CURRICULUM EXPLAINED

Learning Academies Trust

Version: November 2021

Content: This document and its content have been co-constructed by Teachers and Senior Leaders across all LAT Schools. Over 130 staff have collaborated on the process of researching, auditing, designing, and implementing this piece of research informed work. The Curriculum will be reviewed by all members and continuously evaluated for impact and relevance.

LEARNING ACADEMIES TRUST

CONTENTS

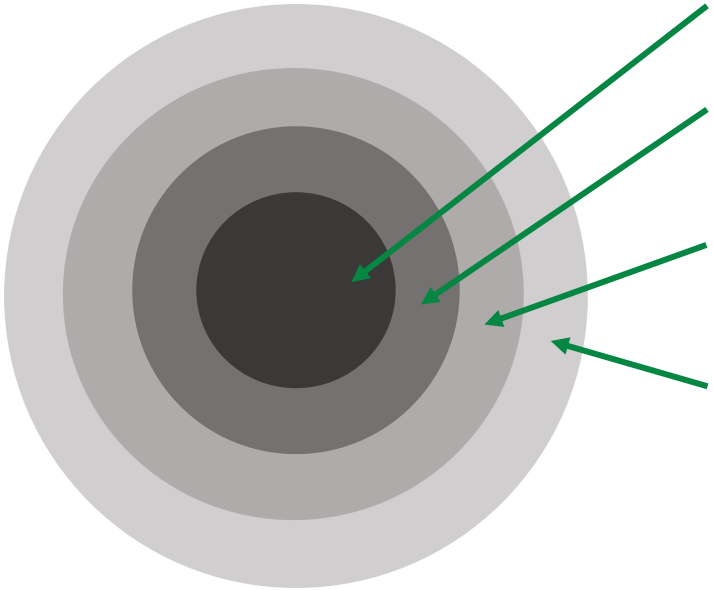
LAT CURRICULUM EXPLAINED: RATIONALE

Curriculum Definition

LAT's Curriculum can be broken down into four distinct, but interconnect parts:

1. Intended Curriculum: the required knowledge, skills and understanding that might be written down in the specification for a unit of study.
2. Enacted Curriculum: the curriculum that the pupils actually experience as delivered by their Teachers, each Teacher applying their own filter, adding or subtracting content, developing a unique combination of tasks and resources.
3. Assessed Curriculum: the knowledge, skills and understanding that students encounter in their assessment – normally a subset of a much wider curriculum.
4. Learned Curriculum: the knowledge, skills and understanding that students are left with at a later time.

This definition can also be represented in a visual way that maps LAT's vision to achieve a broad Curriculum for all its pupils, parents and staff. The image below details how Teachers plan by first identifying the key objectives, concepts, skills, knowledge and vocabulary that will be taught. Teachers then move into a progressive process of designing and sourcing the relevant and most effective Teaching resources, models and images. Next Teachers identify how best to capture assessment on pupil outcomes and then finally highlight further behaviours and experiences that the wider curriculum is intended to bring.



- **Objectives, concepts, and skills** that will be taught.
- **Objectives, content, and skills** that will be delivered and **Teaching methods** that will be used.
- **Assessment (specific) focus and the tools and methods** that will be used to capture and evaluate.
- **Wider experiences, learning environment, behaviours, attitudes and cultures** that will be experienced and nurtured.

LAT's Curriculum is influenced by:

Cognitive and Neuro science
Journal Based research and disciplined inquiry
Local, national, and global audits of need
National Curriculum guidance
Context and values of individual LAT Schools
Aspiration to develop Teacher expertise
Cross industry influence

Intended outcome of LAT's Curriculum:

Meet the diverse and bespoke needs of each community, whilst securing pupil outcomes
Create and test Scientific informed research and innovation
Transmit the values of each School beyond its immediate Community
Facilitate effective and pedagogy
Develop talents and interests of Community members

Diagram adapted and inspired by, Concentric Ring of Conceptualization of "Curriculum", Dr. Shao-Wen Su, Journal of Language Teaching and Research, Vol 3 No 1, pp. 153-158, January 2012. The various Concepts of Curriculum and the Factors Involved in Curricula-making.

PHILOSOPHICAL APPROACH EXPLAINED

The Learning Academies Trust curriculum plan is built on a robust and considered philosophy related specifically to influences such as, Cognitive Science, Neuro Science, national academic standards and community needs. The design is built on secure and proven foundations referenced by Leaders in the Scientific fields linked to the development of long term learning and memory. LAT members believe that the **learned curriculum** is the curriculum that actually counts for pupils as they strive to build informed links between theories, proven study, facts from history and their own ideas.

LAT members believe that disadvantaged students often need to rely much more on the diet of deliberate learning that they receive from being in school. **A good curriculum empowers children with the knowledge they are entitled to and is primarily based initially on the National Curriculum.** Phrases such as, 'If children don't remember what we have taught them, then even the richest curriculum is pointless' seem ever more relevant as educators strive to assess their pupil's depth of understanding. Key refence points for this belief stem from experts such as, **Memory is the residue of thought** Professor Dan Willingham (Psychologist and author), **Learning is a change in long term memory. If nothing has been changes in long term memory then nothing has been learned**" Professor Paul Kirschner (Educational Psychologist & Author), **'You can always Google it' is the most dangerous myth in education today**. Dylan Wiliam (Educationalist) and **Learning is defined as an alteration in long term memory** Sweller, Ayres & Kalyuga (2011). Other key references are of interest when measuring the purpose, worth and effectiveness of LAT's Curriculum, most notably, **Martin Robinson's, Trivium**, where he debates the need for pupils to be taught that the arts of knowing, questioning and communicating unlock the Curriculum's true potential. Ofsted have also influenced Curriculum design by offering a structure for staff to frame their thinking. The **collective parts of Curriculum thinking can be organised as three interlinked and key elements 1) intent 2) implementation 3) impact**.

LAT's curriculum offers pupils a core set of objectives and goals that all are entitled to receive access to. Staff continuously design and refine their approaches to measuring the impact of this curriculum deliberately focusing on how each of the LAT School **personalise and contextualise** learning experiences. Staff work in teams to meticulously **select** what is taught, **organise** this in a progressive and deliberately challenging order and then **integrate** and apply within their own Schools. Pupils and their families benefit from having peers from across the LAT's influence to link with and collectively learn with/from. The value of learning for learning's sake is shared and thus empowered **beyond individual settings.** Staff work in cross School disciplinary teams to design schemes of teaching, learning and assessment, that are **deliberately progressive and challenging** in nature. Staff benefit from having colleagues as experts to **quality assure and review** stages of planning. They **organise themselves into dynamic subject based hubs all of which focus in on creating excellence within Schools**. Subject Hubs **challenge and support each other's professional development aiming at all times to network their thoughts and professional relationships beyond those found within the LAT itself**.

Curriculum design is **grounded by key subject drivers**. These are History, Geography as well as core Science, Maths and English. History and Geography act as fundamental **perspective drivers** that add **empathy and perspective** to learning. They act as a directional **compass** to centre and **root learning, whilst prompting the direction of pupil's further thoughts and ideas**. Studying key concepts about the past (History), '**Then and Now**' and linking to other places (Geography), '**Here and There**' enables pupils to **create their own opinions** (based on factual knowledge and/or accounts evidenced from key sources of credible information) of how these concepts might develop in the future. Relating learning back to a pupil's own version of the **here and now**, creating curiosity, expects pupils to both study and **think deeply** about how these driving concepts interrelate with each other and become relevant to a pupil's everyday life.

Pupils continuously look not only to remember facts, but to apply knowledge beyond discrete subjects areas to create a rounded and broad knowledge base and extended schema of understanding. Staff continuously review how to implement a Curriculum that enables pupils to study less content, but in more depth than ever before.

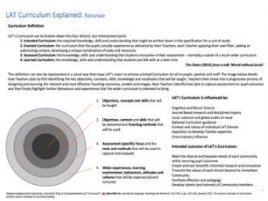
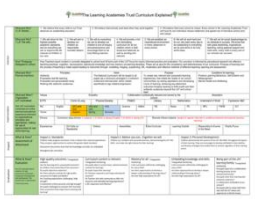
A **culture of continuous improvement**, that remains invitational at all times, is a by-product of this cultural exchange of ideas and research. **Workload is reduced** by sharing resources and expertise across all LAT Schools, whilst at the

same time linking staff to develop rigorous and cross LAT assessment judgments. There is a **continuity in LAT's curriculum design** offering pupils and their families an **entitlement for all** model of delivery. All stages of planning are **co-constructed and co-quality assured** by Subject Hubs. Pre-defined subject drivers, linked specifically to key concepts, are taught, learned and assessment. This is **consistent across all LAT Schools**, offering LAT members a sense of cross School rigor, excitement, focus and attention to excellence. Staff support each other to review pupil outcomes searching for subtle differences to the **a) depth of pupil's understanding b) impact of TL&A strategies on pupil's engagement c) impact on the quality of final outcomes and relevant products**. The LAT's, '**Believe we can…Together we will**', ethos empowers staff to create the finest curriculum experiences that aim to create learning that is, memorable, relevant, authentic in purpose and imbedded in knowledge, skills and concepts. Research and inquiry informed practice sit at the heart of staff professional development. This sense of professional curiosity and exploration, drives a process that is committed to continuous reflection and refinement of practice. Philosophies linked to LAT curriculum design are therefore, in their very make up and nature, continuously evolving.

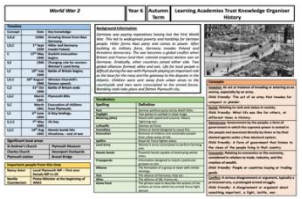
'Believe you can… Together we will.'

ORGANISATION: INTENT - 12 STEP PLANNING SEQUENCE EXPLAINED

Staff continuously review how to implement a Curriculum that enables pupils to study less content, but in more depth than ever before. Staff have divided the planning sequence up into carefully crafted bite sized stages of development. The continuum below depicts this process enabling users to locate their thinking against pre-agreed actions.





1	2	3	4	5	6
LAT Informed	LAT Informed	LAT Informed	LAT Informed	LAT Informed	LAT Informed
Long Term Planning	Long Term Planning	Long Term Planning	Long Term Planning	Long Term Planning	Long Term Planning
What? Why? LAT Rationale, definition, influences and principles articulated	What? When? LAT Curriculum organisation 1 page overview	What? When? How often? Objective Concepts Vocabulary progressively mapped across all year groups	What? When? Subject specific overviews Years 1 – 6 as matrix. Highlighted links between subjects	What? When? Why? Subject specific rationales and narrative overtime	What? Who? Subject specific Knowledge Organisers detailing the minimum but essential knowledge to be taught and assessed

Planning steps continued…

	Short Term Planning Templates	Assessment Rationale	Teaching, Learning and Assessment guidance and resources	Pedagogy Guidance and Design linked to research	Skills Audit linked to CPD Map
1 LAT Informed Long Term Planning What? Why? LAT Rationale, definition, influences and principles articulated	**2** School Informed Long Term Planning What? When? LAT Curriculum organisation 1 page overview	**3** LAT Informed Long Term Planning What? When? How often? Objective Concepts Vocabulary progressively mapped across all year groups	**4** LAT Informed Long Term Planning What? When? Subject specific overviews Years 1 – 6 as matrix. Highlighted links between subjects	**5** LAT Informed Long Term Planning What? When? Why? Subject specific rationales and narrative overtime	**6** LAT Informed Long Term Planning What? Who? Subject specific Knowledge Organisers detailing the minimum but essential knowledge to be taught and assessed

