriting - Develop legibility in joined handwriting.

MATHS		
Breadth of Study –	COUNTING - Count in multiples of 4,8,50 (to 1000) and 100 (to 1000) (Y4 – count in multiples of 6,7,9,25 and 1000) - Count forwards and backwards across 100 (Y4 – across 0 introduce negative numbers) - Find 100 more than a given number (Y4 – 1000 more) MENTAL CALCULATION - Add and subtract a 3d number and 1s and a 3d and 10s (Y4 – 3d add 2d) COMPARING NUMBERS - Compare and order numbers to 1000 (Y4 – beyond 1000) PLACE VALUE / PROPERTIES of NUMBERS - Read/write numbers to 1000 (Y4 beyond 1000) - Recognise the place value of each digit to 1000 (Y4 – beyond 1000) - Identify the effect of dividing a 2d or 3d number by 10 (link to decimals) (Y4 – by 100) ROUNDING - Round any number upto 100 to the nearest 10 (Y4 – upto 1000 to the nearest 10, 100) ADDITION and SUBTRACTION - Add and subtract two 3d numbers using informal method (Y4 – 4d with the formal method) - Use the inverse operation to check your answer MULTIPLICATION and DIVISION - Recall and use multiplication and division facts for 3,4 and 8 tables (Y4 – tables to 12) - Use table facts with multiples of 10 (Y4 – multiply 3 numbers using shared table facts) - Written calculations using grid method of 2d x 1d (Y4 – 3d by 1d and introduce formal method)	FRACTIONS/DECIMALS and PERCENTAGES - Recognise and use diagrams to show equivalence with small denominators (Y4 know the common equivalent fractions) - Add and subtract fractions with the same denominator within 1 whole (Y4 – add and subtract fractions with the same denominator) - Compare and order fractions with the same denominator inc mixed numbers - Recognise that tenths arise from dividing an object into 10 equal parts Y4 – in 100 equal parts) - Count up and down in tenths (Y4 hundredths) - Order and compare decimal numbers to 1dp (tenth) (Y4 – to 2 dp hundredth) - recongnise and write decimal equivalents of 1/10 (Y4 any 1/100) - know the decimal equivalence of ½ , ¼ and ¾ TIME - know roman numerals on a clock I V X etc ..(Y4 – upto 100) - tell time with increasing accuracy - compare times in terms of H:M:S (Y4 – Convert times from 12 to 24 h clock) SHAPE - identify symmetry in 2D shapes using a vertical line (Y4 – shapes presented in different orientations and complete a symmetrical figure in respect of the line of symmetry) - Draw 2D shapes in various orientations (Y4- Compare and classify 2D shapes in families (quadrilaterals / trinagles) - Recognise 3D shapes in various orientations - Recognise angles as a degree of turn and Recognise turns in terms of right angle - Identify angles in terms of greater or smaller than a right angle ((Y4 – in terms of acute and obtuse) - Identify horizontal/vertical/ perpendicular/parrallel lines - Describe position of a 2D shape as coordinates in the first quadrant (Y4 – use coordinates to plot and draw 2D shapes) MEASURE

	- Recognise factors of numbers to 60 and multiples of numbers to 100 (Y4 – use factor trees) - Know the effect of dividing a 2 or 3d number by 10 (Y4 – 100)	- Measure accurately and compare to nearest cm/g/ml using the scale (Y4 – convert between cm and m g and Kg ml and l). - apply the four rules to measure problems (Y4 – decimals to 2dp) ALGEBRA / FORMULA - Missing numbers in +/-?x and division DATA - Interpret and present data on a bar chart and table - Calculate number equations using tables and graphs

Maths							
	Year 3	Place value (4 weeks) Addition and subtraction (3 weeks)	Addition and subtraction (2 weeks) Multiplication and division (4 weeks) Geometry (1 week)	Fractions (3 weeks) Recap – addition and subtraction (2 weeks) Measurement: money (1 week)	Recap – multiplication and division (2 weeks) Measurement: Length, Mass and capacity (1 week) Fractions: calculating (2 weeks)	Measurement – Time (2 weeks) Geometry – classifying shape and angles (2 weeks) addition and subtraction (3 weeks) referencing money, fractions, length, mass , capacity	Perimeter (1 week) Multiplication and division (3 weeks) Statistics (1 week) Consolidation/assessments (2 weeks)
	Year 4	Place value (4 weeks) Addition and subtraction (5 weeks)	Addition and subtraction (2 weeks) Multiplication and division (4 weeks) Geometry (1 week)	Fractions (3 weeks) Recap – addition and subtraction (2 weeks) Measurement: money (1 week)	Recap – multiplication and division (2 weeks) Measurement: Length, Mass and capacity (1 week) Decimals (2 weeks)	Measurement – Time (2 weeks) Geometry – classifying shape and angles (2 weeks) addition and subtraction (2 weeks) referencing money, fractions, length, mass , capacity Perimeter (1 week)	Multiplication and division (2 weeks) Fractions and decimals (2 weeks) Statistics (1 week) Consolidation/assessments (2 weeks)

<table>
<tr><th colspan="4">History</th></tr>
<tr><td>Skills and Concepts</td><td colspan="3">

From a chronological list of famous people and events now develop a chronological understanding by placing and linking events and famous people with ‘time period’ – see phase 1 sticky knowledge
Identify and make connections and contrasts for historical changes over the periods studied in terms of lives of children, the home and the family
begin to consider how invasion led to the UK as we know it - begin to understand cause and consequence across the periods of study in History of UK
Use Teacher et and pupil devised questions about changes in an aspect of history over time periods.
Understand how our knowledge of the past is constructed from some primary sources as well as secondary sources
know and remember a wide range of vocabulary about a time period – Education - Tutor/scholar, Food and Farming - Diet, Servitude, farm cycle, shadouf‘,

</td></tr>
<tr><td>Breadth of Study</td><td colspan="2">
Life of the child and or Family unit

1. The Peasantry – Food and Farming – Who were the best farmers and why?
Stone Age / Iron Age / Roman / Viking (intro trade and settlements)

Diets of …
Method of farming / tools etc ...

2.Religion through the years – Who had similar beliefs as us from the birth of Christanity?
Iron Age -Romans- Viking - Saxon (birth of Christianity in UK)

Names of Gods worshipped
How worshipped
England – one religion under Alfred

3.The Development of Learning and Invention – Where all people educated in the past?
Stone Age - Romans - Saxon - Tudor

Characteristics of curriculum
Who was taught / how taught
Great inventions

4.Homes (construction and mod-cons) How are modern homes better for a healthier lifestyle?
Iron age - Romans – Saxon - Tudor

Characteristics of buildings
How heated / powered (lit)

ALSO two short independent studies

Who were the Greek Civilisation (Olympics)
Who were the Egyptian Civilisation (Pyramids) etc..

</td><td>
Assessment

1) Able to place the different periods on a timeline and state a fact from each named period (context not important)

2) Explain an element of life (peasantry or religion or education) during each time period and contrast that to at least two other time periods

3) Communicate how an invention/discovery/event changed life in a time period

4) Use secondary sources of information to gather facts
</td></tr>
</table>

Vocabulary	Civilisation Era Empire Before Christ Anno Domini Invasion Prehistoric Conquer Peasantry Period Roman Viking Anglo-Saxon Tudor Stone Age Bronze Age Iron Age Ancient Greeks

<table>
<tr><th colspan="5">Geography</th></tr>
<tr><td>Skills and Concepts</td><td colspan="4">• To develop an understanding of the UK, Europe and North and South America
• To widen description of location, physical and human geographical features
• Widen geographical vocabulary - vegetation belts, climate zones, biomes, volcanoes, Tropics, Arctic and Antarctic circles
• Use of photos, compass rose (8), maps (grid references to 4), charts and tables to describe a place</td></tr>
<tr><td rowspan="4">Breadth of Study</td><td>Locality / Localisation</td><td>The cities, hills and rivers of the UK - Bourton in relation using 8 points of the compass</td><td rowspan="4">Assessment</td><td rowspan="4">• name and locate countries in 2 different continents: Europe and North/South America
• name and locate capital cities, rivers and mountain ranges in the UK
• explain the water cycle and its impact on me (include River Windrush)
• talk about Bourton’s biome and compare with two other areas – Amazon and a European place
• describe places (Bourton, Amazon and a European place) using geographical features (biomic, place, key features)
• identify major volcanoes and earthquake zones around the world and explain the impact on settlement.
• explain the difference between a physical and human geographical feature
• use the 8 points of a compass to describe the position of things to each other</td></tr>
<tr><td>Mapwork</td><td>Areas of natural disasters - impact on humans (North and South America Plate Volcanoe/Earthquake Linked to Flooding)

The countries in Europe, North and South America (key physical and human features within those countries)
use 8 points of compass
use 2 figure grid references (Maths)

Using globes and Maps
The water cycle</td></tr>
<tr><td>Physical and Human Features</td><td>the impact of pollution on biomes and vegetation belts (Oceans)

Bourton’s biome, vegetation and climate / Bourton’s compared and contrast with another in terms of biome, vegetation belt, climate (N/S America Comparison)</td></tr>
<tr><td>Comparison</td><td>Natural resources – power generation</td></tr>
</table>

	Fieldwork	The River Windrush (speed of / story of / use of / map track of etc.) Link to Flooding and Natural Disaster)		
Vocabulary	8 Point Compass Vegetation Belt Climate Zones Biomes Volcanoes Magma Chamber Side Vent Vent Crater Lava Conduit Earthquake Tropics Artic and Antarctic Circles Human and Physical Water Cycle Precipitation Evaporation Condensation Pollution Power Generation Natural Resources Wind Turbine Solar River Windrush Source Stream River Meander Tributary Flood Plain Estuary 4-Figure Grid Reference Compass Bearings			

RE					
Skills and Concepts	Asking question Considering own feelings and beliefs Respect and tolerance Recognising feelings of others Give good reasons for ideas.				
Key Questions	What do Christians learn from the creation story? What kind of world did Jesus want? Why do Christians call the day Jesus died Good Friday? What do Hindus believe God is like? What does it mean to be a Hindu in Britain today? How and why do people try to make the world a better place?	Year A Christianity & Hinduism	Get children to identify 'Wow factors' in nature. Read the Creation story (Christian/ Jewish) eg using www.biblegateway.com or a children's bible. What does the story say is wonderful about the world. Christians and Jews believe that God made the world. What do Christians learn about God form the story? How often is the word 'good' mentioned? How do Christians try to take care of the world? Read account of Jesus calling his first disciples. (Matthew 4: 18-22) Why did these men leave everything and follow Jesus? Look at things Jesus did- Jesus and the leper; Jesus and the tax collector. (Friends with the unclean and the rejected) Stories he told- e.g Good Samaritan; Look for evidence that churches are making world like Jesus wanted- coffee mornings, all welcome, food banks etc. 'Salvation' - Christians believe Jesus came to 'save' them. 3 important days of Holy week- Palm Sunday, Good Friday, Easter Sunday. Feelings. How would Mary have felt- diary. Find out what happens on Palm Sunday, Good Friday and Easter Sunday. At the time- Hope; Sadness; Joy provoked by these 3 days. Why? Identify some Hindu deities and say how they help Hindus describe God. Make clear links between some stories and what Hindus believe about God. Hindu *murtis* (statues)-what do they express about Hindu God? Explain Aum symbol. Use salt & water tell story of Svetaketu to represent belief that God is in everything. One person can be described in different aspects: eg teacher, parent, tennis player, aunt, sister…) Investigate Hindu statues and images of gods. Story of Rama & Sita. Explore idea that all living things have a spark of Brahman. Explore how Hindus show their faith within their families in GB today/ in their faith communities? Puja; arti; temple/ mandir; prayer; icons. Explore what matters most at Diwali -good overcoming bad. Holi celebration; Talk about similarities and differences between people of another faith, or of no faith. Make connections with learning form earlier in the year. Talk about what ways the world is not such a good place, why people are not always as good as they could be. Religions offer help and guidance. 10 commandments, Jesus's 2 rules.Find out about charities: Tzedek, (Jewish Child's Day); Tu B'shevat (Jewish Tree Festival) and how that can 'mend the world'. Islamic charities and how Muslims give. Inspirational Christians: Mother Theresa, Martin Luther King. Christian Aid. Non-religious ways of doing good without God: Annie Besant, Oxfam, WaterAid.	Assessment	Be able to say how Christians & Jews believe world was made. Name 3 things that churches do. Explain how Christians believe Jesus came to 'save' people. Be able to explain that Hindus believe that God is in everything. Name 3-4 ways that charities help 'mend' the world.
	How do festivals and family life show what matters to Jewish people? What is it like for someone to follow God?	Year B Christianity & Islam & Judaism	Jewish beliefs about God, sin, forgiveness. Re-visit Shabbat. Explore the stories behind Jewish festivals: meaning, significance: Rosh Hashanah (new year, fresh start) and Yom Kippur -value of reflection & forgiveness. Pesach/Passover story. Talk about slavery and freedom. Jewish Prayer, 'Say thank you 100 times a day'! Benefits of expressing gratitude? Note that non-religious people are encouraged to keep 'gratitude journals' - makes them happier. Gratitude- make connections in and with other faith traditions. Value of family rituals in pupils' own lives; make. A reflective approach to life. Introduce the Bible's Old Testament/ New Testament. Story of Noah and the Ark. Talk about questions, favourite/ least fav parts, turning points etc. List qualities of Noah why God chose him. Rules God gave after the flood. Humans given responsibility. Agreements/pacts/ promises (eg sports rules; shops giving goods you have paid for) What we can stop & what we can't stop to make the world a better place. Who makes promises? Marriage, brownies, cubs, police, doctors. Christians trust God, obey God, and forgive.		Give 2-3 reasons why Jewish people 'say 'thank you' 100 times a day'? Re-tell the story of Noah. Say what the rainbow represented.