INTENT: LAT CURRICULUM EXPLAINED - 1 PAGE OVERVIEW

<table>
<tr><td rowspan="4">Intention</td><td>What and Why?
3 LAT Beliefs…</td><td colspan="3">1. We believe that every child in our Trust deserves an outstanding education</td><td colspan="3">2. We believe that schools work best when they work together</td><td colspan="3">3. We believe that every school is unique. Every school in the Learning Academies Trust will have its own individual mission statement and agreed set of individual school aims and values</td></tr>
<tr><td>What and Why?
7 LAT We wills…</td><td>1. We will strive for the highest possible academic standards and do everything we can to improve the life chances of children in our care</td><td>2. We will aim to develop our children as responsible rounded citizens</td><td>3. We will do everything we can to develop our children's love of enquiry and perseverance and encourage them to be truly lifelong learners</td><td>4. We will provide a rich and stimulating curriculum for all our children which is both broad and balanced as well as exciting and relevant</td><td>5. We will establish an inspirational environment in every classroom in every school</td><td>6. We will all work hard and try our very best every day to be outstanding in everything we do and strive to be truly world class</td><td>7. We will not let social disadvantage be an obstacle to success. We know that with great leadership, inspirational teaching, caring pastoral support and hard work, every child in every one of our schools can succeed</td></tr>
<tr><td>How? Pedagogy:
Currently delegated to individual schools</td><td colspan="7">How Teachers teach content is currently delegated to school level & forms part of the LAT focus for inquiry informed practice and evaluation. Our provision is informed by educational research into effective teaching practices, cognition, neuroscience, learning & knowledge and how memory via learning develops. These act as glue for the consistency and distinctiveness of our curriculum. Purpose of learning and the process of teaching is made explicit leading to outcomes through: modelling, imaging, questioning, AfL, moderation and effective methods of effective teaching, learning and assessment.</td></tr>
<tr><td>What and Why?
Planned intentions</td><td colspan="2">Principles:
Authentic
Purposeful real-life learning
Purposeful and personalised study
Sharing with authentic audiences</td><td colspan="2">Aims:
The National Curriculum will be taught to all pupils (as a minimum) arranged in a coherent evidenced informed plan which relates specifically to age related progression.</td><td colspan="2">Purpose:
To create real, relevant and purposeful learning experiences, that meets the needs of our school communities, by raising aspirations and developing a love of learning, achieving key attainment outcomes bringing meaning to both pupils and their authentic audiences beyond the LAT and school itself.</td><td colspan="2">Conditions for learning:
Positive Learning Behaviour, Self Esteem and Metacognition
Mental Health and Wellbeing</td></tr>
<tr><td rowspan="9">Implementation</td><td rowspan="9">What and When?
Organisation
LAT Centralised

Our LAT curriculum comprises an entire planned educational experience informed by organisational principles and approaches, making full use of opportunities for real world learning.</td><td>Values</td><td colspan="3">Empathy</td><td colspan="3">Collaboration (contextually relevant and owned by the school)</td><td colspan="2">Absorption</td></tr>
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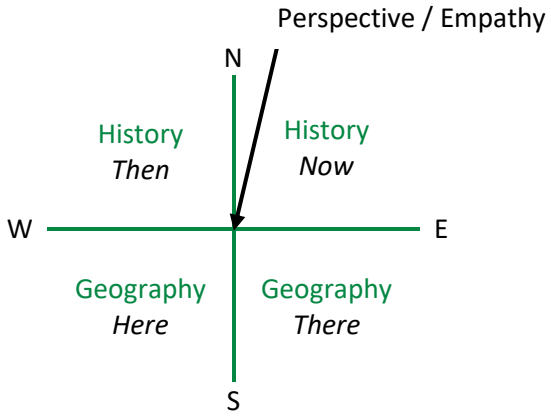
<tr><td>Impact</td><td>What & How?
Assessment of Attainment</td><td colspan="3">Impact 1: Standards
Children make progress and attain in line or better than national expectations. They are given opportunities to achieve the greater depth standard. Assessment documents show that the knowledge and skills are embedded throughout the curriculum.</td><td colspan="3">Impact 2: Believe you can…Together we will
Children are confident and successful learners, demonstrating the LAT 'We Wills', and make the right choices for their learning</td><td colspan="3">Impact 3: Personal Development
Children demonstrate the essence of the LAT 'We Wills' throughout all aspects of their learning. They are encouraged to develop self-belief in their abilities and develop strategies that enable them to achieve regardless of their starting points.</td></tr>
<tr><td>Evaluation</td><td>What & How?
Evaluation

Our LAT curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. The achievement is represented in three key areas.</td><td colspan="2">High quality outcomes: Triangulated evidence
Has the learning led to a purposeful outcome?
Do children have ownership of the outcomes?
Do pupils experience expertise?
Are there relevant contexts for high quality outcomes for English and Maths?
Are Teaching expectations challenging / high enough?
Is assessment criteria accurate and high enough?
Are pupils challenged to evaluate their learning?
Does assessment help shape future teaching and learning?</td><td colspan="2">Curriculum content is relevant: Triangulated monitoring
Are pupils able to connect local, national and local contexts for learning?
Do pupils enjoy their learning?
Do Teachers respond to and shape educational research?
Do Teachers link with community to offer rich resources and extended learning experiences?
Is AfL responsive and effective?</td><td>Mastery for all:
Triangulated monitoring
Is the curriculum sufficiently challenging for every child?
Are there opportunities to develop a deeper understanding of learning values?
Are their high expectations for all?</td><td colspan="2">Embedding knowledge and skills:
Triangulated monitoring
Is the curriculum sufficiently challenging for every child?
Are there opportunities to develop a deeper understanding of learning values?
Are their high expectations for all?</td><td>Being part of the LAT learning family:
Triangulated monitoring
Do pupils input into a collaborative learning process across schools/community?
Do pupils share their learning with authentic audiences?
Is collaboration embedded across schools?
Are pupils able to relate both their own and the LAT values and experiences to British Values</td></tr>
</table>

CURRICULUM ORGANISATION: THROUGH EMPATHY DRIVERS | SUBJECT DRIVERS

Building empathy, grounding, and a sense of perspective through LAT Curriculum Design.



LAT's curriculum design is **grounded by key subject drivers**. These are History, Geography as well as core Science, Maths and English. History and Geography act as fundamental **perspective drivers** that add **empathy and navigation** for study. They act as a directional **compass** to centre and **root learning**, whilst **prompting** the direction of pupil's **further thoughts and ideas**. Studying key concepts about the past (History), '**Then and Now'** and linking to other spaces and places (Geography), '**Here and There**' enables pupils to **create their own opinions** (based on factual knowledge and/or accounts evidenced from key sources of credible information) of how these concepts might develop in the future. Relating learning back to a pupil's own version of the **here and now** and creating curiosity, LAT's curriculum expects pupils to both study and **think deeply** about how these driving concepts interrelate with each other and become relevant to a pupil's everyday life.

Staff lead pupils through a concept continuum. Key Historical and Geographical concepts are **introduced, explored, imbedded**. Staff plot this journey and ensure that concepts become more sophisticated as they age. Pupils, therefore, move through **progressive stages of sophisticated concept thinking**.

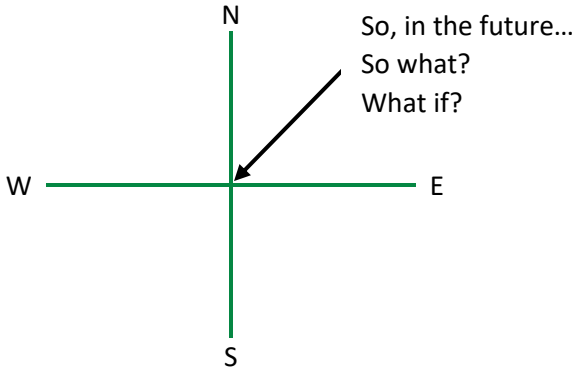
Staff planning, models this journey, and points at key milestones of knowledge, for pupils to **grasp hold of, organise and integrate** into their world and existing understanding. Thinking moves between **comparing and contrasting** the **relationship** between the **past** (how it shapes events today), and the **evolution** of **differing places / cultures. Learning from what has gone before** inspires staff and pupils to think carefully about **solving real world problems.** Pupil's study creates a rooted connection and sense of **moral responsibility** for their / our planet, for the here and now as well as the future.

Assessment of the depth and degree concepts are imbedded within pupils understating is taken as a continuous loop. Subject based knowledge Organisers, alongside lesson plans, are designed by Schools, and used as a script by which to assess whether a pupil can:

Recall knowledge with confidence about chronology, theory, factual details, and linked vocabulary.

Explore and question knowledge forming their own rounded opinion, schema, and insight, linking theory and opinion to differing contexts.

Share and communicate knowledge to others, shaping it into a personalised version, which is relevant to a pupil's own context, (and/or that of others) whilst making authentic links to real life. Making audiences think differently should be a key marker of assessment and an insight into a pupil's depth of clarity, but also their degree of curiosity and interest.



LAT staff have come together to collectively **select subject content** and **organise** their curriculum. They have **co-constructed** both **its values and its purpose**. They have integrated this into the plans of each School forming the basis of an '**entitlement for all'** curriculum model. In addition to core **termly subject drivers**, History, Geography, Science, Maths and English, staff have added layers of study depth via the remaining National Curriculum subjects. As well as being of inherent worth as stand-alone subjects, these remaining subjects **partner and compliment the core**. They are ultimately pivotal to the core making sense. Where appropriate, and not in a superficial sense, subjects partner to create **topics of learning**. This gives core subject drivers **additional and deeper meaning through real life application**. For example, applying Writing and Grammar structures to real life (cross subject) topics gives Writing and Grammar a **purpose and use** beyond just the otherwise isolated subject matter itself. Through an intense and deep dive style application of **knowledge, skills and concepts**, pupils create their own **ideas**, produce their own **authentic products** and begin to **explore** how to **solve real world problems**.

Each term, Staff deliver topics that take **deep dives into specific subjects** with the intention of pupils developing informed and robust knowledge schema. Subjects are **carefully positioned throughout the academic year** and are **partnered with others that offer enhanced opportunities for knowledge to make deeper sense**. This process forms the bases of a specific subject based cross LAT **moderation and quality assurance process**. Staff use the **curriculum's organisation** to inform them of **what they should quality assure, but also when**. For example, during the Autumn Term, all staff from across the LAT will **work together** to carefully **monitor, capture, compare and contrast** key evidence from their **Design and Technology** teaching, learning and assessment. **Staff work in teams to evaluate outcomes** across **termly subject drivers**, and over time, create vast **portfolios of age / stage and subject specific expectations**. These are **collectively quality assured** ensuring that robust forms of assessment and data are continuously developed and communicated with all staff, pupils and parents. This data informs staff about which teaching, learning and assessment methods are having the **greatest impact on pupil's learning**. Staff are then in a position to make **informed decisions** of how to **refine their practice** within specific subject drivers. For example, by the end of Autumn Term, all staff would have **evaluated cross LAT outcomes** in subjects, but would have also taken a deep dive into Design and Technology. Clarity on what LAT **'excellence'** looks like in this subject is then transmitted across all stakeholders.

The table below models how the curriculum is organised.

<table>
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</table>

During the Autumn term, staff take a **deep dive** into the knowledge and skills that underpin **concepts** related to Design and Technology. Other **subjects link where appropriate**. Spring Term focuses on developing Art **knowledge and skills** and using these as a vehicle for expression and communicating concepts across subjects. Staff

tune into these focus areas and understand that over time, they will **build sophisticated banks of refined resources**. The intention is to **reduce staff workload**, **cover less content, but in more depth**, whilst giving **confidence** to all that these resources are continually **refined and evaluated for effectiveness**.

Teams working together, with a **common focus**, **articulating what works**, **why** and **how** is a crucial benefit and outcome of LAT's Curriculum organisation. A **true celebration** of learning is also made possible through **cross School subject links**. Staff, pupils and their families not only **know what is being taught across all LAT Schools**, **but also when it is taught**. They are therefore, able to seamlessly **link with each other sharing and comparing examples of learning related to the exact same subject matter**.

This method of curriculum organisation enables LAT School members to become a **unique community of networked learners**.

Creating an authentic sense of **cross School collective responsibility** is deliberate, but a secondary outcome of LAT's curriculum organisation, is that of cross School **excitement and interest**. Understanding how **one pupil's learning is part of a wider connection with other LAT learners** brings a sense of **connectivity and belonging**. Each LAT School is **encouraged** and has **freedom** to **add further worth** to the curriculum model, by delivering schemes that provide **contextually relevant meaning and structure**. Schools create their **personalised** subject areas and guiding schemes of work, for example, those related to **bespoke values, behaviours and mission statements**. This enables each LAT School to **root themselves in their communities**. Remaining **real, authentic and relevant to the communities that they serve**, becomes a key additional **subject driver** for all LAT Schools.

INTENT - PLANNING MATRIX

Staff from all LAT Schools have mapped their subject content and coverage across each term. The matrix plan is designed to guide both mixed age as well as single aged year classes.

Learning Academies Curriculum Overview Years 1 and 2

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Year 1	Animals inc Humans		Materials and their properties		Plants	Seasonal Changes
	Year 2	Animals inc. Humans Living things and their habitats		Use of everyday materials		Plants	
Art & Design	Year 1	Portraits (Painting, Drawing, Colour, Line)		Collage linked to famous historical person (Colour, textures)		Colour mixing linked to hot and cold countries (Colour wheel, painting, colour)	
	Year 2	Brian Pollard – Local Area (Drawing, painting, colour, line, shape, colour wheel)		Fire pictures – silhouettes (painting, colour, line, shape, colour wheel)		Andy Warhol (Colour, digital art, shape)	
PSHE	Year 1	Being Me in My School	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Year 2	Being Me in My School	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Computing	Year 1	Digital Literacy	Information Technology	Digital Literacy	Computer Science	Digital Literacy	Information Technology
	Year 2	Digital Literacy	Computer Science	Digital Literacy	Computer Science	Digital Literacy	Information Technology
D & T	Year 1	Puppets (Joining materials, construction)		Map design/Boats to escape (Purposeful design)		Paper weaving landscapes or seascapes	Food
	Year 2	Toys – Moving mechanisms/Kites (Joining materials, construction)		Lollipop stick houses or streets/Bridges (Purposeful design)		SATs	Food
Music	Year 1	Sing with Awareness of pulse and rhythm Sing songs with limited pitch range		-	-	-	-
	Year 2	Sing expressively using loud and quiet/getting louder and quieter		-	-	-	-
RE	Year 1	What does it mean to belong to a faith community?	What do Christians believe God is like?	Who is Jewish and how do they live?		Who do Christians say made the world?	How should we care for the world and for others, and why does it matter?
	Year 2	Who is Muslim and how do they live?	Why does Christmas matter to Christians?	Who is a Muslim and how do they live? Part 2	Why does Easter matter to Christians?	What is the 'good news' Christians believe Jesus brings?	What makes some places sacred to believers?

Learning Academies Curriculum Overview Years 3 and 4

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Year 3	Plants	Forces and Magnets	Animals inc Humans		Rocks and Soils	Light
	Year 4	Electricity		Animals inc Humans Sound		States of Matter	Living things and their habitats
Art & Design	Year 3	Beads, Jewellery, Cave Painting Drawing, sculpture)		Mosaics (Drawing, painting, colour wheel, sculpture, pattern, colour, shape)		Photo Montage Landscape (Drawing, painting, digital media)	
	Year 4	Weaving and Dragon Eyes (Drawing, painting, colour wheels, print, textiles, pattern, colour, line and shape)		Artefacts (Sculpture and pottery)		Turner Sea Scape - Junk modelling (Drawing, painting, colour wheel, colour)	
PSHE	Year 3	Being Me in My School	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Year 4	Being Me in My School	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Computing	Year 3	Digital Literacy	Information Technology	Digital Literacy	Computer Science	Digital Literacy	Information Technology
	Year 4	Digital Literacy	Computer Science	Digital Literacy	Computer Science	Digital Literacy	Information Technology
D & T	Year 3	Making tools for a purpose (Joining materials, construction, reflection)		Making a mini road, mosaics, pots (Purposeful design)		Volcano models, Pompeii story; Food (Joining materials, construction, purposeful design)	
	Year 4	Boats – How to cover and make water resistant (Purposeful design, joining materials, construction)		Food		Design a water cycle, make a biome, make a physical feature from the local area (Purposeful design, joining materials, construction)	
MFL	Year 3	Greetings Days and Months Self-introductions Classroom Objects Simple body parts and instructions Christmas		Numbers and Age Home Family Easter		Colours and opinions Food Capital city	
	Year 4	Greetings Adjectives Weather and seasons More about numbers and birthdays Christmas		Numbers and Age Home Family Easter		Food and shopping/café Houses Opinions and adjectives	
Music	Year 3	Playing instruments with confidence, expression and control		-	-	-	-
	Year 4	Perform expressively with accuracy and awareness of other parts and inter-related dimensions		-	-	-	-
RE	Year 3	What do Christians learn from the Creation story?	What is it like for someone to follow God?	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What kind of world did Jesus want?	How and why do people try to make the world a better place?
	Year 4	What is the "Trinity" and why is it important for Christians?	What do Hindus believe God is like?	What does it mean to be Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'?	For Christians, when Jesus left, what was the impact of Pentecost?	How and why do people mark the significant events of life?

Learning Academies Curriculum Overview Years 5 and 6

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Year 5	Materials		Forces	Earth and Space	Animals inc Humans (Puberty)	Living things and their habitats
	Year 6	Electricity	Light	Evolution and Inheritance	Living things and their habitats	SATs	Animals inc Humans
Art & Design	Year 5	Paul Kelp, Lowry, William Morris (Drawing, painting, colour wheel, collage, print, pattern)		Mosaics (Sculpture, pattern, shape)		Romero Britto (Drawing, painting, colour wheel, pattern, colour, line, shape)	
	Year 6	Charactertures of leaders and Blitz (Drawing, painting, colour wheel, colour, line)		School Study	School Study	School Study	School Study
PSHE	Year 5	Being Me in My School	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Year 6	Being Me in My School	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Mel
Computing	Year 5	Digital Literacy	Computer Science	Digital Literacy	Computer Science	Digital Literacy	Information Technology
	Year 6	Digital Literacy	Information Technology	School Study	School Study	Digital Literacy	Computer Science
D & T	Year 5	Reconstruction of streets in the area to scale, moving mechanism toys (Purposeful design, joining materials, construction)		Ceramic tiles or making clothes/accessories (Purposeful design)		Animals and puppets, modelling plants for class rainforest (Purposeful design, joining materials, construction)	
	Year 6	Memorable scrapbook or visual diary for WW2 (Reflection and purposeful design)		School Study	School Study	School Study	Board games (Purposeful design)
MFL	Year 5	Classroom instructions Body and colours More about weather Pastimes and opinions		More about animals Directions Jobs More about numbers (1-100) Easter/Festival		Telling the time Clothing More about food and opinions – ice cream! Holidays Festival	
	Year 6	Countries of the World Shops School day in France Transport		School Study	School Study	School Study	Architecture Landmarks/towns Directions
Music	Year 5	Play with fluency and increasing expression Maintain own part with awareness of how different parts fit together Explore group arrangements and perform with left/right hand coordination Sing in unison with clear diction		-	-	-	-
	Year 6	Sing more melodically complex songs. Compose group arrangements of pieces and perform an independent part in a group performance accurately. Create a structure, considering the effect on the audience.		School Study	School Study	School Study	-
RE	Year 5	What does it mean if Christians believe God is holy and loving?	Why do Hindus want to be good?	What does it mean to be a Muslim in Britain today?	Why do Christians believe Jesus was the Messiah?	Christians and how to live: 'What would Jesus do?'	What matters most to Humanists and Christians? (C, M/H, NR)
	Year 6	Creation and science: conflicting or complementary?	Why is the Torah so important to Jewish people?	Why do some people believe in God and some people not?	What do Christians believe Jesus did to 'save' people?	For Christians, what kind of king is Jesus?	How does faith help people when life gets hard?

INTENT – SUBJECT RATIONALES

Humanities Rationale

There is an inextricable link between History and Geography. Human activities throughout time have interacted with and impacted on the physical environment. In turn, the physical environment, landscapes and resources have shaped the development of civilisations up to the present day. Currently we have a situation where Human activities and their impact on the physical environment and the potential risks this brings to future generations is only really beginning to be acknowledged and accepted. Therefore, the importance of this area of study is self-evident. The importance of the children getting a sense of the 'Here and Now/ When and Where' cannot be underestimated. It will equip them to contextualise their learning and allow them to develop conceptual schema upon which they form an informed opinion based on knowledge and understanding, not rhetoric. It aims to ensure that children within LAT can go on and take a responsible and active role in shaping, not only their local community, but communities regionally, nationally and globally if they wish.

Within this framework themes/concepts, are revisited and built upon developing the children's own schema of knowledge upon which to build links with other areas of the curriculum, predominantly History.

The LAT curriculum has been designed using a locational model developing from the child's own individual sense of place and time 'Here and Now' locally through to the UK contrasting with Maine North America (Mayflower link) by the end of KS1. In lower KS2 the children move from the UK into Europe and then the world in upper KS2.

The practicalities around developing the Matrix are that Geography is more summer based than History due to potential for fieldwork, although History is given time in the Autumn term if fieldwork is needed.

It is designed around using H/G as main drivers for the Foundation subjects and each has been used as a driver for the other to develop the 'When and Where/ Here and Now' idea.

To take account of the potential for mixed age range classes within KS1 it has no geography built into T1 for both Y1 and 2. The topics has been designed to put both H/G within a local context based on the children's prior knowledge. Within the rest of KS1 flexibility to swap around and run as whole key stage topic on a two year rolling programme, exists. As is the case for lower and upper KS2. The Matrix ensures there are opportunities for all POS to be met and revisited throughout both Key Stages.

Key Stage One:

Has been designed to ground pupils to the 'Here and Now' from which to build upon the 'When and Where', giving them a reference point to build their conceptual schema throughout KS1.

Lower Key Stage Two:

Y3 T1+2

Looks at the changes in settlement and land use beginning in the stone age, then through time, this theme leads onto the impact of the Romans in T3+4.

Y3 T5+6

Builds on the link to the Romans through Pompeii and Vesuvius still active today as a way into Volcanoes, Earthquakes and Mountains. While the study of the South West and Southern Italy's similarities and differences can explore the impact on the physical and human environment of such features.

Y4 T1+2

Land use and settlement can be revisited through the theme of Vikings and Anglo Saxons, while spending time exploring the importance of natural resources and their availability can give motives for the Viking invasion, drawing links back to the work on the Roman invasion

Y4 T3+4

Gives a chance to look at a contrasting civilisation and see its influence on those already looked at.

Y4 T5+6

Can build upon all the areas of study within LKS2. The impact of climate on human Geography and the development of civilisation through agriculture, natural resources such as water and the impact rivers had on settlement, land use and the movement of people, materials and goods- within the UK and European region but framed against a global context.

Upper KS2:

Y5 T1+2

Local study on Victorians and the industrial revolution develops and builds upon LKS2 , changes in settlement and land use, the influence of natural resources on this and the development of the British empire and the global trade links we have today.

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Geography Rationale

Creating a sense of 'Here and There' and 'Then and Now' provided the basis for the LAT Geography curriculum overview. A clear vision that Geography should be one of the predominant drivers beside the curriculum alongside the LAT 'We Will's' ensures that all of our children have the opportunity to find out about the world around them and explore their place within it.

A sense of rigour and clear structure means that the National Curriculum is set as the minimum expectation for all schools within the LAT. A sense of location as well as the development of key Geographical concepts were also used to create flow within the Geography curriculum. The local context is vitally important to give our children an idea of Plymouth and the South West's role in local, national and world geography.

Children at KS1 develop an idea of their own local environment and then go on explore the physical and human geography of their locality in a regional, national and global context. Key concepts are introduced settlement, land use and the impact of the local environment on man's activity.

As they move into KS2, the content and development of key concepts expand to look at Human and Physical Geography within Europe and the world. The concepts of settlement, land use, trade and the distribution of natural resources are explored within the physical and natural environment and the potential conflicts this creates.

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History Rationale

Creating a sense of 'Here and There' and 'Then and Now' provided the basis for the LAT History curriculum overview. A clear vision that History should be one of the predominant drivers beside the curriculum alongside the LAT 'We Will's' ensures that all of our children have the opportunity to find out about the world around them and explore their place within it.

A sense of rigour and clear structure means that the National Curriculum is set as the minimum expectation for all schools within the LAT. A sense of chronology as well as the development of key historical concepts were also used to create flow within the history curriculum. Local context is vitally important to give our children an idea of Plymouth and the South West's role in local, national and world history.

Children at KS1 develop an idea of their own lives as well as those close to them. The curriculum allows this to be the main focus for the youngest children, before moving onto topics that give them an early awareness of both life beyond Plymouth and beyond living memory. Key concepts are introduced – the idea of Empire (e.g. through explorers) and changes in society (e.g. through their own history) whilst a sense of chronology and timelines are also being developed (e.g. The Great Fire of London).

As they move into KS2, the content and development of key concepts changes. British History is taught in a chronological order, whilst other key topics (Ancient Greece, Ancient Egypt and Islamic Civilization) ensure that the children develop a clear knowledge of how other civilizations and nations have created key elements of today's world.

Our aim is to develop clear knowledge and understanding of a wide range of historical contexts and ideas and for our children to be able to use these to make links to the 21st century world that they live in today.

English Rationale

Creating a sense of 'purpose', 'audience' and 'Oracy provided the basis for the LAT English curriculum overview. A clear vision that English should be a key subject within the curriculum alongside the LAT 'We Will's' ensures that all of our children have the opportunity explore, research, challenge and present their learning in a variety of ways.

A sense of rigour and clear structure means that the National Curriculum is the minimum expectation for all schools within the LAT. Giving new experiences, as well as the development and exposure to a wide range of texts, were considered to create a spiral curriculum (across genres) to build on prior learning and embed key skills.

Children at Key Stage 1 develop an understanding of communication through speaking, listening, reading and writing by exploring their own lives as well as those close to them. The curriculum develops the basic skills around phonetical awareness to allow children to express their thoughts and ideas. Oracy skills are used to help our children communicate their ideas effectively and as a result become confident speakers. A wide experience of genres allows our children become imaginative, creative storytellers and writers whilst ensuring they are exposed to varied, rich vocabulary.