	What is the 'Trinity' and why is it important to Christians? Why is Pentecost important to Christians? How do festivals and worship show what matters to Muslims? How and why do people mark significant events in life?		Water is used as a symbol in Christianity. God = Father Son & holy Spirit -Three in one. Symbols that show this. Discuss how one being can also be 3. Analogies of an apple egg…etc. Read a story from Matthew 3:13–17, talk about what parts of it mean. Look at paintings of baptism of Jesus and identify the symbolism- dove, water, God's voice. (Verrocchio and Daniel Bonnell paintings). Suggest prayers for a baptism. Create artwork based on the idea of Trinity. Recap Easter- death of Jesus and then risen. Disciples left behind. Story of Pentecost- e.g on www.bibleway.com. Ask questions, comments, puzzles, surprises. What did disciples do after Jesus died? Make connections with Trinity. Discuss belief in Holy Spirit. Resources - RE:quest (request.org.uk). Discuss why some people do not want to have God as 'King' in their lives. Revisit the 5 Pillars of Islam. Identify some beliefs about God in Islam. Read Surah 1 (chapter 1) of the Qu r'an. What does it tell Muslims about what God is like? (Tawhid – the oneness of God). Significance of prayer. Can it make life harder/easier? Fasting. (Ramadan; Self-control.). Find out about the Night of Power; Eid ul Fitr. Benefits of a self-disciplined life. What could non-Muslims stop and reflect on 5 times a day? What benefits might there be? Make connections with pupils' prior learning from earlier in the year. Love, commitment, promises. Value of ceremonies in life's journey. Baptism; Sacred Thread, Bar/ Bat Mitzvah; How do non-religious people mark these or other moments? Compare wedding ceremonies- how do people's religious beliefs show? Compare promises, customs and prayers of different marriage ceremonies including non-religious. Is religion like a map of life? Create a map of life for a Christian/ Jewish/ Hindu person. Can people learn from other people's maps? Reflect on own ideas of the importance of love, commitment, community, belonging and belief today.		Give 2 examples of how Muslims worship. Describe 2 things that happen in a ceremony of commitment (eg baptism, wedding)
Vocabulary	Creation Salvation Disciple Deity Faith Sin Belief Community Commandment Forgiveness Gratitude Reflect Reflective Reflection Fasting Ceremonies Commitment Belonging				

SCIENCE				
Scientific Working	• Exploring, talking about, testing • Developing ideas about everyday phenomena and the relationships between living things and familiar environments, • Beginning to develop their ideas about functions, relationships and interactions. • They should ask their own questions about what they observe • Make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. • They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out			
Breadth of Study –	**Plants**	Describe the functions of the parts of a flowering plant How requirements to grow vary across plants (Research and then Test conditions) Know how water is transported in plants (Observation and recording over time) Flowers role in plant life cycle - pollination, seed formation and dispersal	**Assessment**	1) Label and explain the function of various parts of a plant and an animal 2) Define the following scientific terms - pollination / germination / digestion / osmosis / erosion / evaporation / condensation / friction / conductor / insulator 3) Explain how soil is created and how and why it might change over time (erosion, disintegrate) 4) Sort objects and materials by solid, liquid and gas 5) Explain how a change of state might take place and which processes change things permanently (reversible ie evaporation / irreversible ie burning) 6) Explain how sound/light travel and how they can be changed (wave, echo, reflection, refraction) 7) Know what materials are magnetic (magnet, pole, attraction) 8) Explain what is happening in a given circuit diagram (power source, resistor, series, parallel, switch, output) **<u>Subject disciplines</u>** 9) Making a conclusion from a graph or table
	Animals and Humans	Types and amounts of nutrition - where they get it from (Research nutrition impact) Skeletons and muscles are used for support and movement Construct common food chains (producer, predator, prey) Know the function of parts in digestion (knowledge based) Types and functions of teeth (carnivores/herbivores) (Tests – What damages teeth)		
	Living things	Grouped in a variety of ways (classifications using tree diagram then using the tree diagrams to classify in the local environment) Environmental change impacts living things (Geography)		
	Rocks	Compare and group rocks by appearance and simple properties (collect and classify from local environment - Permeability Test) Describe how fossils are formed Know soil is made of rock and organic matter (erosion) (Investigate through observations)		
	States of Matter	Know solids, liquids and gases - group materials accordingly Materials can change state when heated or cooled (key temperatures) (Basic water test - Test and observations on other materials) Evaporation and condensation in the water cycle (Geography)		
	Light and sound	We need light to see things (Dark tents) Light is reflected of surfaces (some) (Investigations and observations around changing the direction of light)		

		Light from the sun is dangerous (The sun is…) Know how shadows are formed (Investigations – what makes the shadows and to change size) Know how shadows can be changed Sound is made by vibration (Knowledge and Research) Vibrations travel through air to the middle ear Know the pattern between pitch and sound / volume and vibration as sound gets fainter (Investigate e.g tightness of skins, strings etc Dataloggers)		10) Know what a 'fair' test is
	Forces and magnets	Compare how things move on different surfaces (friction) (Fair testing) Some forces need contact others can impact from distance (friction vrs magnetic) (Investigate) Magnets attract or repel - know about poles - predict attraction based on poles (Investigate and test) Magnetic objects are …		
	Electricity	Know that appliances require electricity Construct simple series circuit (investigations) Predict what will happen using circuit diagrams (work/not work) - repair accordingly Recognise how a switch creates / opens or closes a circuit Conductors and insulators of electricity (Test)		
Vocabulary	**Application:** Investigate Enquiry Fair Test Variables Comparative Enquiry Measurements Units Thermometer Prediction Conclusion Control Bar Chart Line Graph Diagrams Keys Tables Results Units **Knowledge:** Roots Stem Trunk Leaves Transports Life Cycle Pollution Seed Dispersal Nutrition Skeleton Muscles Properties Fossils Reflection Light Source Opaque Shadow Magnetic Attract Repel Poles Classification Digestive Predator Prey Producer Solid Liquid Gas Evaporation Condensation System Vibration Battery Conductor Insulator			

ART					
Skills and Concepts	• Develop techniques and accuracy of detail • Develop use of media • Develop an awareness of art and design • Begin to record and develop sketch books				
Breadth of Study	**Painting / Drawing with range of materials inc. charcoal, chalks**	**Line** **Colour** **Space**	Sketching simple forms (leaves / face / body) from observation Use shading to show areas of light/dark Create shadows using the following Colour- shades ***STUDY POINTILISM- SEURAT*** Understand Dimensions and perspective recap and develop foreground and background. Undertake Portraits inc. self portraits Understand portraits over different movements ***Compare portraits over time focus on Frieda Kahlo*** Undertake a simple Landscape ***Compare landscapes over the years***	Assessment	1) Know the primary colours and be able to mix and create secondary colours. 2) Use shading techniques for a purpose (hatching, cross hatching, stippling, etc.) and highlight areas of light/ dark and shadow. 3) Explain what a landscape is and create a picture to show perspective accurately, recognising foreground and background. 4) Show perspective accurately in artwork (Portraits). 5) Describe the difference between abstract and concrete form in sculptures.
	Sculpture **Review**	**Form**	Abstract form Giving the impression of the human form through abstract and concrete (***STUDY HENRY MOORE)*** All final pieces of work should be reviewed and improved at the end of the unit.		
Vocabulary	Sketch Observation Shading Light Dark Portrait Landscape Sculpture Abstract Concrete Perspective Pointillism				

DT				
Skills and Concepts	• Explain how a wider range of mechanisms can impact on heavier and greater forces, speed and slow movement • Engage in the Design Plan Make process – consider a specific audience and purpose for any design/make • Design, Plan and make in real world contexts linked to a topic or other curriculum area			
Breadth of Study	**Explore Mechanisms**	Gears Pulleys with gears Cogs / Cams	Assessment	1) I can explain how which mechanism might be used for a specific purpose 2) I can explain which meat comes from which animal 3) I can explain the farming cycle 4) I can generate a plan in terms of basic structures/resourcing needs and a basic 2D drawing to work from 5) I can evaluate my finished product against a real-world example and suggest a possible improvement
	Explore Cooking	Understand seasonality in food Understand the farming process Understand locally sourced (link to Geog) Prepare and cook a range of savoury dishes seasonaly and locally sourced		
	Design	Research a successful application to a given task (e.g. a famous bridge or Bourton bridge link to Geog) Create a set of design criteria from that (What must my machine do?)		
	Make	Use a craft knife, scissors (cutting tools) to cut accurately to a measurement (mm) Join materials using glue guns to join Know how to Stiffen and reinforce structures (JIGS)		
	Design Make Evaluate	Create Design criteria for a machine using pulleys or Cogs) that will do a job for a person (group) Draw and label a plan List requirements Build a junk model Evaluate against design criteria Evaluate against real world examples		
Vocabulary	Sketches Finishing Computer Pulleys Gears Cook Design Tools Communicate Cogs Planning Craft Junk Model Knife Seasonably Characteristics Stiffer Stable Drawing Stronger Reinforce Design Criteria Measurement Machine Accur Sliders Annotate Food Groups Context Research			

<table>
<tr><th colspan="5">Music</th></tr>
<tr><td>Key Skills & Concepts</td><td colspan="4">

Children will consider when, where and why music is composed
Begin to have an awareness of famous composers
Listen to recorded performances – complimented by opportunities to experience live music
Children will perform to an audience whether in class, groups or on a larger scale

</td></tr>
<tr><td>Breadth of Study</td><td>Singing

Listening

Composing: Improvise

Composing: Compose</td><td>- Sing a widening range of unison songs of varying styles and structures with a pitch range of 5 to 8 notes, tunefully and with expression. Perform forte and piano, crescendo and diminuendo.
- Perform actions confidently and in time to a range of action songs.
- Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.

- Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing.
- Listen to recorded and live performances.

- Become more skilled in improvising (using voices, tuned and untuned percussion, and other instruments), inventing short ‘on-the-spot’ responses using a limited range of notes.
- Structure musical ideas (e.g. using echo or question-and-answer phrases) to create music that has a beginning, middle, and end. Pupils should compose in response to different stimuli e.g. stories, verse, images (paintings and photographs), and musical sources.
- Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).
- Begin to make compositional decisions about the overall structure of improvisations and continue this process in composition tasks.

- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes.
- Compose song accompaniments on untuned percussion using known rhythms and note values</td><td>Assessment:</td><td>Y3
I can sing in tune.
I can perform actions in time with the music.
I know what a stave is and how it represents music.
I can compose a 3-pitch melody
Y4
I can sing in tune with others as part of a round
I can improvise on a musical instrument.
I can write and play rhythm phrases.
I can play notes on a musical instrument following written music</td></tr>
</table>

	Performing (Instrumental performance) **Performing (reading notation)**	- Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. b Play and perform melodies following staff notation using a small range (e.g. do-mi or C-E) as a whole class or in small groups. - Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi. - Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. - Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. - Introduce and understand the differences between minims, crotchets and paired quavers and rests. - Read and perform pitch notation - Apply word chants to rhythms, understanding how to link each syllable to one musical note. Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the texture to achieve a sense of ensemble.		
Vocabulary	Stave, clef, crotchets, quavers, minims allegro, adagio, fast, slow, tempo, beat, pitch, loud (forte), quiet (piano), fingering, tonguing, pentatonic, verse, chorus, structure, echo, question and answer phrases, improvise, dot notation, stave, clef Octave, round, partner song, time signature, crescendo, diminuendo, improvise, legato, staccato, melody, accompaniment, duet, static, moving part, score, texture			

<table>
<tr><th colspan="4">Computing</th></tr>
<tr><td>Skills and Concepts</td><td colspan="3">• Beginning to programme on screen
• Using technology to display information in a variety of ways
• To be aware of Microsoft office
• E- safety</td></tr>
<tr><td rowspan="2">Breadth of Study</td><td>Computer Sciences</td><td>Scratch specific learning materials
Sequence pre-written lines of programming into order identifying possible problems- brushing your teeth
Use the repeat command
Create and edit procedures within scratch
Use sensors to ‘trigger’ an action (if s is pressed, sprite flips 90 degrees)
Begin to correct errors as they create programs – debug programs</td><td rowspan="2">Assessment</td><td rowspan="2">• To begin to use repeat loops and adding in certain events using various keys as ‘triggers’ in scratch.
• To correct certain errors in coding within programs to make them run efficiently (debugging)
• To evaluate and edit images on an Ipad
• To start to use a green screen to combine video, images and backgrounds with 2 layers.
• To download files/ images and save into a required folder.
• To begin to edit pieces within word including using speller and grammar tools.
• To create presentations using animation and transitions
• To understand a database and answer questions
• Talk about a spreadsheet using vocabulary such as: cell, row, columns, data, crop and trigger.
• To explain how to be safer on the internet and messaging applications
• To start to use search engines effectively to find out information</td></tr>
<tr><td>Information Technology</td><td>Ipad
Capture, Review and evaluate images deleting unwanted images.
Use photo editing software to crop pictures and add effects (Imovie)
Explore the use of video/animation and using foreground and background (greenscreens)
Laptop
Be able to login to class laptops and access folders
Begin to type using two hands
Create folders
Download images/files and save into that folder
Word
Correct errors within word (red underline for spelling mistake, blue underline for grammatical error)
Use spell check
Use templates to make an information leaflet including pictures.
Powerpoint
Create a PowerPoint with pictures and text
Begin to use the animation and transition tools in and between slides
Excel
Introduce databases
Collect data and input to Excel.
Use terms cell, rows, columns in spread sheets
Enter data, highlight and create simple charts
Answer simple questions about a database
Recognise irregular data</td></tr>
</table>

	Digital Literacy	Use technology respectfully and responsibly (being kind online, phones, Instagram) (**PSHE**) **(content, contact, conduct, commerce).** Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Identify a range of ways to report concerns about contact. Understand computer networks including the internet and the opportunities they offer for communication. Talk about input and output results when using search engines		
Vocabulary	**Computer Science** Sequence, Repetition, Variable, Decomposition, Input and outputs, Command, Debug, Algorithm. **Information technology** Store, Present, Formula, Cell, Rows, Columns, Spreadsheet, Animation, Transition, screenshot, formatting, graphs/charts, Debug, Algorithm, Greenscreens, Foreground, Background, databases, Irregular, Templates, Download, Crop. **Digital literacy:** Digital content, phishing, spam, malware, virus, report, **content, contact, conduct, commerce**, Input and output.			

PE			
Breadth of Study	**To prepare for and understand exercise** **Gymnastics** To develop physical skills and techniques through observation, evaluation and refinement; and use repetition and practice to reach higher standards. To control and coordinate their bodies and movements with increasing skill and confidence. To plan, perform and repeat sequences on the floor and using apparatus. **Dance** To show changes in speed, direction, level in performances. To explore a range of actions, movements, space and relationships to create dance motifs and compose simple dances. To use their body to express emotion. To describe and interpret their own work and that of others and demonstrate improvement from the evaluation. **Games** ● Invasion – small-sided games (5-a-side max) ● Net/ wall ● Striking and fielding To throw and catch with some control and accuracy Play competitive games following the rules and playing fairly in games which require an understanding of more complex rules (Small-sided games) To understand basic principles of attacking and defending in a small-sided game situation and choose appropriate tactics to cause problems for the opposition (maintain possession of the ball, pass to team mates at appropriate time, lead others and act as a respectful team member). **Outdoor and adventurous activities** Take part safely in outdoor and adventurous activities (proper equipment, work as part of a team, support others, be aware of changing conditions **Athletic activities** To use a range of throwing and jumping techniques. To take part in challenges that call for precision, speed, power, strength or stamina and work on improving their personal best.	Assessment	To show simple tactical awareness in game situations. To safely take part in outdoor activities. To show that they understand tactics in a competitive game situation by starting to vary how they respond To safely take part in outdoor activities displaying an understanding that conditions and plans may change. To see how their work is similar or different to others' and use this to improve their own performance. To select and use skills, actions and ideas appropriately, applying them with coordination and control. To give reasons for warming up and why exercise is good for their health.

Vocabulary	Sequence Target Attack Defence Pass Dodge Dribble Control Joints Muscles Canon Unison Mirror Directions Repeat Perform Speed Pump Equipment Link Join Vault

<table>
<tr><th colspan="4">Primary Languages</th></tr>
<tr><td>Skills</td><td colspan="3">

Imitate correct pronunciation
Listen and show understanding through a gesture
Identify rhyming words
Begin to speak in sentences
Write a simple sentence using a model
Understand some of the differences in the French spelling system (eg. ‘oi’, ‘ch’, silent letters)
Be aware of word classes
Know that word order is sometimes different
Enjoy listening to traditional tales and taking part in French / Francophonie style celebrations

</td></tr>
<tr><td>Breadth of Study</td><td colspan="2">
Je me présente — Greetings, Giving and asking for personal information, saying how we’re feeling, Conversation of a few clear exchanges. Enjoy making French sounds eg. ‘j’
La France — Finding out basic facts about France eg. where on map, flag, capital
Also be aware of other countries where French is spoken – La Francophonie
Numbers 0-31 — Recognise in both spoken and written form numbers from 0-31. Begin to understand SFCs and exceptions of. Learn some letter strings through the study of single words’. Play Loto, 7s and outdoor hopscotch to practise.
Mon Arc-en-ciel — Learn colour vocabulary. Ask s.o. about their favourite colour and tell s.o. your favourite colour. Sing the ‘Mon arc-en-ciel français’ song. Read and write colour words – some from memory. Be aware of word order and importance of intonation.
L’Épiphanie en France — Enjoy finding out about La fête des rois. Learn to sing a traditional French song: ‘J’aime la galette’. Play the galette game. Make and label crowns for la fête des rois revising colour vocab from before.
Quelle est la date? — Be confident with numbers to 31 in all forms. Learn French months and note differences in capitalisation. Say when your birthday is using a full sentence. Ask s.o. when their birthday is. Play the guess the birthday game. Be aware of false friends. Say and write today’s date.
As-tu un animal à la maison ? — Learn a variety of pets vocabulary. Say if you have/don’t have a pet. Ask s.o. if they have a pet. Whole class survey and report back in 3rd person. Sing ‘As-tu un animal?’ song. Animal treasure hunt to teach plural nouns (including some exceptions). Introduction to adjectival placement with ‘Mon animal extraordinaire’
Au Glacier — Learn a range of ice cream flavours. Use a bilingual dictionary for meaning. Order an ice cream using basic transactional language. Learn about Euros. Whole class ice cream preference survey.
</td><td>Assessment</td><td>
To be able to hold a conversation of a few rehearsed questions and answers speaking in a full sentence.
To be able to read and recognise some letter strings and be aware of silent letters.
To be able to make a rehearsed statement to the class.
To be able to show understanding of short written sentences.
To be able to join in with a French song or rhyme, repeating some from memory.
To be able to use context to predict new meaning and use a bilingual dictionary.
To be able to write simple sentences, using a scaffold if necessary, with a degree of accuracy.
To be able to give a rehearsed description in both spoken and written form.
To be aware of word class, gender, negative verb forms, adjectival placement and compare with English.
</td></tr>
</table>

		Read and create an ice cream menu. Virtual visit to a famous French ice cream parlour eg Berthillon in Paris or La Martinière on Ile de Ré.		
	La Rentrée	Learn French classroom commands and praise words. Use TL independently in class. Learn school equipment vocabulary including definite & indefinite article. Gender of nouns. Say what we have/don't have. Revision of 'J'ai' and negative verb form. Find out some interesting facts about French schools eg. canteen, uniform, Saturday morning school.		
	On fait la fête	Learn about La Chandeleur **or** Mardi Gras celebrations in France (Nice, Dunkerque) and La Francophonie eg New Orleans, Martinique. Understand some of the history and traditions behind the celebrations. Compare with celebrations in UK. Find out about Carnival foods. Virtual visit to a Carnival. Design a Mardi Gras poster.		
	J'ai faim, j'ai soif	Learn basic food and drink vocabulary, including using a bilingual dictionary for meaning. Say what we like/dislike. Ask s.o. if they like something. Play Battleships. Whole class survey on fruits. Learn to use conjunctions. Make a fruit bowl for display with a mini paragraph description using a sentence builder.		
	Mon Agenda	Learn days of the week and a variety of activities and say what we do on a given day. Read 'La Semaine d'Uki'. Join in with 'La Semaine' song. Create a 'Mon Agenda' mini book. Learn to write and say basic activity sentences using a sentence builder (Year 4)		
	Intercultural Understanding : Noël, Pâques. Poisson d'avril	**To be included when appropriate. At least one each year.** Learn about French or Francophonie celebrations for Christmas and/or Easter and take part in an appropriate activity. Learn about Poisson d'avril and take part in the paper fish tradition either at school or at home. Play 'Petits Poissons' playground game.		
Vocabulary				

Phase 3 Curriculum – Programme of Study

- Reading
- Writing
- Maths
- History
- Geography
- RE
- Science
- Art
- DT
- Music
- Computing
- PE
- Primary Languages

Literacy Reading			
Phase 3			
		Year 5	Year 6
Breadth of Study	Oracy	Oracy skills to be taught across all areas of the curriculum. <u>Physical:</u> For body language to become increasingly natural. To project their voice to a large audience. <u>Linguistic:</u> To select specific vocabulary appropriate to the topic at hand. To use an increasingly sophisticated range of sentence stems with accuracy. <u>Cognitive:</u> To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. To identify when a discussion is going off topic and to be able to bring it back on track. <u>Social and Emotional:</u> To listen actively for extended periods of time. To speak with flair and passion.	Oracy skills to be taught across all areas of the curriculum. <u>Physical:</u> To have a stage presence. To adjust tone, volume and pace for a given purpose and audience. To speak fluently in front of an audience. <u>Linguistic:</u> To use sophisticated vocabulary appropriate to the context and purpose of talk. To be comfortable using idioms and expressions. To vary sentence structures and length for effect when speaking. <u>Cognitive:</u> To assess different viewpoints and present counter-arguments. To acknowledge and explain changes of opinion. To spontaneously respond to increasingly complex questions, citing evidence where appropriate. To construct a detailed argument or complex narrative. <u>Social and Emotional:</u> To use humour effectively. To be able to read a room or a group and take action accordingly (e.g., if everyone looks disengaged then move on, or if people look confused stopping to take questions). To develop an awareness of group dynamics and invite those who haven't spoken to contribute.