As they move into Key Stage 2, the concepts remain key to speaking, listening, reading and writing. Oracy, through all areas, enables children to communicate effectively with greater sophistication. Language development remains vital and a broad range of genres (through reading and writing), ensures children experience a wide range of rich vocabulary. As they build on the skills learnt previously, children will use these to effectively present their ideas and learning, applying their speaking, reading and writing skills across the curriculum.

Our aim is to develop articulate speakers, inspired writers and avid readers, who can apply their knowledge of English, to communicate successfully in an ever-changing world.

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Science Rationale

Creating a sense of 'Awe and Wonder' and 'Excitement and Curiosity about Natural Phenomena' has provided the basis for the LAT Science Curriculum Overview. A clear vision that Science, as a core subject, should often be independent from themes and/or topics to ensure that children develop a secure understanding of each 'key block of knowledge and concepts'. However, high-quality science education subsequently helps drive our curriculum alongside the LAT 'We Will's', ensuring that all of our children have the opportunity to find out about the world around them and explore their place within it.

A sense of rigour and clear structure means that the National Curriculum is set as the minimum expectation for all schools within the LAT, with additional non-statutory guidance used to further develop children's understanding and capabilities. Underpinning our entire curriculum and each and every lesson is the processes and methods of 'Working Scientifically': comparative and fair testing, sorting and grouping, identifying and classifying, pattern seeking, observation over time and research. This is not taught as a separate strand but permeates throughout all science teaching to enable the high-quality delivery of the curriculum content.

Children at KS1 develop an understanding of the variance in plants and animals and what they need to survive and flourish. They study the materials in the natural world around them and begin to make conscious choices about which materials to used, based on their scientific properties (e.g. durability or strength) and whether or not they would be fit for purpose. Additionally, they observe and explain the changes in seasons and their effect on the environment and the various food chains within them.

As they move into KS2, the key knowledge and understanding children require widens with the breath of topics now covered. Each child explores how different rock types are formed and their uses, how and why animals have evolved over time, the differing states of matter and develop an understanding of space and the solar system. Throughout KS2, in every year group, the children gain a deeper understanding of the human body, focusing on a particular area of human anatomy via teeth, skeletal structure, the digestive system and reproduction and puberty. They also visit and then re-visit topics like 'Electricity' and 'Light' to ensure they build upon previous learning and how an in-depth knowledge in fundamental areas of the curriculum to then make a smooth transition into secondary schooling.

This curriculum also outlines the progression in data handling skills from Year 1 to Year 6, allowing children to record, present and analyse their findings in more complex and coherent ways. Furthermore, a progression in the 'use of scientific equipment' is outlined to ensure that children can use a range of recording equipment accurately and choose which one they think it best to carry out an investigation or prove a hypothesis.

Our aim is to provide the foundations of understanding the world through the specific disciplines of biology, chemistry and physics as science has changed our lives and will continue to do so in the future. A strong understanding of scientific principles is vital to the world's future prosperity and will enable children to flourish in a fast-paced and ever-evolving job market.

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PSHE Rationale

Personal, Social, Health and Economic education (PSHE) is a planned programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

As a multi-academy trust, we will provide a curriculum which meets the needs of all of our children. Section 78 of the Education Act 2002, and the Academies Act 2010, stipulate that such a curriculum 'satisfies the requirements … if it is a balanced and broadly based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.

PSHE education is vital to our curriculum and to meeting the schools' requirement to promote pupils' health and wellbeing. The Department for Education (DfE) has made it clear that schools should make provision for PSHE education.

As part of a whole school and MAT wide approach, PSHE develops the qualities and attributes children need to thrive as individuals, family members and members of society. PSHE education should address both pupils' direct experience and preparation for their future.

Our overarching aim for PSHE education is to provide pupils with:

1. relevant knowledge as appropriate to their age and stage of learning
2. opportunities to enhance their personal knowledge and understanding
3. opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities

the language, skills and strategies they need in order to live a healthy, safe, fulfilling, responsible and balanced life

Art Rationale

We believe that Art is a fundamental part of the curriculum and a right of all children. We believe that Art offers opportunities for children to explore, express and communicate their feelings whilst gaining experience of the wider world. Through art experiences, children develop their creativity, self-esteem and confidence.

In Key Stage 1 the children will learn to use a range of different materials creatively to design and make products. They will draw, paint, print and sculpture materials such as clay to develop techniques in using colour, pattern, texture, line, shape, form and space. Children will use technology to produce images. They will also learn about the work of a range of artists, craft makers and designers. All children will use a sketchbook to record ideas and observations.

In Key Stage 2 the children will learn to improve their mastery of art and design techniques by learning specific drawing, painting, printing and sculpture techniques. They will experience using a wider range of materials. Children will use technology to produce images, patterns and decorative pieces of work. They will record their observations and ideas and use them to review and evaluate improvements. They will also learn about great artists, architects and designers in history.

Our aim is To maintain a fun, enjoyable, balanced and rich Art curriculum that promotes independence, initiative and originality to develop creativity. Pupils reflect on, analyse and critically evaluate their own work and that of other pupils and creative practitioners as they develop an understanding of work that is uniquely meaningful to them.

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Design and Technology Rationale

In the Learning Academies Trust, Design and Technology (D.T) forms an important part of the curriculum. We believe that D/T education stimulates creativity and imagination through problem solving and the production of quality products. We believe that it should be taught as an individual subject as well as incorporated into other curriculum lessons where appropriate. Below you will find an overview of what your child will be expected to learn in each of the Key Stages.

In Key Stage 1 the children will learn to design purposeful, functional and appealing products that are based on design criteria. They will learn how to join materials and develop the use of tools to cut, shape, join and finish. They will learn to evaluate products and suggest how it could be improved to be stronger, stiffer and more stable. They will learn to cook simple food with an emphasis on savoury dishes.

In Key Stage 2 the children will learn to design purposeful products that are aimed at particular individuals or groups. They will develop their ideas through detailed planning, evaluating product design, observational drawings and making prototypes. They will learn how to use different joining techniques. They will make products and learn how to use a wide variety of tools, equipment, materials and components. They will learn how to include mechanical, electrical and computer control into products. They will learn to design and cook food with an emphasis on savoury dishes.

RE Rationale

Across the LAT, we believe that Religious Education (RE) provokes challenging questions about the meaning and purpose of life, about faith, issues of right and wrong and what it means to be human. It develops children's knowledge and understanding of the principle world religions and living faiths, as well as non-religious perspectives such as humanism.

The principal aim of religious education is therefore to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

We value RE for its contribution to the development of children's own beliefs, values, and sense of identity. It does not promote a religion, or particular set of beliefs, but engenders respect for the beliefs and values of others. Pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to questions.

We believe that RE helps pupils to learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully. RE helps pupils to gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. It helps children learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

The 2019 Plymouth syllabus states that pupils should:

1. make sense of a range of religious and non-religious beliefs.
2. understand the impact and significance of religious and non-religious beliefs.
3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied.

RE is statutory for all pupils and the LAT follows the Plymouth Agreed Syllabus for Religious Education (2019).

Foundation Stage

RE is a compulsory part of the basic curriculum for all Reception-age pupils, and should be taught according to this agreed syllabus for RE. It is not compulsory for nursery children but teachers may wish to include elements of RE in their day to day practise. In the Reception class, children should encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it. Some units focus on Christianity, and the others include opportunities for children to encounter Christians, Hindus, Jews and Muslims, as well as non-religious responses and ways of living. Children learn about special stories and places as well as exploring belonging and reflecting upon their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live through taught lessons and continuous provision.

Key Stage One

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Children make sense of a range of religious and nonreligious beliefs through story, explanation artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary.

They understand the impact and significance of religious and nonreligious beliefs through examples of how people use stories, texts and teachings to guide their beliefs and actions and examples of ways in which believers put their beliefs into action.

Children make connections between religious and non-religious beliefs, concepts, practices and ideas studied by thinking, talking and asking questions about whether the ideas they have been studying have something to say to them, they give a good reason for the views they have and the connections they make.

During the key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims and Jews.

Key Stage Two

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They are introduced to an extended range of sources and subject-specific vocabulary. Pupils should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Children learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Children make sense of a range of religious and nonreligious beliefs by making clear links between texts/sources of authority and the key concepts studied, offering suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers and identifying and describing the core beliefs and concepts studied, comparing these ideas with ways in which believers interpret texts/ sources of authority.

They understand the impact and significance of religious and nonreligious beliefs by making simple links between stories, teachings and concepts studied and how people live, individually and in communities. Children should describe how people show their beliefs in how they worship and in the way they live and should also identify some differences in how people put their beliefs into action.

In upper key stage 2, using evidence and examples, children show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures.

Children make connections between religious and non-religious beliefs, concepts, practices and ideas studied by making links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own, raising important questions and suggesting answers about how far the beliefs and practices studied might make a difference to how pupils think and live.

Children should give good reasons for the views they have and the connections they make. They understand that others might think differently based on their faith and or culture. They consider and weigh up how ideas studied relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.

During the key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jews. Pupils may also encounter other religions and worldviews (including non-religious worldviews) in thematic units.

It is therefore important that RE has a minimum allocation of five per cent of curriculum time and is taught through a variety of stimulating and engaging learning opportunities.

Computing Rationale

Within the Learning Academies Trust we believe that computing is an essential part of the national curriculum. Computing is an integral part of modern day life and therefore provides a wealth of learning opportunities, explicitly within computing and also across other curriculum subjects. Through the study of computing, children are able to develop a wide range of fundamental skills, knowledge and understanding that they will need for the rest of their lives. Computers have become a part of everyday life. For most of us, technology is essential to our daily lives, at home and at work. 'Computational Thinking' is a skill children must be taught in order to provide them with essential knowledge and skills that will enable them to participate effectively in the digital world.

The new national curriculum defines three clear aspects of computing curriculum: Computer Science (CS), Information Technology (IT) and Digital Literacy (DL). Children will be given the opportunity to develop their knowledge and understanding in each area from the Foundation Stage to Year 6. Within the computing curriculum, we have identified the following concepts which will be progressively delivered throughout the curriculum. They are: decomposition, abstraction, logic, algorithms, representations, community, creativity, innovation, identify, responsibility, safety and evaluation.

The aims of teaching Computing, as outlined in the national curriculum are to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

In Key Stage 1 the children will learn to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. They will be taught to create and debug simple programs and use logical reasoning to predict the behaviour of simple programs. They will be shown how to use a range of technology purposefully to create, organise, store, manipulate and retrieve digital content as well as recognise common uses of information technology beyond school. They will be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Each of these skills will be taught through exciting half termly units.

In Key Stage 2 the children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. They will use sequence, selection, and repetition in programs, use logical reasoning to explain how some simple algorithms work and correct errors in algorithms and programs. Children will be taught to understand computer networks, including the internet, and the opportunities they offer for communication and collaboration. They will use search technologies effectively, learn to appreciate how results are selected and ranked, and be discerning in evaluating digital content. Children will be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to create a range of programs, systems and content that accomplish given goals. They will use technology safely, respectfully and responsibly; recognise acceptable /unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Within the LAT, we use a variety of resources, schemes and programmes of study to deliver a high quality computing curriculum. Progression in computing will be assessed throughout each key stage through the children's ability to know, apply and understand the matters, skills and processes specified in the relevant programme of study. We assess the children through:

- Observing children at work during weekly computing sessions.

- Questioning the children in relation to their programme of study in order to assess their understanding and comprehension.
- Assessment/marking the work produced by the children and discussion of their next steps.

An age-related assessment will be given to parents/carers through annual reports.

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Languages Rationale

In an ever-diverse world, languages and international education encourage cultural understanding and mutually empowering relationships. A powerful tool for examining values, attitudes and developing skills to combat prejudice and promote self-esteem, each LAT school chooses the language it wishes its children to learn.

Creating a sense of learning through fun and 'having a go' without worrying about getting it wrong, provides the basis for the LAT Primary Languages curriculum overview.

Learning a language entails developing skills in the four areas of listening, talking, reading and writing. Key skills are taught and developed year on year through the four concepts: Relationships, Culture, Environment and Community.

Through our language teaching, children will learn the phonics of that language, develop linguistic competence, enjoys stories and rhymes and learn about key cultural features of countries of the language taught. They will extend their knowledge of how language works and explore differences and similarities between languages and English.

Primary Languages is an aspirational subject which sits centrally within the LAT 'We Wills'. It should be an integral part of Key-Stage two classroom life; giving all of our children the opportunity to find out about the languages in the world around them and to explore their place within it.

Progression in language learning is dependent on a range of variables but progression can be improved if:

children have regular opportunities to practice acquired language and sentence structures;

- they are able to expand their vocabulary beyond the basics;
- the target language is modelled by teachers;
- there is a climate of respect for trying and persevering with pronunciation without the fear of getting it wrong;

links are made between English and the language taught with further opportunities for learners to acquire some understanding of the grammatical structures of language.

INTENT – MEDIUM TERM PLANNING

This document is intended to give a medium term overview of content, including key objectives; suggested resources and links to models of success. The content is mapped and organised into Year groups, further detail can be found in long term planning. The intention of the content overview is to direct and support our schools and teachers with the development of more detailed school-led medium and short term planning.

Guidance for foundation subject groups in completing each termly overview:

Example: Year 4, Music, Spring Term

Concept(s): Using Voices Expressively / Musical Notation

K. Objective(s):

Perform expressively with accuracy and awareness of other parts and interrelated dimensions e.g. dynamics / tempo.

Read staff notation for crotchet, minim, semibreve, quavers and for pitched notes

Suggested content:

https://www.bbc.co.uk/programmes/articles/g71t6rD97rMCqZf7qMRxqp/ks2-music-heroes-of-troy-info

WAGOLL link:

Wherever possible, consider History/Geography termly themes to facilitate links in learning and concepts.

In each subject box, please insert any concepts that will be developed within that term.

In each subject box, please insert the key objectives most pertinent to that unit (ensuring coverage of all objectives across the year).

In each subject box, please insert any suggested content, e.g. links to websites; key people/events; schemes of work.

In each subject box, where possible, please provide a WAGOLL - links to any models of success/exemplification.

NB: Content must be kept brief, see example above. Keep text at 'Calibri (Body)' size 7 (including hyperlinks).

AUTUMN TERM CONTENT OVERVIEW FOR YEAR 1

English			Maths	Science
Fiction: **Suggested genre(s):** Fairy Tales **Suggested text(s):** The Gingerbread Man - Map of Plymouth. Link to ourselves, our homes and where we live. Three Little Pigs - links to their home, family. Links to Science, materials The Snow Queen- Links to friendships Goldilocks - exploring their house and family - label and caption images of their home Hippo Panda Mouse - Jools Bentley - linked to themselves and being different **Key SPaG Obj:** I can use capital letters at the start of a sentence and the pronoun I, names and places. I can use full stops consistently and accurately. I can use the conjunction 'and' to join sentences and clauses. Leave spaces between words **Key Spelling**: Follow school based phonics programme Begin with reviewing pink/red and yellow words (linked to coloured bands)	**Non Fiction:** **Suggested genre(s):** Recount - Me and My Family Linked to experiences no specific text. Create your own based on an experience. **Suggested text(s)**: Belonging (Jeannie Baker)- link to home- link to recounts of weekend/typical school day/ school trips, walks around the local area **Key SPaG Obj :** I can use capital letters at the start of a sentence and the pronoun I, names and places. I can use full stops consistently and accurately. I can use the conjunction 'and' to join sentences and clauses. Leave spaces between words. past tense ed went (cohesion) **Key Spelling:** Follow school based phonics programme Common exception words outlined in the curriculum - and related to book bands	**Poetry/Playscripts:** **Suggested genre(s):** Senses- Me and My Family Rhyme can explored but not needed to create own poems **Suggested text(s):** Hamilton Trust Poetry Planning Sensational! Poems Chosen by Roger McGough (lots of different sense poems) **Key SPaG Obj:** I can use capital letters at the start of a sentence and the pronoun I. I can use full stops consistently and accurately. I can use the conjunction 'and' to join sentences and clauses. Leave spaces between words. Learning to appreciate rhymes and poems, and to recite some by heart Adjectives **Key Spelling:** Follow school based phonics programme Common exception words outlined in the curriculum - and related to book bands	**Key Concept(s):** Number - Number and Place Value Number - Addition and Subtraction Geometry - Properties of Shape **K. Objective(s):** Number and Place Value: ● Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ● Count, read and write numbers to 100 in numerals ● Count in multiples of twos, fives and tens ● Given a number, identify one more and one less Addition, Subtraction, Multiplication and division: ● Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs ● Represent and use number bonds and related subtraction facts within 20 ● Add and subtract one-digit and two-digit numbers to 20, including zero Geometry - Properties of shape: ● Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	**Unit of Work:** Animals, including humans **K. Objective(s):** identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Suggested Content:** Observe animals in local environment Food chains. Sorting animals into set/groups. Sorting games (fish, amphibians, mammals, reptiles and birds) Use games, actions, songs and rhymes to learn parts of the body. Compare and contrast animals using first hand observations. Grouping animals according to what they eat- What do I eat? games. Use their senses to compare different textures, sounds and smells- touch boxes, smell scavenger hunts, herbs and spices smells, taste experiments, sound walk, observational drawings, sense detectives **Suggested Investigations** Senses guessing game using various pots of different smells/ textures/ tastes and blindfold. Exploring class heights Blindfolded/Hidden smelling contest **WAGOLL link:** https://www.bbc.com/bitesize/topics/z6882hv https://www.stem.org.uk/resources/community/collection/12726/year-1-animals-including-humans

Art & Design	PSHE	Computing	D&T	MFL	Geography	History	Music	P.E	R.E
Concept(s): drawing, painting, colour, line **K. Objective(s):** Can I create a mask inspired by the faces and masks of Kimmy Cantrell? Can I choose bright colours carefully to express emotion? **Suggested content:** Portraits Kimmy Cantrell **WAGOLL:**  Kimmy Cantrell - faces https://kimart.com/	**Concept(s):** Aut 1: Being Me in My World Aut 2: Celebrating Difference **K. Objective(s):** Special & safe My class Rights & responsibilities Rewards & feeling proud Consequences The same as… Different from… What is bullying? What do I do about bullying? Making new friends Celebrating difference **Suggested content:** Frog & toad are friends/Arnold Lobel	**Concept(s):** Creativity Community Identity Safety **K. Objective(s):** Aut 1 To use technology safely (DL) To keep personal information private Aut 2 Use technology to create, store and retrieve digital content (IT) **Suggested content:** Aut 1 SWGFL - Digital Literacy Yr1 Lessons 1-6 Aut 2 - Outcome to create a picture or greeting card which combines an image / sourced or created, with text. ie seasonal card / paint picture linked to topic Resources - Internet Access weblinks paint / 2 paint power point word **WAGOLL link:** https://digital-literacy.org.uk/curriculum-overview.aspx/#yr2	**Concept(s):** Textiles **K. Objective(s):** Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups. Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. **Suggested content:** Designing and making puppets. **WAGOLL:** https://drive.google.com/drive/u/0/folders/1DSxPjLEUbhckOD_2kVe98h17RahxVaN5		**Concept(s):** Place **K. Objective(s):** Use simple compass skills N,S,E and W Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features Use maps, atlases and globes to identify the UK and its countries **Suggested content:** Mapping the classroom School grounds Simple route to school	**Concept(s):** Culture & Social **K. Objective(s):** Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life **Suggested content**: Family history School History	**Concept(s):** Using voices expressively **K. Objective(s):** Sing with awareness of pulse and rhythm. Sing songs with limited pitch range. **Suggested content:** Body percussion: https://www.plymouthmeh.com/c/1311889-scheme/1311933-year-1/1312267-rhythm-in-the-way-we-walk-and-the-banana-rap/lessons/143779-step-1-rhythm-in-the-way-we-walk Singing: https://www.singup.org/nc/singup-songbank/songs-and-warm-ups/song-detail/type/song/view/628-what-makes-a-family/ **WAGOLL:** https://www.youtube.com/watch?v=sW2DY1OpgrI Please see your music lead regarding this resource https://plymouth.charanga.com/c/1313312-musitrax-sing-1	**Concept(s):** **REAL PE unit 1** Multi Skills Gym **K. Objective(s):** Movement Use and link simple movements to travel in a variety of ways including running and jumping and at different levels. Gym Copy and explore basic movements with some control and coordination, at different levels. **Suggested content:** See own school scheme	**Concept(s):** God **K. Objective(s):** What does it mean to belong to a faith community? What do Christians believe God is like? **Suggested content:** See RE Plymouth agreed Syllabus documents/folder. Units 1.10 and 1.1

AUTUMN TERM CONTENT OVERVIEW FOR YEAR 2

<table>
<tr><th colspan="3">English</th><th>Maths</th><th>Science</th></tr>
<tr>
<td>Fiction:
Suggested genre(s):
Traditional Tales
Families/Changes/The local area

Suggested text(s):
Cinderella -Create a Plymouth version of Cinderella (Collect items from around Plymouth for the Godmother eg: the light from Smeaton’s Tower,)
Hansel and Gretel - a journey around local area

Key SPaG Obj
: I can use past tense consistently correctly.
I can use expanded noun phrases.

Key Spelling:
Spelling: See suggested LAT pathway</td>
<td>Non Fiction:
Suggested genre(s):
Explanation:
How has Plymouth changed in the last 100 years?
or
What was life like for children in the Victorian times?

Suggested text(s):
Children’s history of Plymouth
or You wouldn’t want to be a victorian schoolchild.

Key SPaG Obj
I can use statements and questions correctly.

Key Spelling:
Spelling: See suggested LAT pathway</td>
<td>Poetry/Playscripts:
Suggested genre(s):
Pattern:
Kenning or Three/Two word poems (Lighthouse crashing,
Waves crashing, etc)

Suggested text(s):
Examples of Kenning poems, linked to Plymouth/local area.

Key SPaG Obj
I can use expanded noun phrases.

Key Spelling:
Spelling: See suggested LAT pathway</td>
<td>Key Concept(s):
Number - Number and Place Value
Number - Addition and Subtraction
Number - Multiplication and Division

K. Objective(s):
Number and Place Value:
● Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
● Recognise the place value of each digit in a two-digit number (tens, ones)
● Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures
● Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
Number - Addition and Subtraction:
● Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers and 3 one-digit numbers.
● Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
Number - Multiplication and Division:
● Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
● Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
● Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</td>
<td>Unit of Work:
Animals and their habitats

K. Objective(s):
Explore and compare the differences between things that are living, dead, and things that have never been alive.
identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Suggested content:
Observe animals in local environment/another environment.
habitats/microhabitats. - comparison of these.
Observation of habitat over time or through the changing seasons
Food chains.
Sorting animals into sets.
Sorting games(linked to habitats.)
Grouping animals according to what they eat- What do I eat games.
Life processes.
living, dead, never alive.
Finding minibeast habitats - counting and collecting these.

Suggested Investigations:
sorting and classifying animals - living, dead, never alive.
investigating minibeast habitats in the local environment.
observing changes in habitats
pattern seeking similarities/ differences in known habitats
classifying animals found
observing animal/insect behaviour

WAGOLL:
https://www.bbc.com/bitesize/topics/zx882hv
https://www.outstandingscience.co.uk/index.php?action=view_page&page=view_unit&unit=2a</td>
</tr>
</table>

Art & Design	PSHE	Computing	D&T	MFL	Geography	History	Music	P.E	R.E
Concept(s): colour, line, shape, paint, collage, drawing **K. Objective(s):** Can I create a painting in the style of Brian Pollard that relates to my locality? Can I use a paintbrush accurately for blocking colour as well as adding detail? **Suggested content:** Brian Pollard landscape paintings **WAGOLL:**  Brian Pollard https://www.brianpollard.co.uk/ Local gallery/artists https://www.kayagallery.co.uk/	**Concept(s):** Aut 1: Being Me in My World Aut 2: Celebrating Difference **K. Objective(s):** Hopes & Fears Rights & responsibilities Rewards & consequences Boys & girls Why does bullying happen? Standing up for myself and others Making a new friend Celebrating difference and still being friends **Suggested content:** The huge bag of worries/Virginia Ironside I'll do it: Learning about responsibility/Brian Moses Dulcie Dando/Sue Stop & Debi Gliori Bill's new frock/Anne Fine Willy & Hugh/Anthony Browne	**Concept(s):** Decomposition Logic Algorithm Representations Safety **K. Objective(s)**: Aut 1 Use technology safely (DL) Keep personal information private (DL) Aut 2 Understand that algorithms are implemented as programs on digital devices (CS) Understand that programs execute by following precise and unambiguous instructions (CS) **Suggested content:** Aut 1 SWGFL - Year 2 Lessons 1-6 Aut 2 Outcome - To program a sprite to move around a screen, ie a train along a track **Resources:** We are astronauts Code.org Beebot software, Scratch Junior **WAGOLL link:** https://digital-literacy.org.uk/curriculum-overview.aspx/#yr2	**Concept(s):** Structures **K. Objective(s):** Design purposeful, functional, appealing products for themselves and others. Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Explore and use mechanisms. **Suggested content:** To design and make a freestanding chair for a fairytale character to sit on **WAGOLL:** https://drive.google.com/drive/u/0/folders/1DSxPjLEUbhckOD_2kVe98h17RahxVaN5		**Concept(s):** Settlements, Land-use, Resources and Place **K. Objective(s):** Use basic geographical vocabulary of key human and physical features Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map **Suggested content:** Local Area – My backyard	**Concept(s):** Empire, Culture, Power, Social, Economic **K. Objective(s):** Significant historical events, people and places in their own locality. **Suggested content:** Drake, Pilgrim Fathers, Mayflower Steps, WWII, Now	**Concept(s):** Using voices expressively **K. Objective(s):** Sing expressively using loud and quite/getting louder and quieter. **Suggested content:** https://www.singup.org/nc/singup-songbank/songs-and-warm-ups/song-detail/type/song/view/157-cauliflowers-fluffy-paintbox/ http://www.victorianpicturelibrary.com/downloads/category/nursery-rhymes/ https://docs.google.com/presentation/d/1LqN8-5jU_n37mJ7ehA9QzFQQKWKeLpOdrOlKO-x2GOg/edit?usp=sharing	**Concept(s):** REAL PE unit 1 multi skills (movement) (agility) gym (travelling) **K. Objective(s):** Movement/travelling Can I link movements together to create a sequence having clear control at different speeds. Agility To change direction at different speeds finding spaces and developing spacial awareness. **Suggested content**: See own school scheme	**Concept(s):** God/Tawhid Ibadah (worship) Iman (faith) Incarnation **K. Objective(s):** Who is a Muslim and how do they live? Why does Christmas matter to Christians?. **Suggested content:** See RE Plymouth agreed Syllabus documents/folder. Units 1.6 and 1.3**:** **WAGOLL:** See RE Plymouth agreed Syllabus documents/folder.Unit 1.6 and 1.3**:**