	Word Reading	During Literacy – Spelling sessions on the Bourton-on-the-Water Primary Timetable, Pupils should be taught to deconstruct, read and write: • read most common exception words for phase 3, noting unusual correspondences between spelling and sound where these occur, • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English NC both to read aloud and to understand the meaning of new words that they meet, • widen tier 2 vocabulary based on the wider curriculum using semantics and root words, • find and recognise prefixes - anti, mono, non, auto, de, under, post, • find and recognise the use of cious, tious, science, cial, tial, ant, ance, ancy, ent, ence, ency, able, ably, ible, ibly, fer, ough, • know the spelling of homophones and other words that are often confused. Refer to English NC for details of Year 5 / 6 statutory spelling rules.
	Reading for pleasure	During multiple times of the day, pupils should be taught to develop positive attitudes to reading and understanding of what they read by: • continuing to read, discuss and evaluate an extensive range of fiction (increasing familiarity with myths, legends, traditional tales, modern fiction, literary heritage and books from other cultures), poetry, plays, non-fiction and reference books or textbooks, • increasing their 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, • reading books that are structured in different ways and reading for a range of purposes, • identifying and discussing themes and conventions in and across a wide range of writing (good overcomes evil, characters develop over time, power corrupts, loneliness and happiness), • making comparisons within and across books, • learning a wider range of poetry by heart, • recognising different forms and structures of poetry and making comparisons between them, considering the best style for the content, • confidently preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience, • recommending books that they have read to their peers, giving reasons for their choices.

	Reading comprehension	During Literacy – Guided Reading sessions on the Bourton-on-the-Water Primary Timetable, pupils will be taught to understand what they read by: Reading aloud fluently and accurately books that are consistent with their age, with a confident pace and rhythm that acknowledges punctuation. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking and answering a range of probing questions about the texts they read in order to improve their understanding with a range of examples from the text. Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Explaining clearly and concisely ideas about what they've read, verbally through formal presentations, debate and discussion on multiple topics. Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Explaining ideas about their reading in written form, providing reasoned and detailed justification, including a range of evidence from the text and their wider reading. Providing reasoned justifications for their views. <u>RETRIEVAL:</u> • confidently skimming and scanning a text to retrieve and record information from non-fiction, fiction texts and poetry, distinguishing between the need for detailed or concise responses, • retrieving, recording and presenting information from fiction and non-fiction, • retrieving information from a longer text that identifies feelings and viewpoints, • confidently and capably applying their knowledge of word meanings, synonyms and antonyms and figurative language to retrieve and record words and phrases, • distinguishing between statements of fact and opinion. <u>INFERENCE:</u> • understanding what they read by drawing complex inferences such as inferring characters' feelings, mood, emotions, thoughts and motives from a combination of their actions and sayings, and justifying inferences with textual evidence, • inferring reasons for a character's actions and why they change over the course of a longer text, • inferring the authors viewpoint on a theme, • predicting what a sequel / prequel to the text might be - based on the outcomes of the text / paragraph (predict what comes next), • predicting what might happen from details stated and implied within challenging texts, using their knowledge of a wide range of themes, knowledge of text conventions and genres and knowledge about the author, • justifying their predictions with detailed explanations and a range of evidence from the text. <u>SUMMERISE:</u>

		• identifying, sequencing and categorising the main ideas and themes drawn from more than one paragraph and summarising them, • identifying similar key features/details in a range of contexts and genres to support their understanding of the main ideas, • summarising paragraphs and longer texts by identifying a main topic, the main point of the paragraph and one or two supporting statements. <u>VOCABULARY:</u> • discussing their understanding and explaining the meaning of ambitious words in a wide range of contexts, • exploring and comparing the meaning and use of words across a wide range of texts, • confidently using dictionaries to quickly check the meaning of words that they have read, • confidently using ambitious newly read and understood vocabulary in their own work (spoken and/or written), • evaluating the use of adjectives and adverbs in a text, • confidently identifying how language, structure and presentation contribute to meaning and the effect they have upon the reader, • discussing and evaluating how authors use language, including figurative language, considering the impact on the reader, • identifying evidence that an author has a viewpoint, • noting the choices the author has made about structuring the plot, • understanding how punctuation choices might impact on the fluency of reading, • considering expression and tone.

Writing		
Breadth of study	Sentence Structure - Use ISPACE consistently and independently - Precise word choices and technical vocabulary - Link clauses using subordination conjunctions - Embed the use of relative clauses - Enhance description with precise effective noun phrases - Vary sentence to design a sense of suspense - Use of simile and metaphor Punctuation - Comma for clauses - Parenthesis and brackets - Use of semi colon in narrative (asides) (Y6 - bullet points) - Y6 - hyphens to avoid ambiguity eg – man-eating Text Structures - Sentence choice and language is considered for the genre and the audience (Y6 repetition / use of passive voice) - Effectively organise information into paragraphs - Pronoun verb / tense correspondences (Y6 – changes of formal and informal language)	Understanding Genre - Story (development and management of character / suspense) through effective description and dialogue - Persuasive Writing - Recounts - Reports Composition - Plan – selecting appropriate language - Evaluate and Edit with growing independence of the Teacher - Atmosphere / Suspense and Action sequences are controlled Spelling - Suffix – review Y3/4 but also learn cious/tious /science/cial/tial/able/ably/ible/ibly/ough - Antonyms / synonyms - Consider emtymology and morphology as a tactic for spelling Handwriting - maintain legibility in joined handwriting when writing at speed. Nb – demonstration of the ability to play with structure and use precise language in order to impact on the reader..

Maths		
Breadth of study	COUNTING - Count forward and back in steps of 10 or 100 or 1000 (Y6 magnitude up to 1000000) - Count across 0 - Count in tenths, hundredths (Y6 – thousandths) COMPARING NUMBERS and PLACE VALUE - RWO numbers to 1000000 recognising the value of each digit (Y6 to 10000000) - Compare and order numbers to 3dp (Y6 – the value of each digit to 3dp) PROPERTIES of NUMBERS - Find factor pairs of a number - Find common factors of 2 numbers (Y6 use to simplify fractions to the lowest form) - Know what a prime number is , recalling prime numbers to 19 - Recognise and use squared and cubed numbers ROUNDING - Round numbers to nearest 10,100, 1000, 10000 - Round decimals to nearest 1/10 or 1/100 ADDITION and SUBTRACTION - Add and subtract numbers to 4dp using formal methods MULTIPLICATION and DIVISION - Multiply and divide numbers (inc desimals) by 10, 100 and 1000 - Multipl 4d numbers by 2d number - Divide a 4d number by 1d (Bus Stop) (Y6 – 4d by 2d – Long) - Interpret remainders (Y6 – writing remainders as decimal)	FRACTIONS/DECIMALS and PERCENTAGES - Compare and order numbers to 3dp (Y6 – the value of each digit to 3dp) - Round decimals to nearest 1/10 or 1/100 - Read and write decimal numbers as fractions (Y6 – associate a fraction with a decimal) - Recognise % symbol as a fraction of 100 (Y6 – conversions) - Add and subtract fractions with the same denominators (Y6 – different denominators) - Recognise mixed and improper fractions (Y6 – conversion) - Multiply fractions (Y6 – use equivalence to get to the simplest form) - Multiply whole number by a number with up to 2dp TIME - Calculations involving time and time lapses - Solve problems involving conversions SHAPE - use properties of squares and rectangles to calculate missing sides and missing angles (Y6 classify and sort 2D and 3D shapes based on properties) - identify 3D shapes from2D representations (Y6 build 3D shapes using nets) - measure and draw given angles using a protractor (Y6 – draw 2D shapes given dimensions and angles) - know the equivalence of right angle is 90degrees etc (Y6 – recognise that angles are created when two straight lines meet) - Know the parts of a circle (Y6 know that the diameter is 2x the radius) - Identify, describe and represent the position of a shape following a reflection or translation (Y6 - draw and translate shapes on the coordinate plane and reflect them in an axis) - Describe positions on the full coordinate grid (four quadrants) MEASURE - Calculations involving measure as a context ALGEBRA / FORMULA - Use simple formula (Y6 – generate and describe linear number sequences) DATA - Complete, read and interpret information in tables (Y6- convert information both ways from tables and line graphs) - Solve calculation problems presented on a graph (Y6 – calculate the mean as an average) - Read line graphs with simple axis (Y6 – un marked axis) - Interpret and construct pie charts (Not always circles)

Maths							
Coverage	Year 5	Place value (4 weeks) Length (1 week) Addition and subtraction (2 weeks)	Addition and subtraction (1 week) Perimeter (1 week) Multiplication and division (4 weeks) Geometry (1 week)	Fractions (3 weeks) Recap – formal method 4 operations addition and subtraction, multiplication and division (3 weeks)	Fractions, decimals and percentages (4 weeks) Measurement: Length, Mass and capacity (1 week)	Measurement – Time (1 week) Geometry – classifying shape and angles (2 weeks) addition and subtraction (2 weeks) referencing money, fractions, length, mass , capacity and angles Perimeter (1 week) Multiplication and division 1Wk	Multiplication and division (1 weeks) Fractions and decimals (3 weeks) Statistics (1 week) Consolidation/assessments (2 weeks)
	Year 6	Place value (2 weeks) length (1 week) Addition and subtraction (2 weeks) Perimeter (1 week) Multiplication and division	Multiplication and division (3 week) Area and Volume (1 week) Fraction (3 weeks) Geometry (1 week)	Fractions decimals and percentages (3 weeks) Recap – formal method 4 operations addition and subtraction, multiplication and division (3 weeks)	Ratio (2 weeks) Algebra (2 weeks)	Area, perimeter and volume (2 weeks) SATs boosting to include: - statistics - geometry	Themed project

History			
Skills	▪ place events, people and changes in the correct order (e.g. on a timeline) and have a secure knowledge of this using the periods identified in Phase 2 ▪ understanding how to make connections, contrasts and trends over time for historical events, situations and changes in the periods studied ▪ know and understand significant aspects of history: expansion & dissolution of empires; Despotism to Democracy; Achievements & follies of mankind and **link them to the chronology to Britain**. ▪ understand how our knowledge of the past is constructed from a range of sources (including artefacts) and that different versions of past events may exist, giving some reasons for this ▪ Organise relevant historical information based on own historical enquiries that answer questions linking time periods ▪ identify how the past has caused the Britain we know today.		