AUTUMN TERM CONTENT OVERVIEW FOR YEAR 3

<table>
<tr><th colspan="3">English</th><th>Maths</th><th>Science</th></tr>
<tr>
<td>Fiction:

Suggested genre(s):
Adventure stories

Suggested text(s):
Stoneage Boy
Stig of the Dump
Ug

Key SPaG obj:
- use further homophones
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
-using conjunctions, adverbs and prepositions to express time and cause
- using inverted commas for direct speech

Key Spelling:
Spelling: See suggested LAT pathway</td>
<td>Non-Fiction:

Suggested genre(s):
Instructions

Suggested text(s):
How to Wash a Wooly Mammoth ?
Stone Circle - How Stonehenge was built ?
The History Detectives - Stone Age to Iron Age - How to... be a Stone Age person? Build a house?

Key SPaG obj:
-indicate grammatical and other features by: using commas after fronted adverbials
-extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
-place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Key Spelling:
Spelling: See suggested LAT pathway</td>
<td>Poetry/Play:
Shape and Calligram

Suggested genre(s):
Shape and calligram poetry

Suggested text(s):
I was born in the Stone Age - M Rosen
see previous text as a stimulus

Key SPaG obj:
-choosing nouns or pronouns appropriately for clarity and cohesion
-indicate grammatical and other features by: using and punctuating direct speech

Key Spelling:
Spelling: See suggested LT pathway</td>
<td>Key Concept(s):
Number - Number and Place Value
Number - Addition and Subtraction
Number - Multiplication and Division

K. Objective(s):
Number - Number and Place Value
● Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
● Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
● Compare and order numbers up to 1000, solving number problems and practical problems involving these ideas.
Number - Addition and Subtraction
● Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; and a three-digit number and hundreds
● Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
Number - Multiplication and Division
● Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</td>
<td>Unit of Work: Plants

K. Objective(s): Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plan
Investigate the way in which water is transported within plants
Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Suggested content:
Identify and label different parts of a plant. Explain the purpose of different parts of a plant:
Discuss why plants have colourful petals - To attract insects/animals to help with pollination.
What do plants need to survive? What would happen to them without light/water/soil? How can we make our plants stronger/better?
How to carry out a fair test.
Pollination - How pollen is carried and spread
Making and reading a table. Explaining the data in a table.

Suggested Investigation:
Growing plants to test one variable: Discuss how to make sure it is a fair test.
Pattern seeking similarities and differences between plants.
Growing a seed in a transparent bag or glass jar to see the structure of the plant.
Food dye travelling through the xylem tubes.

Unit of work: Forces and Magnets

K. Objective(s): Compare how things move on different surfaces.
Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
Observe how magnets attract or repel each other and attract some materials and not others.
Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
Describe magnets as having two poles.
Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Suggested content:
Name and understand a variety of forces: pushing, pulling, gravity, friction.
Understanding how magnets work and which materials/objects they attract. Explore which materials can magnets work through. Explain how to test materials/objects.
How to carry out a fair test.
Making and reading a table. Explaining the data in a table.
Magnets: attract and repel. Why do they do this?

Suggested experiments:
Experiment which materials are attracted to magnets. Explore which materials magnets can work through and investigate why. Investigate: are only metals magnetic?
Which magnet is the strongest? Exploring and drawing magnetic field using iron filings.
Rolling a toys car on different materials (grass, tarmac, wood, glass, carpet.) . Explore how far it travels and how friction affects this.</td>
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Art & Design	PSHE	Computing	D&T	MFL	Geography	History	Music	P.E	R.E
Concept(s): drawing, sculpture **K. Objective(s):** Can I create my own cave painting? Can I create my own Stone Age inspired beaded piece of jewellery? **Suggested content:** Beads, jewellery, cave paintings **WAGOLL::** Stone age art  https://www.youtube.com/watch?v=kMs4FpFko_o http://www.ancientcraft.co.uk/Archaeology/stone-age/stoneage_art.html Stone age jewellery  https://www.bbc.co.uk/scotland/learning/primary/skarabrae/content/people/evidence5.shtml	**Concept(s):** Aut 1: Being Me in My World Aut 2: Celebrating Difference **K. Objective(s):** Getting to know each other Our dream school Our Nightmare school Rewards and consequences Families Family conflict Witness and feelings Witness and solutions Words that harm **Suggested content:** The family book/Todd Parr And Tango makes three/Justin Richardson & Peter Parnell BBC Learning clip 10416 - from bully to best friend/BBC Bitesize	**Concept(s):** Creativity Identity Responsibility Safety **K. Objective(s):** Aut 1 Use technology responsibly (DL) Identify a range of ways to report concerns about contact (DL) Aut 2 Use search technologies effectively (IT) Use a variety of software to accomplish given goals (IT) **Suggested content:** Aut 1 SWGFL Year 3 lessons 1-6 Aut 2 Research a topic using a search engine. Use a range of software to collect and store text and images ultimately creating an ebook linked to that topic	**Concept(s):** Mechanisms- levers and linkages **K. Objective(s):** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose or aimed at individuals. Select from and use a wider range of tools and equipment to perform practical tasks accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Understand how key events and individuals in D&T have shaped the world. **Suggested content:** To design a moving greeting card for a daily member To make and design a litter picker. **WAGOLL:** https://drive.google.com/drive/u/0/folders/1DSxPjLEUbhckOD_2kVe98h17RahxVaN5	**Concept(s):** Relationships, Community, Culture, Environment **K. Objective(s):** Listen and understand single words. Listen and identify rhyming words. Recognise and respond to familiar questions. Name objects and actions. Read and understand familiar single words. Join in with familiar songs, stories and rhymes. Write and say simple familiar words to describe people, places, things and actions using a model. Write single familiar words from memory Read aloud or say individual familiar words. Name a noun, adjective, verb, pronoun, conjunction in the language being studied. Use the 1st and 2nd person pronouns with a regular verb. **Suggested content:** Greetings, Self-introductions, Simple body part, instructions Days and Months Classroom Objects & prepositions Christmas **Phonics**: Spanish r, soft c, e **WAGOLL:** http://www.rachelhawkes.com/PandT/Primary/Primary.php	**Concept(s):** Settlements, Land-use, Civilisation and Place **K. Objective(s):** Describe and understand key aspects of human geography, including: types of settlement and land use. Name and locate counties and cities of the UK, geographical regions and their human and physical characteristics, key topographical features Identify land use patterns in the UK and understand how some of these have changed over time. **Suggested content:** Human Geography – types of settlements and land use	**Concept(s):** Civilisation, Social, Economic and Culture **K. Objective(s):** What were the changes in Britain from Stone to Iron Age? **Suggested content:** The use of tools Ice age Development of villages Impact of farming	**Concept(s):** Playing Using voices expressively **K. Objective(s):** Playing instruments with confidence, expression and control. **Suggested content:** https://www.singup.org/nc/singup-songbank/songs-and-warm-ups/song-detail/view/855-living-in-the-new-stone-age/ https://www.plymouthmeh.com/c/1314439-instruments/1312312-glockenspiel-stage-1 https://docs.google.com/presentation/d/1-YxFfq3avkm9DX4ncHl49j4Fw6BDStffXponlPeQqj8/edit?usp=sharing	**Concept(s):** **REAL PE 1& 2** Multi Skills - Movement Dance Indoor Athletics Games -Throw and Catch **K. Objective(s):** Multi Skills Can I vary skills, actions and ideas and link these in ways that suit the games activity? Dance Can I Begin to improvise independently to create a simple dance using a stimulus with movement to support. Indoor Athletics Can I begin to run at different speeds that are appropriate for the distance and perform a running jump with some accuracy? Games Can I vary skills, actions and ideas and link these in ways that suit the game and use good co-ordination and control in throwing and catching games.	**Concept(s):** Creation God Beliefs **K. Objective(s):** What do Christians learn from the creation story? What is it like for someone to follow God? **Suggested content:** See RE Plymouth agreed Syllabus documents/folder. Units L2.1 and L2.2

AUTUMN TERM CONTENT OVERVIEW FOR YEAR 4

English			Maths	Science
Fiction: Vikings and Anglo-Saxons **Suggested genre(s):** Dilemma Stories **Suggested text(s):** The Saga of Erik the Viking Beowulf Saga of Biorn **Key SPaG obj:** Using fronted adverbials Using conjunctions, adverbs and prepositions to express time and cause Punctuate direct speech Apostrophe of plural possession **Key Spelling:** Spelling: See suggested LAT pathway	**Non Fiction:** Anglo-Saxons and Vikings **Suggested genre(s):** Explanation text **Suggested text(s):** How to be An Anglo Saxon Men, Women and Children in Anglo Saxon Times How to sail a Viking longship **Key SPaG obj:** Present perfect tense Wider range of conjunctions - when, if, because, although Using pronouns or nouns to avoid repetition **Key Spelling:** Spelling: See suggested LAT pathway	**Poetry/Playscripts:** Boat/Water based poems **Suggested genre(s):** Cinquain poems - water based Haiku Poetry- Storms Creating images **Suggested text(s):** Examples of Cinquain poems by Adelaide Crapsey Examples of Haiku **Key SPaG obj:** Focus on figurative language - similes, metaphors, onomatopoeia, alliteration Focus on vocabulary Appropriate use of capital letters and commas **Key Spelling:** Spelling: See suggested LAT pathway	**Key Concept(s):** Number - Number and Place Value Number - Addition and Subtraction Number- Multiplication and division **K. Objective(s):** Number - Number and Place Value Count in multiples of 6, 7, 9, 25 and 1000 Find 1000 more or less than a given number Count backwards through zero to include negative numbers Order and compare numbers beyond 1000 Round any number to the nearest 10, 100 or 1000 Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. Number - Multiplication and Division Recall multiplication and division facts for multiplication tables up to 12 × 12 Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	**Unit of Work:** Electricity **K. Objective(s):** Sc4/4.2a To identify common appliances that run on electricity Sc4/4.2b To construct a simple series electrical circuit, identifying and naming its basic parts,, including cells, wires, bulbs, switches and buzzers Sc4/4.2c To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Sc4/4.2d To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Sc4/4.2e To recognise some common conductors and insulators, and associate metals with being good conductors.: **Suggested content:** Pre assessment and introduce key electricity, circuit, switch, battery, plug, mains, appliance, device, wire, crocodile clip, bulb, buzzer, connection, power, cell: electricity, danger, power, electrocute, plug, socket, safety, voltage insulators Pupils should construct simple series circuits trying different components e.g. bulbs, buzzers, motors, switches. Pupils should draw the circuit as a pictorial representation using own symbols pupils might use the terms current and voltage pupils should be taught about precautions for working safely. **Suggested investigations**: Observing patterns: the more the voltage, the brighter the bulbs Metals tend to conduct electricity Some materials can/ cannot be used to connect across a gap(conductors) testing circuits by making buzzer games(Operation) Constructing and testing circuits with lights and buzzers to make alarms Drawing and labeling the circuits constructed. Sorting materials in Venn diagrams according to insulators/ conductors Creating tables of conductor/insulator materials Creating fair tests, making predictions and drawing conclusions. **WAGOLL:** https://www.stem.org.uk/resources/community/collection/12388/year-4-electricity https://www.outstandingscience.co.uk/index.php?action=view_page&page=view_unit&unit=4e Electricity https://www.bbc.com/bitesize/topics/zj44jxs Circuits https://www.bbc.com/bitesize/topics/zq99q6f Fun Investigations https://frugalfun4boys.com/awesome-electricity-projects-for-kids/ http://www.sciencekids.co.nz/electricity.html

Art & Design	PSHE	Computing	D&T	MFL	Geography	History	Music	P.E	R.E
Concept(s): drawing, painting, line, colour (colour wheel), print, shape, form **K. Objective(s):** Can I design and craft a clay dragon eye that involves creating texture and joining pieces of clay together effectively? Can I mix a range of colours confidently to finish my piece? **Suggested content:** Clay dragon eyes **WAGOLL::** 	**Concept(s):** Aut 1: Being Me in My World Aut 2: Celebrating Difference **K. Objective(s):** Being a school citizen Rights, responsibilities and democracy Rewards and consequences Judging by appearances Understanding influences Understanding bullying Problem solving **Suggested content:** Ruby/Maggie Glen A pig is moving in!/Claudia Fries BBC Learning clip 6578 - why it is important to have good friends OR BBC Bitesize: What is bullying?/BBC Whose side are you on?/CBBC Newsround Tips on beating cyberbullying/BBC (possible option: www.youtube.com/watch?v=x2B7p-g8dMo 'The anti-social network' produced by a Primary school in Warwicks with Jam-AV (mock trial of someone accused of cyber-bullying). :	**Concept(s):** Community Identity Responsibility Safety **K. Objective(s):** Understand the opportunities computer networks offer for communication (DL) Identify a range of ways to report concerns about content (DL) Recognize acceptable / unacceptable behaviour (DL) Aut 2 Understand how computer networks can provide multiple services (CS) Appreciate how search results are selected (CS) **Suggested content:** Aut 1 SWGFL - Year 4 lessons 1-6 Aut 2 To create a 'web' page using HTML(simple tags) linked to topic, to include, Headings and paragraphs Text - different size and colour and an Image. **Resources** We are HTML editors Notepad++ x-Ray Goggles	**Concept(s):** Electrical systems **K. Objective(s):** Use research and develop design criteria to design innovative, functional, appealing products that are fit for purpose and aimed at individuals or groups. Select from and use materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Investigate and analyse a range of existing products. Understand how key events in D&T have shaped the world. Apply understanding of how to strengthen, stiffen and reinforce complex structures. Understand and use electrical systems in their products. **Suggested content:** To design and make a torch for use during an exploration **WAGOLL:** https://drive.google.com/drive/u/0/folders/1DSxPjLEUbhckOD_2kVe98h17RahxVaN5	**Concept(s):** Relationships,, Culture, Environment **K. Objective(s):** Listen and show understanding Listen and understand songs and rhymes. Ask and answer simple familiar questions.. Use familiar vocabulary to say simple sentences Read and understand familiar single words. Join in with actions to accompany familiar songs, stories and rhymes Write and say simple familiar words and phrases from memory Read aloud familiar short sentences. Use a bi-lingual dictionary. Use the correct form of the indefinite article in the singular, and plural.. Understand the position of the majority of adjectives. **Suggested Content** Greetings, More about numbers and birthdays, Adjectives, Weather, Seasons, Christmas **Phonics:** Spanish: a, hard c, ll **WAGOLL:** http://www.rachelhawkes.com/PandT/Primary/Primary.php	**Concept(s):** settlements, Land-use, civilisation, trade, resources and place **K. Objective(s):** Human geography including: economic activity including trade links, distribution of natural resources, including energy, food, minerals and water Locate the world's countries, using maps to focus on Europe **Suggested content:** Distribution of natural resources (energy, minerals etc.)	**Concept(s):** Conflict, social, economic, democracy, invasion **K. Objective (s):** The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Britain's settlement by Anglo-Saxons and Scots. **Suggested content:** Alfred the Great Eric BloodAxe King Canute Edward the Confessor Viking raids Danelaw Battle of Hastings	**Concept(s):** Concept(s):Playing/Using voices expressively **K. Objective(s):** Perform expressively with accuracy and awareness of other parts and inter related dimensions. **Suggested content:** First Access https://www.singup.org/nc/singup-songbank/songs-and-warm-ups/song-detail/type/song/view/348-unst-boat-song-starka-virna/ https://drive.google.com/open?id=1Ixh8AuCMxnsN_kAFgqnCQtSSploBulhC https://drive.google.com/open?id=1ByKz1lun40xM1000go61URJC8BJybvV_	**Concept(s):** **REAL PE 1& 2** Multi Skills - Movement Gym Indoor Athletics Games - Throw and Catch **K. Objective(s):** Multi Skills Can I vary movements in different directions whilst controlling different objects in fun games? Gym Can I link skills with control, technique, coordination and fluency to perform complex sequences involving various body shapes? Indoor Athletics Can I begin to build a variety of running techniques and use it with confidence including passing a baton? Can I perform a running jump with more than one component? Games Throw and Catch - Can I vary skills, actions and ideas and link these in ways that suit the game including varying types of throws and ball sizes including learning attack v defence?	**Concept(s):** Belief Teaching God **K. Objective(s):** What is the trinity and why is it important for Christians? What do Hindus believe God is like? **Suggested content:** See RE Plymouth agreed Syllabus documents/folder. Units L2.3 and L2.7

AUTUMN TERM CONTENT OVERVIEW FOR YEAR 5

English			Maths	Science
Fiction: **Suggested genre(s):** Legends **Suggested text(s):** Robin Hood Outlaw by Michael Morpurgo Arthur - Illustrated tales The Hound of the Baskervilles. The Girl and the Fox - Literacy Shed. The Boy who Flew **Key SPaG obj:** Concise expanded noun phrases. Relative clauses Cohesion including adverbials of time **Key Spelling:** Spelling: See suggested LAT pathway	**Non Fiction:** **Suggested genre(s):** Information **Suggested text(s):** You wouldn't want to be a Victorian Schoolchild. Charles Dickens - England's Most Captivating Storyteller Who was Queen Victoria? 100 Facts Victorian Britain My Name is Victoria **Key SPaG obj:** Commas for ambiguity. Modal verbs and adverbs to indicate possibility. Cohesive devices **Key Spelling:** Spelling: See suggested LAT pathway	**Poetry/Playscripts:** **Suggested genre(s):** Narrative **Suggested text(s):** The Highwayman Punch and Judy The Raven - Edgar Allen Oliver Twist **Key SPaG obj:** Concise expanded noun phrases. Perfect form of verbs to mark relationship of time and clause. **Key Spelling:** Spelling: See suggested LAT pathway	**Key Concept(s):** Number - Number and Place Value Number - Addition and Subtraction; Multiplication and Division Measurement **K. Objective(s):** Number - Number and Place Value • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. Number - Addition and Subtraction • Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Number - Multiplication and Division • Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • Know and use the vocabulary of prime numbers, prime factors, composite (non-prime) numbers, cube numbers and square numbers (with knowledge of notation for these). • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Measurement • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2)	**Unit of Work:** Materials **K. Objective(s):** Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. **Suggested content:** Filtering, sieving, dissolving, evaporating, decanting, burning, melting. Bicarbonate and vinegar reactions. **Suggested investigations:** How to clean muddy/contaminated water. Which material would you make _____ out of , why? Explain linked to properties. Exploring the reversal of investigations. Separating a range of mixtures using range of equipment - justifying. Fire lighting and burning (measuring speed of burning based on composition of solid) irreversible changes linked to cooking. Designing an investigation to test absorbency/permeability of different materials. Exploring rusting of different metals.

Art & Design	PSHE	Computing	D&T	MFL	Geography	History	Music	P.E	R.E
Concept(s): drawing, painting, collage **K. Objective(s):** Can I create my own piece of artwork inspired by the work of William Morris? Can I use line carefully and effectively to create an intricate design? **Suggested content**: William Morris Make use of tracing, repeating and reversing patterns. **WAGOLL:**   https://williammorrissociety.org/about-william-morris/	**Concept(s):** Aut 1: Being Me in My World Aut 2: Celebrating Difference **K. Objective(s):** My year ahead Being me in Britain Responsibilities Rewards & Consequences Different cultures Racism Rumours and name calling Types of bullying Does money matter? Celebrating difference across the world **Suggested content:** How to get out of an overcrowded home/CBBC news Another brick in the wall/Pink Floyd Taller than before/Bernard Ashley BBC learning clip 5597 - experiencing racism/BBC Ribbons campaign Ghana chocolate/BBC	**Concept(s):** Logic Innovation Identity Safety Evaluation **K. Objective(s):** Understand computer networks including the internet (CS) Appreciate how search results are ranked (CS) Suggested content: Be discerning in evaluating digital content (DL) Use technology safely, respectfully and responsibly (DL) Recognise acceptable and unacceptable behaviour (DL) Identify a range of ways to report content and contact (DL) Aut 1 SWGFL Year 5 Digital Literacy lessons 1-6 Aut 2 Outcome - Create a virtual gallery, displaying photographic images of the local area	**Concept(s):** Mechanisms - cams **K. Objective(s):** Use research and develop design criteria to design innovative, functional, appealing products that are fit for purpose. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces. Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities. Understand how key events and individuals in D&T have shaped the world. Understand and use mechanical systems in their products. **Suggested content:** To design a Victorian themed toy for younger children to play with **WAGOLL:** https://drive.google.com/drive/u/0/folders/1DSxPjLEUbhckOD_2kVe98h17RahxVaN5	**Concept(s):** Relationships, Culture, Environment **K. Objective(s):** Listen and understand more complex familiar phrases & sentences. Follow text of familiar rhymes & songs. Ask & answer more complex questions. Use familiar vocabulary to say more complex sentences. Read and understand complex sentences using familiar language. Follow simple text of a familiar song or story & sing or read aloud. Write and say a more complex sentence to describe people, places, things, actions. Apply the rules of the agreement of adjectives in the singular and plural with some accuracy. Produce positive and negative sentences with high frequency verbs and pronouns. **Phonics** Spanish: hard c, e, **Suggested content:** Classroom instructions More about weather, Body, colours, Sports, hobbies and opinions **WAGOLL:** http://www.rachelhawkes.com/PandT/Primary/Primary.php	**Concept(s):** Settlements, Landscapes, Land-use, civilisation Trade, Resources, similarities and differences, place. **K. Objective(s):** Describe and understand Human geography, including: types of settlement and land use, economic activity including trade links, distribution of natural resources, including energy, food, minerals and water Locate the world's countries, using maps **Suggested content:** Trade links – Economic activity Distribution of natural resources	**Concept(s):** Empire,Social, Economic **K. Objective(s):** A local History study: A study over time tracing how several aspects of national history are reflected in the locality **Suggested content:** Victorians: Railways - links to IKB/ Industrial Revolution.	**Concepts:** Playing /Explore and create music/ Using voices expressively **K. Objective(s):** Play with fluency and increasing expression. Maintain your own part with awareness of how different parts fit together. Explore group arrangements and perform with left/right hand coordination. Sing in unison with clear diction. **Suggested content:** https://drive.google.com/open?id=1G60mbcaLf08PkUKF3Iz_nNNwTs1ZCoe0 https://www.youtube.com/watch?v=4G5KtQynWvc **WAGOLL link:** https://www.youtube.com/watch?v=n8vvNCAK2NE	**Concept(s):** **REAL PE 1& 2** Multi Skills - Movement Gym Indoor Athletics Games - Throw and Catch **K. Objective(s):** Multi Skills Can I vary movements in different directions whilst controlling different objects in fun games? Gym Can I apply combined skills accurately and appropriately, consistently showing precision, control and fluency and develop strength, technique and flexibility throughout performances? Indoor Athletics Can I begin to build a variety of running techniques and pass a relay baton consistently? Can I perform a running jump with more than one component? Games Throw and Catch - Can I vary throws, skills, actions and ideas and link these in ways that suit the games activity? Can I show confidence in using ball skills in various ways?	**Concept(s):** God karma Dharma Samsara Moksha **K. Objective(s):** What does it mean if Christians believe God is loving? Why do Hindus want to be good? **Suggested content:** See RE Plymouth agreed Syllabus documents/folder.Units U2.1 and U2.7

AUTUMN TERM CONTENT OVERVIEW FOR YEAR 6

<table>
<tr><th colspan="3">English</th><th>Maths</th><th>Science</th></tr>
<tr>
<td>Fiction:

Suggested genre(s):
Historical fiction

Suggested text(s):
Letters from the lighthouse by Emma Carrol
Goodnight Mr Tom by Michelle Magorian

Key SPaG obj:
Expanded noun phrases
Dialogue
Relative clause

Key Spelling:
Spelling: See suggested LAT pathway
:</td>
<td>Non Fiction:

Suggested genre(s):
Explanation

Suggested text(s):
Rose Blanche by Ian McEwan
Going Solo by Roald Dahl

Key SPaG obj:
Parenthesis (brackets)
Colon to introduce a list
Passive voice

Key Spelling:
Spelling: See suggested LAT pathway</td>
<td>Poetry/Playscripts:

Suggested genre(s):
Creating images
(Christina Rosseti)

Suggested text(s)
Poems that build in figurative language

Key SPaG obj:
Hyphens
Passive voice

Key Spelling:
Spelling: See suggested LAT pathway</td>
<td>Key Concept(s):
Number - Number and Place Value
Number – Addition, Subtraction, Multiplication and Division
Number - Fractions

K. Objective(s):
Number - Number and Place Value
● Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
● Round any whole number to a required degree of accuracy
Number - Addition and Subtraction
● Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
Number - Multiplication and Division
● Multiply/ Divide multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication/ Long Division (remainders: whole & decimal)
● Perform mental calculations, including with mixed operations and large numbers
● Use their knowledge of the order of operations to carry out calculations involving the four operations
Number - Fractions
● Multiply one-digit numbers with up to two decimal places by whole numbers
● Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.
● Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 × 1/2 = 1/8].
● Divide proper fractions by whole numbers [for example, 1/3 ÷ 2 = 1/6].</td>
<td>Unit of Work:
Electricity

K. Objective(s):
Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.

Suggested content:
Standard symbols, constructing and drawing circuits
Spotting errors in drawn circuit. Series and parallel circuits.
Resistance and resistors. Amperage and voltage
Voltage of batteries compared to size. Use of multimeter or ammeter.
Generating Electricity - Michael Faraday. Awareness of sustainable and renewable electricity sources. Mains electricity voltage 230V
Purpose of a fuse and electrical circuits.