Breadth of Study	***Trade***
	
	Roman -Viking (Danelaw currency) – Tudor routes – Victorian colonisation – How has the past influenced are country's trades today?
	• What goods were traded (food to wealth) in UK in the time periods
	• Introduction of money (currency) from barter to £
	• Impact on modern Britain
	• How has slavery played a part in wealth creation?
	Laws and Democracy – Who had the most effective crime and punishment system? Do we still use any elements today?
	Roman law – Saxon law (king rules) – Tudor (Parliament) - today
	• How laws were set – who made the law - Monarch to Parliament / move from law against religion to crime against monarch to democratic society law)
	• How penalties have changed for crimes – primary sources used
	• Impact – creation of judicial system (more voice for peasantry)
	Invasion and empire – Has invasion and war been a positive thing?
	Roman Invasion – Saxon/Viking invasion – Norman invasion – BRITISH invasion (EMPIRE)
	• Invasions of the UK by each … (why did it happen)
	• Creation of Kingdoms under the Saxons
	• Creation of England … Alfred and the Vikings
	• ***Creation of the UK – Edward 1st***
	  ○ divine rite – lords
	• The British Empire – How it made UK very wealthy
	• Failure of Empire
	  ○ Roman
		Assessment	**1) Able to Identify similarities and differences to contrast human experience (Trade / Democracy / Empire) over several time periods**
			2) Compare a life in a time period to my own life
			3) Explain how an element of British life today was caused by events in the past
			4) Draw inferences between now and life in the past using primary testimonies / resources
			5) Make links between Britain's past with what was happening elsewhere in the world at the same time (other civilisations)
			6) Able to derive 5 meaningful questions to drive 'research' about an event / person in history
			7) Can use primary sources to pick out 'GOOD' evidence

	○ British **Exploration and Knowledge – What has been the most amazing event in exploration?** **Tudor exploration (age of sail) – Victorian – flight and space** • Renaissance – growth of science • Victorian age ○ Darwin (RE link) • From Sail to Flight to space **Also 2 independent short units – children to lead questions to discover. Who were the Aztecs? Who were the Ming dynasty?**		
Vocabulary	Trade Exploration Ming Dynasty Aztecs Democratic Judicial System Creation		

Geography

Skills

- To develop an understanding of the relationship between the UK and wider world
- To describe the impact of humans on world geography - climate, population, farming etc …
- Widen geographical vocabulary - economic geography, trade routes, time zones, erosion
- Use of photos, maps (grid references to 6), charts, digital technology, fieldwork and tables to describe impact of settlement

Breadth of Study

Locality / Localisation	The world in terms of latitude and longitude (4/ 6 figures) / time zones (using Maps and modern tech)
Mapwork	Land use, Resources, Trade and Settlement across the world (Atlas) OS map symbols: Bourton and the local area (aerial photos)
Physical and Human Features (Investigations)	1) Economic activity in Bourton – trade / tourism relating to time (historically/seasonally/daily 2) Deforestation and Pollution – How does pollution impact on 'me'? 3) Energy – How is Bourton becoming more sustainable?
Comparison	Use a range of maps and data to make comparisons between Bourton and other place (Developing World) (linked by commerce) (Link to Amazon)
Fieldwork	Create Surveys, gather evidence from Bourton (electric car points, roofs for solar panels etc), rubbish and recycling practises. Create land use maps with and increased use of symbols.

Assessment

- Describe a place in terms of its longitude and latitude using 4 then 6 grid references
- Use and read symbols on an OS Map
- Explain how settlements use land for different economic activity
- Explain the current dangers of pollution / deforestation and global warming
- Explain the difference (human/resource geographically) between Bourton and another town of a similar size in a developing country
- Name and locate a number of cities, mountain ranges and rivers in different continents around the world using an atlas / world map / globe
- Explain the importance of tourism to Bourton

Vocabulary

Impact Settlement Climate Natural Resources Population Human/Physical Features Farming Agricultural Urban Economic Trade Routes Time Zones Erosion Tourism Longitude Latitude Deforestation Pollution Global Warming Sustainable Commerce 6-Figure Grid Ref Easting Northing Greenwich Meridian Transportation Freight

RE		
▪ Tolerance and respect ▪ Asking increasingly deep and complex questions ▪ Empathising (seeing the world through the eyes of others, deepening understanding of their beliefs) ▪ Distinguish between the features of different religions; recognise similarities ▪ Distinguish between opinion, fact and belief ▪ Debate issues of religion and moral issues (Human rights and/or ecology) Term 1A - Christianity, Term 1B - Judaism, Term 2A - Islam, Term 2B – Hinduism, Term 3A – Non-religious world views		
Humanism **Afterlife views and faith comforts** **sacred texts** **Making the world a better place** **Evolution v Creation Debate** **m**	Key features of humanism Similarities and differences with religions Eg. Heaven and Hell (Christianity), Mixed views in Judaism, Jannah and Jahannam (Islam), Samsara.reincarnation (Hinduism), Non-religious views that death is final Ceremonies that mark death in each religion New testament, Old Testament, Torah, Qu'ran, the Vedas Identify similarities (similar stories/teachings) Identify the ways religious people believe the world is not a good place and actions done to counteract this: Giving to charities, Jewish teaching tikkun olam and tzedakah, Muslim charity belief zakah, Humanist Golden Rule Similarities and differences between creation stories and evolution/natural selection – debating beliefs	**Know the following, including comparing and contrasting, across a range of religions and non-religious beliefs:** • **Ways in which different faiths mark death including on what happens after death and the afterlife (Life is part of a longer journey)** • **Name the sacred texts and discuss why they are believed to be sacred** • **The ways in which people through religion are trying to make the world a better place and how over zealous interpretation can cause conflict** • **Identify similarities and differences between humanism and religions** • **Can recognise similarities and differences between creation stories and theory of evolution**

Science

Scientific Working

- Exploring and talking about their ideas;
- Asking their own questions about scientific phenomena;
- Analysing functions, relationships and interactions more systematically.
- They should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates.
- They should also begin to recognise that scientific ideas change and develop over time.
- They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information.
- Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings

Breadth of Study –

Animals inc Humans	Describe changes that occur to humans as they age Describe the ways nutrients get around the body Know the main parts of the human body and function of heart, blood vessels and blood (Investigate heart rate) The impact of diet and exercise, drugs and lifestyle on bodies (all of above make links with KS3 and RSE curriculum)
Living things and habitats	Describe the differences in lifecycles of mammal, an amphibian and a bird (Investigate and compare) Describe the life processes of reproduction in plants and animals - Investigate and compare. Living things are classified into groups - including micro-organisms - give reasons Living things have changed over time Living things produce offspring but they are different to their parents
Evolution	Identify how plants and animals are adapted to their environment and that adaptation leads to evolution (BIRDLAND - beaks) Darwin
Properties & changes of materials	Compare/group everyday materials based on properties: hardness /solubility/conductivity/transparency/reponse to magnets Know some materials dissolve to form solution/how to recover a substance from solution Use knowledge of solid/liquid/gas to decide how mixtures might be separated (filter/sieve/evaporate) Give reasons (based on testing) for particular uses of everyday materials Demonstrate that dissolving/mixing/changes in state are reversible changes Explain some changes result in the formulation of new materials = irreversible: burning/chemical changes such as bicarb (Investigate and test – children create fair tests)
Light	Appears to travel in a straight line

Assessment

1) Explain how the circulatory system in a human / animal (key vocab - double circulation, vein, artery, heart, cell)

2) Define the processes required to categorise life (reproduction, excretion, movement, nutrition, respire growth – MRS NERG). Explain why something (eg cars) are not living

3) Explain how living things have changed overtime and the reason for specific examples (evolve, adapt

4) Explain why materials with specific properties (conductivity/solubility/magnetic/insulate) are used for different purposes in everyday life.

5) Recognise and explain the processes of condensation & evaporation.

6) Explain key process such as dissolving/mixing/filtering and which are reversible/non reversible

7) Explain how shadows change during the day and season

8) Explain day/night and a year (orbit)

9) Explain how forces make things move (friction slows, gravity pulls down, resistance pushes back)

	The Earth in Space **Forces and Magnets** **Electricity**	Things are seen because they reflect light TO the eye Shadows investigations The earths movement (and other planets) in relation to the sun The movement of the moon relative to the Earth Earth Rotation to explain Day and Night / Orbit to explain seasons Know how gravity acts on objects causing them to fall (Investigations and knowledge) Understand the impact or air resistance, water resistance and friction (Creating Fair Tests) Mechanisms like levers, pulleys and gears allow a smaller force to impact a greater force (DT) Recognise how brightness and volume (of a buzzer) will change with the voltage used / resistance to it (Test) Use recognised symbols to represent circuits (Knowledge)		10) Describe how a resistor/switch works in any electrical circuit (the effects of) – link to conductivity/insulation 11) Create and implement a fair test (selecting variable to test) 12) Use tables and graphs to predict a next action/reaction 13) explain why data is reliable and accurate ……. or not
Vocabulary	Application: Precision Reliability Control Interpret Scatter Graph Evidence Data Logger Knowledge: Reproduction Orbit Gravity Resistance Properties Solubility Transparency Conductivity Filtering Sieving Reversible State of Change Microorganism Circulatory System Adaptation Evolution Voltage Cell Circuit Component			

<table>
<tr><th colspan="5">Art</th></tr>
<tr><td>Skills</td><td colspan="4">▪ Develop awareness of accuracy
▪ Choose appropriate media for task
▪ Evaluate and identify a critique
▪ Recognise types of art - impressionist / modernist / Pre-Raphaelite / Renaissance</td></tr>
<tr><td>Breadth of Study –</td><td>Painting / Drawing With water colours

Modern Art and sculpture

Review</td><td>Line / Colour

Space / Texture

Form</td><td>Be more accurate in sketching (sketch books to develop ideas)
Accuracy and consistency of Shading to show areas of light/dark and to reflect the direction of light (inc. shadows focusing on direction of shadow and creating glints of reflection).
Know and recreate Tints and colour matching (create shades by adding white for tint; gray for tone and black for shade)
Study - Hokusai

Accurate position and perspective including off-centre focus of subjects.
STUDY OF DA VINCI

Create a sense of 3 dimension / depth / Movement in finished landscapes and portraits
Keith Haring

Create physical features in an abstract human face – Picasso – cubism
Create Wire frame structures study of ROBIN WIGHT
How humour and messages can be found in art - STUDY OF BANKSY

Work is constantly reviewed and improved as an on-going process.</td><td>Assessment</td><td>1) Recreate shades and tints, mixing appropriately and consistently in final pieces
2) Recreate a sense of movement in artwork.
3) Recreate a landscape or portrait focusing on subject position and accuracy of perspective.
4) Evaluate and improve artwork and appreciate the need for ‘finishing.’
5) Recognise 3 different art movements (pointillism, cubism and ‘pop’)/ ‘periods’ of art stating characteristics in the work and naming artists.</td></tr>
<tr><td>Vocabulary</td><td colspan="4">Shading Shadow Observation Tint Tone Depth Perspective Movement Three-dimension Reflection/Glint Texture Impressionist Renaissance Abstract Pointillism Cubism Pop</td></tr>
</table>

DT				
Skills and Concepts	▪ Explore more complex mechanisms - by combining motors and engines to mechanisms the load can be easily managed ▪ Run your own Design Plan Make process considering how your idea will vary depending on the specific audience – undertake research before planning and making ▪ Design, Plan and make in real world contexts linked to a topic or other curriculum area			
Breadth of Study	**Explore Mechanisms** **Explore Cooking** **Design, Make, Evaluate**	Electrical circuits to drive motors Various switches to begin / end a 'drive' / Computer control - inputs and outputs Understand preservation of food Issues arising out of packaging (pollution – link to Geography) Prepare and cook a three-course meal (healthy) for a particular person / with a particular concept in mind Given a task to create (Go Kart (Y1) - Research what is needed and any current examples Create own design criteria based on research – what is needed Generate plans that are annotated, cross sectional and exploded Design a working prototype (not a junk model) Incorporate electrical circuitry Use my prototype as a plan Use a wide range of materials based around their properties so that they meet the design remit Use a wide range of tools to accurately cut, join and finish design Consider views of others in evaluating your product Create an improvement/modification to your product	Assessment	1) I can incorporate simple control and/or electrical circuit into a working model 2) I can explain how food can be preserved 3) I can plan, make and evaluate a three-course meal 4) I can produce cross sectional and exploded plans, showing detail 5) I can consider my finished product in terms of a next step improvement
Vocabulary	Cams Levers Linkages Evaluation Materials Explore Aesthetic Function Produce Bulbs Textiles Consider Buzzers Ingredients Diagrams Input Output Modification Cross-sectional Concept Switches Protype Engines Industry Enterprise Electrical Circuitry Drive Series Motors			

Music

Key Skills & Concepts

- **Children will consider when, where and why music is composed**
- **Begin to have an awareness of famous composers**
- **Listen to recorded performances – complimented by opportunities to experience live music**
- **Children will perform to an audience whether in class, groups or on a larger scale**

Breadth of Study

Singing	- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style. These include songs that involve syncopated rhythms. - Sing three and four-part rounds, partner songs, and songs with a verse and a chorus - Perform a range of songs in school assemblies and in school performance opportunities, and to a wider audience.
Listening	- Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing and playing. - Listen to recorded and live performances.
Composing: Improvise	- Improvise freely over a drone developing a sense of shape and character, using tuned percussion and melodic instruments. - Create multiple sections that include repetition and contrast. - Improvise over a simple groove, responding to the beat, creating satisfying melodic shape, extending melodies beyond 8 beats. This may include changes of chord. - Experiment using dynamics including loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).
Composing: Compose	- Compose melodies made from pairs of phrases in a key suitable for the chosen instrument. They can be enhanced by chordal or rhythmic accompaniment. - Compose a ternary piece using music technology, discussing how musical contrasts are achieved. - Use chords to compose music to evoke a specific atmosphere, mood or environment. - Capture and record creative ideas using graphic symbols, rhythm notation, staff notation or technology. - Plan and compose an 8 or 16 beat melodic phrase using a pentatonic scale and incorporate rhythmic variety and interest. Play this melody on tuned percussion or orchestral instruments. Notate the melody. - Compose melodies made from pairs of phrases in either major or minor suitable for the instrument chosen.

Assessment

Y5
I can sing with phrasing, accurate pitching and appropriate style
I can identify some famous composers from their music
I can compose music that evokes a mood or atmosphere
I can play a musical instrument by ear copying phrases or short melodies
Y6
I can sing songs which include syncopated rhythms
I can recognise different styles of music and explain what makes them unique
I can compose music with a ternary structure
I can play a melody on an instrument expressively using dynamics

	Performing (Instrumental performance)	- Either of these melodies can be enhanced with rhythmic or chordal accompaniment. - Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave. This should be initially done as a whole class with greater independence gained each lesson through smaller group performance. Made decisions about dynamic range including very loud (ff), very quiet (pp), moderately loud (mf), and moderately quiet (mp). - Understand how triads are formed and play them. Perform simple chordal accompaniments to familiar songs. - Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. - Develop the skill of playing by ear on tuned instruments, coping longer phrases and familiar melodies.		
	Performing (reading notation)	- Further understand the differences between semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers. Also know their equivalent rests. - Understand the differences between 2/4, 3/4 and 4/4 time signatures - Read and perform pitch notation within an octave - Read and play short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations - Read and play from notation a four-bar phrase, confidently identifying note names and durations.		
Vocabulary	Pizzicato Bowing Up Bow Down Bow Minor Major Drone Dynamics Fortissimo Pianissimo Mezzo Forte Mezzo Piano Drone Ternary Time Signature Time Notation Groove Syncopated Staff Notation Octave Range Semibreves			

<table>
<tr><th colspan="4">Computing</th></tr>
<tr><td>Skills and concepts</td><td colspan="3">Programming and debugging
Display information in a variety of ways
Microsoft Office and displaying information
E-safety</td></tr>
<tr><td rowspan="2">Breadth of Study</td><td>Computer Sciences</td><td>Physical
Write down the steps required (an algorithm) to achieve a required outcome.

Scratch
Explore and use if...then.. commands in programs.
Read a simple code and predict what will happen.
Identify errors in a program and correct them.
Write a program to achieve a planned outcome.
Create variables to provide a score or trigger an action in a game</td><td rowspan="2">Assessment</td><td rowspan="2">Read a simple code and explain what will happen.

To correct errors in a program and correct them (debugging).

To write a program on scratch to achieve a planned outcome using if/then variable and forever loop

To create a variable to provide a score in a game on scratch

To create hyperlinks and embed videos to enhance PowerPoints

To use all three layers in green screen and know how to move the front layer

To correctly use cut/copy and paste without support.

To present documents correctly and purposefully for the audience using layout features 9) To collect data to generate a graph/pie chart represented in an appropriate style.

To effectively use four operation formulas in excel to create new data e.g. SUM= (D3:D10)

To know how to be safe on the internet, send messages securely and know what to do if unacceptable behaviour is noticed online.

To use search engines effectively and recognise discerning sites.</td></tr>
<tr><td>Information Technology</td><td>Ipad
Further explore the use of greenscreens by adding 3 layers with a moving front layer.

Laptop
Type efficiently using two hands

Powerpoint
Use hyperlinks and embed videos to enhance structure of presentations for purpose of audience.

Word
Correctly use cut/copy/paste
Create and begin to edit text and presentation documents, experimenting with fonts, size colour, alignment, bullet points.
Use templates to make a variety of word documents (poster, leaflet)

Excel
Collect and record information using excel to create a graph/pie chart (Maths, Geography, Science)
Present data in an appropriate form for an audience (graphs or pie charts)
Create a formula in a spreadsheet
Use the formula bar to explore mathematical scenarios
Use formulas in excel to interpret data e.g. SUM= (D3:D10)</td></tr>
</table>

	Digital Literacy	Understand the opportunities computer networks offer for collaboration and how technology can be used in the workplace Recognise acceptable/unacceptable behaviour online including gaming. Use search engines effectively. Be discerning in evaluating digital content		
Vocabulary	**Computer Science** Variable**,** trigger, Analyse, Repetition, If then commands, Simulation **Information technology** SUM, Interpret, Hyperlink, Embed, Structure, Alignment, Layout, Data representation **Digital literacy** Identity theft, reputable, encryption, plagiarism, digital footprint **content, contact, conduct, commerce**			

<table>
<tr><th colspan="4">PE</th></tr>
<tr><td>Skills and Concepts</td><td colspan="3">To refine physical skills and techniques commenting on strengths and weaknesses of own and others performance.
To recognise the benefits of practice and reflection for improving personal and group performance.
To understand the particular benefits of different physical activities for promoting health.</td></tr>
<tr><td>Breadth of study</td><td>Gymnastics
Travel in a variety of ways including flight, by transferring weight to generate power in movements.
Show a kinaesthetic sense in order to improve the placement and alignment of the body (e,g in balances experiment to find out how to get centre of gravity successfully over base and organise body parts to create an interesting shape).

Dance
To draw upon different styles of dance to communicate meaning or express narrative.
To perform complex and well executed sequences that combine strength and stamina gained through other activities (e.g cartwheels or handstands) and to include a full range of movements (travel, rolls, balances, springing, flight, vaults, inversions, rotations, gestures and linking skills).

Games
● Invasion – Small-sided games - 7-9-side max
● Net/ wall
● Striking and fielding
To choose and combine techniques (run, throw, catch, pass, jump, kick, hit) with control and accuracy both independently and within a game situation.
Play competitive games, following the rules, playing fairly. Uphold the spirit of fair play and respect in all competitive situations.
To understand the principles of attacking and defending in a game situation and choosing appropriate tactics to gain advantage.
To take different roles within a team.
Outdoor and adventurous activities
To use a range of devices to orientate themselves and assess changing situations and conditions (PGL)
Athletic activities
To take part in a variety of challenges that call for precision, speed, power or stamina. Running- vary pace to suit need, relay skills, timing techniques. jumping- running long jump, triple jump, high jump, measure and record. Throwing- shot put technique and javelin technique. Improve performance over time (Competing with yourself)</td><td>Assessment</td><td>To show an understanding of tactics in a competitive game situation by varying how they respond.
To compare and comment on skills, techniques and ideas used in their own and others' work and use this understanding to improve their own performance
To explain and apply basic principles when preparing for exercise and describe effects of exercise on their bodies and long-term benefits.
They work together to plan and lead simple activities and practices for themselves and others.
To select and combine skills, techniques, tactics and ideas and apply them accurately and appropriately in different physical activities to produce effective outcomes.
To perform in different activities with precision and control and fluency.
To modify and refine their skills and techniques to improve their performance and adapt their actions in response to changing circumstances.
To Analyse and comment on skills, techniques and ideas and how these are applied in their own and others' work.
To explain how the body reacts during different types of exercise and why physical activity is an essential component of a healthy lifestyle.</td></tr>
</table>

Vocabulary	Oxygen Accurate Tactics Strength Mobility Fitness Opposition Shoot Techniques Evaluate Analyse Improve Interpret Precision Power Stamina Combine Pass Fair Play Respect Advantage Flight Transfer Weight Complex Rotate Refine Assess

<table>
<tr><th colspan="4">MFL</th></tr>
<tr><td>Skills and Concepts</td><td colspan="3">

Listen to longer passages, songs, stories and rhymes identifying known and unfamiliar language
Understand the main points in a spoken story or paragraph
Match sound to sentences and paragraphs
Speak confidently and clearly with understandable pronunciation and intonation to a range of audiences
Use TL independently in class, including asking for clarification and help
Express and justify opinions in both spoken and written work
Read and understand main points from a short passage
Use knowledge of French phonics to read aloud unfamiliar language with some accuracy in pairs, groups and to class
Use a bilingual dictionary for meaning and grammatical knowledge
Write a mini paragraph expressing preferences, opinions and justifications showing knowledge of grammatical awareness as necessary eg gender, adjectival agreement, elision etc
Be able to compare traditional celebrations and life for young people in France and la Francophonie with that in the UK

</td></tr>
<tr><td>Breadth of Study</td><td>
J’ai la pêche!

Roule Galette

Au resto

C’est Moi (1)

C’est Moi (2)
</td><td>
Learn a range of sports and leisure activities.
Talk about what we like doing and give justifications, using a sentence builder flow chart.
Ask s.o. what they like to do and why.
Write an acrostic poem using a range of expressions and conjunctions. Present poem orally to class.

Study the traditional tale in detail, expanding vocabulary and phonic knowledge. Compare and contrast with known English tale.
Join in with the text’s repetitive language and learn the galette’s song.
Create a storyboard retelling the story in order OR create a puppet show reading from a given script.

Learn about France’s food and drink culture, including famous dishes from France and the Francophonie.
Watch a visit to a typical Paris restaurant via Youtube (Rick Steves). Extended transactional language practice of several exchanges to reserve and order in café/restaurant.
Numbers to 100
If time allows run a French café in class as an end of tern treat with pupils acting as both waiting staff and customers.

Talking about feelings and personality. Use bilingual dictionaries to learn a range of adjectives. Understand adjectival agreement and be aware of exceptions. Know how to use bilingual dictionary for grammatical purposes. Be able to use 1st and 3rd person être. Play whole class ‘Guess Who’ (Qui est-ce?) with personality.
Create Paper People showing evidence of être conjugation and adjectival agreement

Learn how to give physical descriptions of ourselves and others in spoken and written form. Be able to conjugate ‘avoir’ and use confidently in 1st and 3rd person. Learn about adjectival agreement with plural
</td><td>Assessment</td><td>
To be able to read and follow the text of a familiar rhyme or song, link sound to spelling and identify language patterns.

To be able to say more complex sentences and show evidence of manipulation of language for individual purpose through an unrehearsed conversation.

To be aware of pronunciation of familiar words thorough knowledge of letter strings, liaison and silent letter rules and be able to use this knowledge to predict pronunciation of unfamiliar language.

To be able to show understanding of a short, written passage of familiar language / To be able to follow the text of a longer story, song or poem and to look for gist.

To be able to use more complex sentences to present and perform in pairs, groups and whole class.
To be able to use a bilingual dictionary with care to research meaning, grammatical information and to broaden vocabulary.

To be able to write known phrases and sentences from memory using more complex structures.

To be able to describe themselves, other people or a place in spoken and written form.
</td></tr>
</table>

	Paris, je t'adore **Intercultural Understanding : Noël,** **La Chandeleur,** **le 11 novembre** **La fête Nationale** **Le Tour de France**	nouns. Play Guess Who (Qui est-ce?) with physical descriptions. Photo booth activity leading to written passage. Find out about France's capital city. Learn vocabulary for places in a town and learn about some of Paris's famous monuments eg.Le Louvre, L'Arc de Triomphe. Say what there is /isn't in Bourton and compare with Paris. Online tour of Paris. Transactional language buying tickets for metro journey/tourist attraction. Revision of numbers to 100. Reading signs 'en ville'. **To be included when appropriate. At least one each year.** Noël – learn about the French Christmas markets in east of France eg Strasbourg La Chandeleur – find out about origins of this celebration. Learn a traditional song 'Quand on fait des crêpes chez nous' Le 11 novembre – learn how France commemorates its war victims and compare with our Remembrance Day activities. Learn a little about France's role in WW1 and WW2. Find out briefly about the French Revolution and how this is celebrated today. Learn about this famous sporting activity. Look at geography of France and Europe. Watch online clips. Study and perform poem 'Mon vélo est blanc' Opportunity for greater depth reading and listening comprehension.		To be able to show grammatical knowledge as required by PoS point 12 across a range of spoken and written work.
Vocabulary				

Bourton-on-the-Water Primary Wellbeing Intent Document

(Personal, Social, Health, Economic and Relationships and Sex Education)

Our Wellbeing Curriculum incorporates our CARE statement, which are areas of learning we believe should be taught, discussed and explored all the time; as well as the statutory PSHE and RSE Curriculum.

To ensure children are building on previous knowledge, curriculum statements are taught via the following programmes and resources: **myHappymind**, **Yasmine and Tom**, and **GHLL**. Where there are statements covered by multiple lessons, teachers are able to select those they deem suitable for the children in their class.

We… CARE

Challenge, Amaze, Respect, Enjoy

Ground Rules

Each class will develop and discuss ground rules that will be used at the beginning of all lessons.

The below are ones that should be made clear across the school, but you may find you have ones you wish to add for your class.

Younger children:

- Only one person speaks at a time
- We listen to the person speaking
- You do not have to speak

Older children:

- No judgement
- No assumptions
- Listen respectfully to one another
- Only one person speaks at a time
- We Respect the values and ideas of others
- You do not have to share your thoughts and ideas
- No personal questions (put any in the question box/basket)

Relationships Curriculum

Unit and statements	Where to find a lesson			
Families and people who care for me	mHm modules	mHm relationship modules	Yasmine & Tom	GHLL
That **families are important** for children growing up because they can give love, security and stability.	Appreciate	Year 1 and 2: My Family and Me	Y1: Lesson 3 - Different Families Y3: Lesson 4 - Families and Getting on with Our Families	
The **characteristics of healthy family life**, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	Appreciate	Year 1 and 2: My Family and Me Year 3 and 4: Families in the Wider World Year 3 and 4: Getting along with our Families		Y5/6: Understanding Dementia (3 Lessons – adapted resources on drive)
That others' **families**, either in school or wider world, sometimes **look different from their family** but that they should respect those differences and know that other children's families are also characterised by love and care.		Year 1 and 2: My Family and Me Year 3 and 4: Families in the Wider World Year 3 and 4: Getting along with our Families		Y1: And Tango Makes Three Y4: Adoption
That **stable, caring relationships** which may be different types are at the heart of happy families, and are important for children's security as they grow up.	Appreciate Relate	Year 1 and 2: My Family and Me		
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Relate	Year 3 and 4: Getting along with our Families		
That **marriage** represents a formal and legally recognised commitment of two people to each other which is intended to be life-long.			Y6: Lesson 13 - Marriage	Y2: What is Marriage? Y6: Marriage in Different Families

Unit and statements	Where to find a lesson			
Caring Friendships	mHm modules	mHm relationship modules	Yasmine & Tom	GHLL
How **important friendships are** in making us feel happy and secure, and how people choose and make friends	Appreciate Relate	Year 1 and 2: Fabulous Friendships Year 3 and 4: Friendships Ups and Downs Year 5 and 6: Friendships On and Offline		EYFS: Being a Good Friend
The **characteristics of friendships** that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Relate	Year 1 and 2: Fabulous Friendships Year 3 and 4: Friendships Ups and Downs Year 5 and 6: Friendships On and Offline Year 5 and 6: Friendships and Secrets		
That **healthy friendships** are positive and welcoming towards others, and do not make others feel lonely or excluded.	Appreciate Relate	Year 1 and 2: Fabulous Friendships Year 3 and 4: Friendships Ups and Downs Year 5 and 6: Friendships On and Offline Year 5 and 6: Friendships and Secrets		
That most friendships have **ups and downs**, and that these can be often worked through so that the friendship is repaired or even strengthened.	Relate	Year 1 and 2: Fabulous Friendships Year 3 and 4: Friendships Ups and Downs		Y5/6: Restorative Conversations GHLL Resource on Peer Mediation
How to **manage conflict**, and that resorting to violence is never right.				
How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	Relate	Year 1 and 2: Fabulous Friendships Year 3 and 4: Friendships Ups and Downs Year 5 and 6: Friendships On and Offline Year 5 and 6: Friendships and Secrets Year 5 and 6: Peer Pressure		

That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.			Y5: Lesson 14 - Isolation and Loneliness	

Unit and statements	Where to find a lesson			
Respectful Relationships	mHm modules	mHm relationship modules	Yasmine & Tom	GHLL
The importance of **respecting others**, even when they are very different from them (for example, physically, in character, personally or backgrounds), or make different choices or have different preferences or beliefs.	Relate	Year 3 and 4: All About Me Year 5 and 6: Identity and Respect Year 5 and 6: Discrimination and the Law	Y1: Lesson 1 - Introducing Yasmine and Tom	Y1: Managing Friendships Y2: Friendship Code Y4: Understanding Respect Y4: Fixing Friendships
Practical steps they can take in a range of different contexts to improve or support **respectful relationships**.	Relate	Year 1 and 2: Fabulous Friendships Year 3 and 4: Friendships Ups and Downs Year 5 and 6: Identity and Respect Year 5 and 6: Discrimination and the Law		
The conventions of courtesy and **manners**.	Appreciate Relate		Y1: Lesson 9 - Good Manners	EYFS: Good and Bad Manners
The importance of **self-respect** and how this links to their own happiness.	Celebrate	Year 3 and 4: All About Me Year 5 and 6: Identity and Respect	Y3: Lesson 2 - Me, Myself and I	Y5/6 Dove Self-Esteem Project - Amazing Me
That in school and wider society they can expect to be treated with **respect** by others, and that in turn they show due respect to others, including those in positions of authority.	Relate	Year 5 and 6: Discrimination and the Law		EYFS: Showing Respect
About **different types of bullying** (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.		Year 5 and 6: Friendships On and Offline	Y6: Lesson 7 - Identity and Prejudice	Y1: What is Bullying?

			Y6: Lesson 8 - Equality and the Law	Y3: What can we do about bullying? Y5: What is the Impact of Bullying? Y5/6 Dove Self-Esteem Project - Amazing Me
What **stereotype** is, and how stereotypes can be unfair, negative or destructive.	Celebrate	Year 3 and 4: Learning to Love Difference	Y4: Lesson 4 - Gender Stereotypes and Aspirations	
The importance of **permission-seeking** and giving in relationships with friends, peers and adults.				

Unit and statements	Where to find a lesson			
Online Relationships	mHm modules	mHm relationship modules	Yasmine & Tom	GHLL
That people should be **respectful in online interactions**, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous.		Year 5 and 6: Online Safety – Images Year 5 and 6: Friendships On and Offline		
The rules and principles for **keeping safe online**, how to recognise risks, harmful content and contact, and how to report them.		Year 1 and 2: Keeping Safe Year 3 and 4: Keeping Safe Year 5 and 6: Friendships On and Offline Year 5 and 6: Online Safety - Images	Y1 - Lesson 5 - Keeping Safe	
How to critically consider their **online relationships** and sources of information including awareness of the risks associated with people they have never met. How to recognise harmful content or harmful contact, and how to report this.		Year 5 and 6: Friendships On and Offline	Y4: Lesson 4 - Is it Risky? Y5: Lesson 2 - On and Offline Friendships	
That there is a **minimum age** for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.				
The importance of exercising caution about sharing any information about themselves online. Understanding the importance of **privacy and location settings** to protect information online.				Y5: Privacy and Security - Digital Matters *teachers to sign up to Digital Matters to access lesson.
Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.		Year 5 and 6: Online Safety - Images	Y5: Lesson 3 - Keeping Safe, Online Images	

That the internet contains a lot of content that can be inappropriate and upsetting for children, and **where to go for advice and support** when they feel worried or concerned about something they have seen or engaged with online.			Y3: Lesson 6 - People who can help us on and offline *re-visit again in Y4	

Unit and statements	Where to find a lesson			
Being Safe	mHm modules	mHm relationship modules	Yasmine & Tom	GHLL
What sorts of **boundaries** are appropriate in friendships with peers and others (including online).		Year 5 and 6: Online Safety - Images	Y1: Lesson 2 - Friendships and Feelings	Y5/6: Understanding Consent
The **concept of privacy** and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.		Year 5 and 6: Friendships and Secrets Year 5 and 6: Online Safety - Images	Y1: Lesson 4 - My Brilliant Body Y2: Lesson 2 - Naming Body Parts, External and Private	
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.			Y3: Lesson 5 - My Personal and Private Body Parts and Keeping Safe Y5: Lesson 6 - Safe and Unsafe Touch	PANTS resources for schools and teachers | NSPCC Learning
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and do not know.			Y1: Lesson 5 - Keeping Safe	GHLL: Keeping Myself Safe
How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.			Y3: Lesson 3 - What Makes a Good Friend?	
How to report abuse, concerns about something seen online or experienced in real		Year 1 and 2: Keeping Safe Year 3 and 4: Keeping Safe	Y3: Lesson 6 - People who can help us on and offline	

life, or feelings of being unsafe or feeling bad about any adult the vocabulary and confidence needed to do so.				
How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and or other sources.		Year 1 and 2: Keeping Safe Year 3 and 4: Keeping Safe Year 5 and 6: Online Safety - Images	Y5: Lesson 13 - Getting Help Y6: Lesson 12 - Asking for Help	

Health Curriculum

Unit and statements	Where to find a lesson			
General Wellbeing (Healthy Me)	mHm modules	mHm relationship modules	Yasmine & Tom	GHLL
The benefits of physical activity, time outdoors and helping others for health, wellbeing and happiness. Simple **self-care techniques,** including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	Meet Your Brain		Y2: Lesson 6 - Keeping Fit Y3: Lesson 9 - Getting Physical Y4: Lesson 9 - Feeling Good Y5: Lesson 11 - Physical Fitness Y5: Lesson 12 - Feeling Good	Y1: 5 Ways to Wellbeing EYFS: Celebrating Me
The importance of promoting **general wellbeing and physical health.**				
The range and scale of **emotions** that they might experience in different situations.	Meet Your Brain			
How to **recognise feelings** and use oracy skills to talk about their own and others' feelings.	Meet Your Brain			
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Meet Your Brain			Y2: Ruby's Worry
That **isolation and loneliness** can affect children, and the benefits of seeking support.			Y5: Lesson 14 - Isolation and Loneliness	
That **bullying** is (including cyber bullying) has a negative and often lasting impact on mental wellbeing; and how to seek help for themselves or others.				Y1: What is Bullying? Y3: What Can We Do About Bullying?

				Y5: What is the Impact of Bullying?
That **change and loss, including bereavement**, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.				Winston's Wish: Lesson 1 Saying Goodbye to a Pet Winston's Wish: Lesson 2 Ways to Feel Better After a Pet Dies
Where and how to **seek support**, including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions.			Y5: Lesson 13 - Getting Help Y6: Lesson 12 - Asking for Help	
That it is common to experience mental health problems, and early support can help.				Y2: What Makes Me Feel Good?

Unit and statements	Where to find a lesson			
Wellbeing Online (Healthy Me)	mHm modules	mHm relationship modules	Yasmine & Tom	GHLL
That for almost everyone the internet is an integral part of life. Pupils should be supported to think about **positive and negative aspects of the internet**.				Y6: School Beat Officer
Pupils should be supported to discuss how **online relationships** can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.			Y5: Lesson 2 - On and Offline Friendships	
The benefits of **limiting time spent online**, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.			Y1: Lesson 6 - Sleeping Well Y5: Lesson 7 - Getting Enough Sleep *includes benefits of minimising screen time before bed.	Y5/6 Dove Self-Esteem Project - Amazing Me Y2: Counting Sleep Y4: Counting Sleep
How to consider the impact of **their online behaviour** on others, and how to recognise and display respectful behaviour online.			Y5: Lesson 3 - Online Images	
Why social media, some apps, computer games and online gaming, including gambling sites, are **age restricted**.				

The **risks** relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.			Y4: Lesson 4 - Is it Risky?	
How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.			Y4: Lesson 10 - Online Risks	
That **abuse, bullying and harassment** can take place online and that this can impact wellbeing. How to seek support from trusted adults.				Y1: What is Bullying? Y3: What Can We Do About Bullying? Y5: What is the Impact of Bullying?
How to understand the information they find online, including from search engines, and know how information is selected and targeted. (taught via IT lessons)				
That they have rights in relation to sharing personal data, privacy and consent. (taught via IT lessons)				
Where and how to report concerns and get support with issues online.			Y3: Lesson 6 - People who can help us on and offline	

Unit and statements	Where to find a lesson			
Physical Health & Fitness	mHm modules	mHm relationship modules	Yasmine & Tom	GHLL
The characteristics and mental and physical benefits of an active lifestyle.			Y2: Lesson 6 - Keeping Fit	Y5/6 Dove Self-Esteem Project - Amazing Me
The importance of building **regular physical activity** into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.			Y3: Lesson 9 - Getting Physical Y5: Lesson 11 - Physical Fitness	
The risks associated with an inactive lifestyle, including obesity. (taught via PE Lessons)				
How and when to seek support including which adults to speak to in school if they are worried about their health.			Y5: Lesson 13 - Getting Help	

Unit and statements	Where to find a lesson			
Drugs, Alcohol, Tobacco & Vaping	mHm modules	mHm relationship modules	Yasmine & Tom	GHLL
The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.			Y6: Lesson 9 - Dangers of Smoking Y6: Lesson 10 - The Effects of Alcohol Y6: Lesson 11 - Legal and Illegal Drugs	EYFS: Household substances Y1: Different Types of Medicines Y1: All About Medicines Y2: Illness and Our Emotions Y3: What Are Drugs? Y3: Medicine and Household Substances Safety Y4: Smoking and Vaping Y6: Vaping

Unit and statements	Where to find a lesson			
Healthy Eating	mHm modules	mHm relationship modules	Yasmine & Tom	GHLL
What constitutes a **healthy diet** (including understanding calories and other nutritional content).			Y2: Lesson 4 - Healthy Eating Y3: Lesson 8 - Hidden Sugar	Healthy Eating Links and Resources
Understanding the importance of a **healthy relationship with food**.				
The principles of **planning and preparing** a range of healthy meals.				
The characteristics of a **poor diet** and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).				

Unit and statements	Where to find a lesson			
Health Protection & Prevention	mHm modules	mHm relationship modules	Yasmine & Tom	GHLL
How to recognise early signs of **physical illness**, such as weight loss, or unexplained changes to the body.				EYFS: Keeping Myself Well
About safe and unsafe **exposure to the sun**, and how to reduce the risk of sun damage, including skin cancer.			Y1: Lesson 8 - Safety in the Sun Y3: Lesson 7 - Being Safe in the Sun Y5: Lesson 9 - Safety in the Sun	
The importance of sufficient **good quality sleep** for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.			Y1: Lesson 6 - Sleeping Well Y5: Lesson 7 - Getting Enough Sleep	
About **dental health** and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.			Y4: Lesson 8 - Oral Hygiene Y5: Lesson 10 - Oral Hygiene	EYFS: Visiting the Dentist
About **personal hygiene and germs** including bacteria, viruses, how they are spread and treated, and the importance of handwashing.			Y1: Lesson 7 - Keeping Clean Y2: Lesson 1 - Keeping Clean and Taking Care of Myself Y4: Lesson 3 - Body Care Y4: Lesson 6 - Germs Y5: Lesson 8 - Keeping Clean	EYFS: Washing Our Hands

The facts and scientific evidence relating to **vaccination and immunisation**. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.			Y5: Lesson 15 - Immunisation and Vaccinations	EYFS: Vaccinations

Unit and statements	Where to find a lesson			
Personal Safety	mHm modules	mHm relationship modules	Yasmine & Tom	GHLL
About **hazards** (including fire risks) that may cause harm, injury or risk and ways to reduce risks				EYFS: Household Substances
How to **recognise risk and keep safe** around roads, railways, including level crossings, and water, including the water safety code.			Y1: Lesson 5 - Keeping Safe	

Unit and statements	Where to find a lesson			
Basic First Aid	mHm modules	mHm relationship modules	Yasmine & Tom	GHLL
How to make a clear and efficient call to **emergency services** if necessary, including the importance of reporting incidents rather than filming them.			Y6: Lesson 14 - First Aid	
Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.				GHLL: Signposting First Aid Resources

Unit and statements	Where to find a lesson			
Developing Bodies	mHm modules	mHm relationship modules	Yasmine & Tom	GHLL
About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.			Y5: Lesson 1 - Introducing Yasmine and Tom Y6: Lesson 1 - Changes at Puberty	EYFS: Growing Up
The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.				

The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.			Y6: Lesson 2 - Periods (menstruation)	Year 4: Understanding Menstruation and the Menstrual Cycle Y5: Managing Emotional as well as Physical Changes in Puberty Y5: Keeping Clean During Puberty

Additional lessons from 'Yasmine and Tom' to be taught in Y6:

Y6: Lesson 3 - Wet Dreams and Masturbation

Y6: Lesson 4 - Making Babies (Sexual Intercourse)

Y6: Lesson 5 - Making Babies (Assisted Fertility and Multiple Births)

Y6: Lesson 6 - Making Babies (Pregnancy and Birth)

Additional areas of learning to be covered:

Unit and statements	Where to find a lesson
Money and Work **(to be taught at the same time you teach money in maths)** - Know what money is and the different forms it comes in. - Know how we get, keep, spend and save money. - Recognise the difference between want and need. - understand what tax is. - understand what debt is. - understand how to protect our money.	Natwest Money: Ages 8-12 Bank of England: Money and Me Money matters | KS1 Citizenship | Primary - BBC Bitesize Money Matters | KS2 Citizenship | Primary - BBC Bitesize Tax Facts: tax education for young people aged 8 – 17 - YouTube Jobs and contributing | KS2 Citizenship | Primary - BBC Bitesize

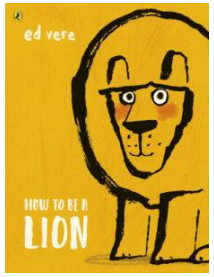
Additional resources to support teaching and learning:

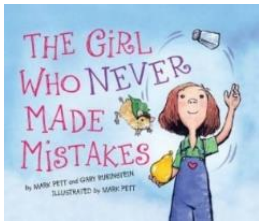
http://www.always.co.uk/

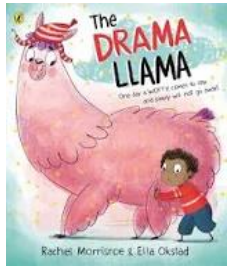
'Operation Ouch' - what happens to your body during puberty?

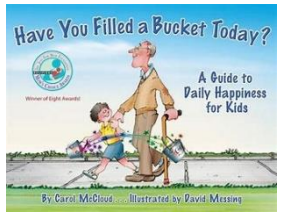
Books

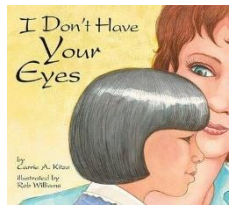
Feelings and Emotions

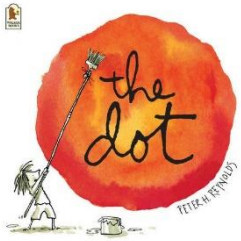


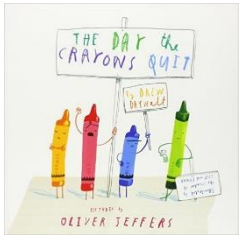


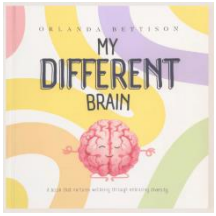


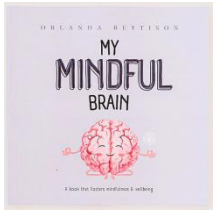


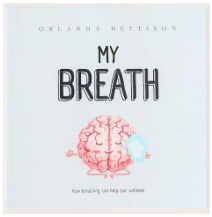


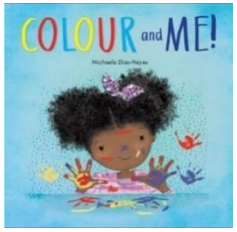


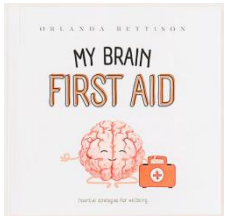


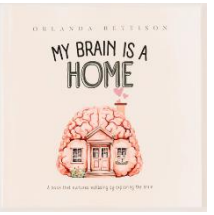




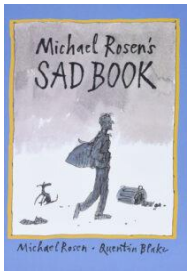


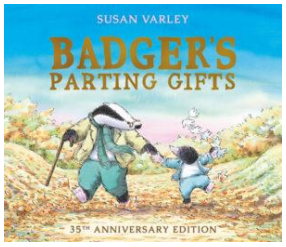




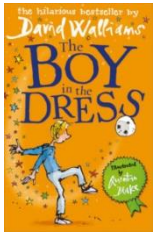


Grief

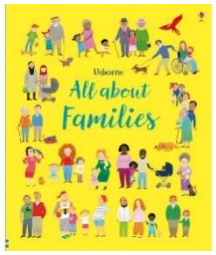


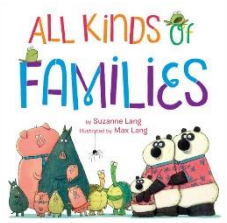


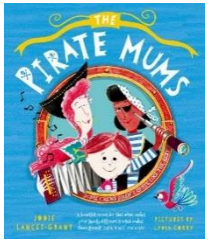
Stereotypes

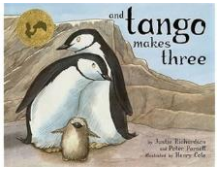


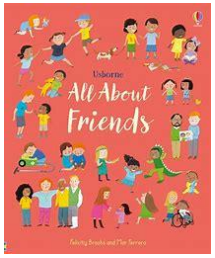
Relationships

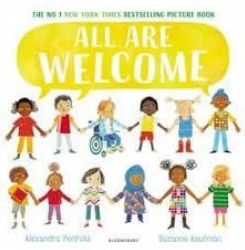


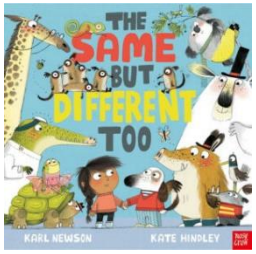


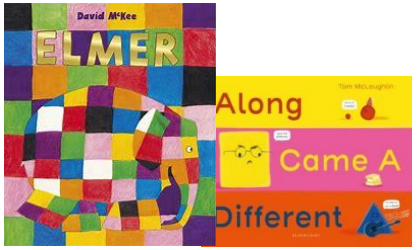


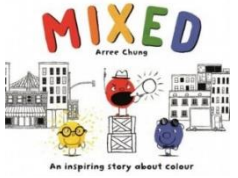


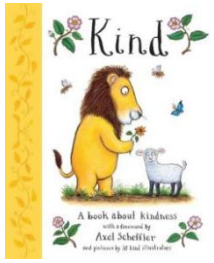




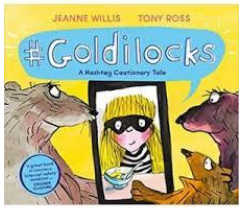


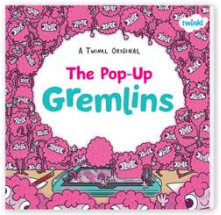


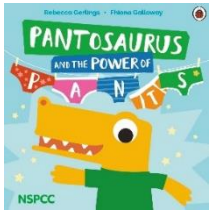




Safety







Money