Suggested Investigations:
Identifying conductors and insulators. Making a buzz game/christmas lights/true false game. Increasing the components (bulbs/batteries/buzzers) and noting the effect on their output. Making traffic lights, Making a burglar alarm./ lighthouse, Constructing a motorised vehicle. Researching renewable energy sources.
Testing voltage of batteries and resistance in circuits using a multimeter
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Unit of Work:
Light

K. Objective(s):
Recognise that light appears to travel in straight lines.
Use the idea that light travels in straight lines.
to explain that objects are seen because they give out or reflect light into the eye.Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Suggested content:
Clarification of what a light source is. Foil figures and exploring how shadows.
change as the light source changes position and angle - describing observations.Shadow puppets.Refraction in water.
Using prisms and lenses (convex & concave)to split focus and bend light.
Diagram of eye -and simple knowledge of how it works.
Care for the eye. Light boxes available from Phizz Lab

Suggested investigations:
Sorting translucent, opaque and transparent materials/objects.
Reflecting light off multiple surfaces onto a target (or periscopes).
Exploring the effect of position of light source to object in changing the size of the shadow. Explore angle of incidence and angle of reflection.
Lux levels (hire light sensors from Phizz lab 6 available)
Exploring refraction in relation to hunter or predator/prey.</td>
</tr>
</table>

Art & Design	PSHE	Computing	D&T	MFL	Geography	History	Music	P.E	R.E
Concept(s): drawing, painting, colour, line **K. Objective(s):** Can I create a mixed media image that represents life during the Blitz? (oil pastel, water colour, ink, chalk etc..) Can I create a surrealist image inspired by the work of Salvador Dali reflecting life during WW2? **Suggested content:** Blitz paintings Surrealism - Dali **WAGOLL:** Dali  https://www.thedaliuniverse.com/en/salvador-dali Examples of blitz art  https://fineartamerica.com/art/paintings/blitz	**Concept(s):** Aut 1: Being Me in My World Aut 2: Celebrating Difference **K. Objective(s):** My year ahead Being a global citizen Consequences Am I normal? Understanding disability Power struggles Why bully? Celebrating difference **Suggested content:** 3 part series on cocoa production in Ghana/BBC Homelessness - families in the UK/Press TV Killing ground poem/Adrian Mitchell BBC learning clip 13706 - visual impairment, Theo's story/BBC BBC learning clip 13703 - Archie's story, cerebral palsy/BBC Paralympians/YouTube	**Concept(s):** Representations Creativity Community Identity Safety Evaluation **K. Objective(s):** Be discerning in evaluating digital content (DL) Use technology safely, respectfully and responsibly (DL) Recognise acceptable and unacceptable behaviour (DL) Identify a range of ways to report content and contact (DL) Combine a variety of software to accomplish goals(IT) Select use and combine software on a range of digital devices (IT) Analyse data (IT) Evaluate data (IT) Design and create systems (IT) **Suggested content:** Aut 1 SWGFL - Digital Literacy - lessons 1-5 Aut 2 - Outcome - collect, analyse and evaluate and present data **Resources** Excel Word / Powerpoint /	**Concept(s):** Structures - frame structures **K. Objective(s):** Use research and develop design criteria to design innovative, functional, appealing products that are fit for purpose or aimed at groups or individuals. Select from and use a wider range of tools and equipment to perform practical tasks. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. **Suggested content:** To design and make a small scale tent suitable for a soldier as part of WW2 exhibition To design and make a shelter for a homeless person/ animal **WAGOLL:** https://drive.google.com/drive/u/0/folders/1DSxPjLEUbhckOD_2kVe98h17RahxVaN5	**Concept(s):** Community, Environment **K. Objective(s):** Listen/understand more complex sentences. Read aloud familiar rhymes and songs. Engage in short conversations using familiar questions and express opinions. Use familiar language to present your own ideas in complex sentences. Read/understand complex sentences using familiar language. Understand the gist of an unfamiliar text. Write complex sentences from memory using familiar vocabulary Pronounce unfamiliar words in a sentence Decode a simple unfamiliar text. Use correct form of the definite article in singular and plural sentences. Apply knowledge of grammar to build complex sentences. **Suggested content:** Countries of the World Geographical features School in France/Spain Transport **Phonics:** Spanish: o, co, cu **WAGOLL:** http://www.rachelhawkes.com/PandT/Primary/Primary.php		**Concept(s):** Empire, Conflict, Power, Social, Economic, Democracy, Invasion **K. Objective(s):** A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066: A significant turning point in Bristish history i.e Battle of Britain **Suggested content:** WW2 - Main events, Battle of Britain, Plymouth Blitz, Evacuation, Role of women	**Concept(s):** Using voices expressively/Explore and create music/ Playing/Structure **K. Objective(s):** Sing more melodically complex songs. Compose group arrangements of pieces and perform an independent part in a group performance accurately. Create a structure, considering the effect on the audience. **Suggested content:** https://www.singup.org/nc/singup-songbank/songs-and-warm-ups/song-detail/type/song/view/925-in-flanders-fields/ Run Rabbit Run It's A Long Way To Tip. **WAGOLL:** https://www.youtube.com/watch?v=6mpZPKIJwm4	**Concept(s):** **REAL PE 1& 2** Multi Skills - Movement Dance Indoor Athletics Games -Throw and Catch **K. Objective(s):** Multi Skills Can I vary movements in different directions whilst controlling different objects in fun games? Dance Can I exaggerate dance movements and motifs when performing dance sequences and motifs. Indoor Athletics Can I begin to build a variety of running techniques and pass a relay baton confidence? Can I perform a running jump with more than one component? Games Throw and Catch - Can I vary skills, actions and ideas and link these in ways that suit the games activity? Can I show confidence in using ball skills in various ways?	**Concept(s):** Creation God Torah **K. Objective(s):** Creation and science: conflicting or complementary? Why is the Torah so important to Jewish people? **Suggested content:** See RE Plymouth agreed Syllabus documents/folder. Units U2.2 and U2.9

SPRING TERM CONTENT OVERVIEW FOR YEAR 1

English			Maths	Science
Fiction **Suggested genre(s):** Journey stories **Features:** Journey Story structure - Beginning - Clear beginning introducing the characters and setting Middle - the character goes on a journey - meets someone/ something happens End - the character returns home **Suggested text(s):** Journeys/ Transport Journey Aaron Becker All Kinds of Cars- Carl Johanson The Hundred Decker bus- Mike Smith The Runaway Train- Benedict Blathwayt On The Train (Shine a Light)- Carron Brown and Bee Johnson The Great Balloon Hullaballoo- Peter Bentley The Journey Home- Frann Preston-Gannon Lost and Found- Oliver Jeffers **Key SPaG Obj:** I can use capital letters at the start of sentences and the pronoun I, names and places I can use full stops (awareness of) I can use the conjunction 'and' to join sentences and clauses I can use finger spaces between words Additional grammar: Use adjectives to describe **Key Spelling:** Follow school based phonics programme] Common exception words outlined in the curriculum related to the book bands Use prefixes and suffixes: - un - es / s for plurals - ing, ed, er, est - where no change is needed to the root word	**Non Fiction** **Suggested genre(s):** Instruction **Features:** Define the aim (How to …) List of materials needed Clear instructions Instructions in chronological order Use imperative verb Time adverbials **Suggested text(s):** Pioneers The Wright Brothers- Jane Bingham Amelia Earheart (Little People, Big Dreams)- Isabel Sanchez Vegara & Maria The Story of the Car- Giles Chapman Transport William Bee's Wonderful World of Tractors and Farm Machines- William Bee Diamantes (Instructions how to fly a plane, novice to expert) Flight School: How to fly a plane : step by step - Nick Barnard Cars, Trucks and Things That Go- Richard Scarry The Usborne Big Book of Ships- Minna Lacey Stephen Biesty's Flying Machines- Stephen Biesty **Key SPaG Obj:** I can use capital letters at the start of sentences and the pronoun I, names and places I can use a question mark I can use full stops (awareness of) I can use the conjunction 'and' to join sentences and clauses I can use finger spaces between words **Key Spelling:** Follow school based phonics programme Common exception words outlined in the curriculum related to the book bands Use prefixes and suffixes: un, es / s for plurals, ing, ed, er, est - where no change is needed to the root word	**Poetry/Playscripts** **Suggested genre(s):** Pattern and rhyme **Featues:** Rhyming words Repetition Imagery Verses Performance Rhythm **Suggested text(s):** Journey/Transport Poems Where are you going? - John Foster Duck in the Truck (Rhyme)- Jez Alborough Poems to Perform- Julia Donaldson Out and AboutA First Book of Poems- Shirley Hughes Poetry for kids- Robert Frost Traditional Rhymes to be adapted Wheels on the Bus- adapt to transport/journeys/power The Owl and the Pussycat- Edward Leah and Ian Beck Row, row, row your boat The Sailor went to sea **Key SPaG Obj:** Read aloud their writing clearly enough to be heard by their peers and the teacher I can use capital letters at the start of sentences and the pronoun I, names and places I can use full stops (awareness of) I can use the conjunction 'and' to join sentences and clauses I can use finger spaces between words **Key Spelling:** Follow school based phonics programme Common exception words outlined in the curriculum related to the book bands Use prefixes and suffixes: un, es / s for plurals, ing, ed, er, est - where no change is needed to the root word	**Key Concept(s):** Number - Multiplication and Division Measurement **K. Objective(s):** Addition, Subtraction, Multiplication and Division: 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 Measurement: Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; and time.	**Unit of Work: Everyday Materials** **K. Objective(s):** distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. **Suggested content:** Explore name, discuss and question everyday materials. Discuss and compare properties of different materials. Explore and experiment using a variety of materials. Perform simple tests. Design a ___ to perform ____ **Suggested Investigations** Compare properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent Investigate what is the best property for a.(waterproof coat, sail for a pirate ship, for a cleaning cloth etc) sorting materials based on their properties **WAGOLL:** https://www.stem.org.uk/resources/elibrary/resource/416918/everyday-materials-marvellous-materials https://www.stem.org.uk/resources/elibrary/resource/26905/everyday-materials-lets-build

Art & Design	PSHE	Computing	D&T	MFL	Geography	History	Music	P.E	R.E
Concept(s): colour and texture focus **K. Objective(s)**: Can I create a collage linked to a historical explorer that demonstrates an understanding of colour and texture? **Suggested content**: Collage **WAGOLL:** www.clipartmag.com search vintage aeroplane silhouettes. Tissue paper and other textures on top of silhouette to create your collage. (Pasta shapes, tissue paper, materials, lolly pop sticks, buttons, torn magazine pictures. https://images.app.goo.gl/yHD43T7Ltbq1ynm37 **Assessment statements:** 1.I have explored and experimented with lots of collage materials. 2.I can cut and tear paper, textiles and card. 3.I can sort and arrange collage materials for a purpose.	**Concept(s):** Spr 1: Dreams and Goals Spr 2: Healthy Me **K. Objective(s):** Treasure chest of success Steps to goals Achieving together Stretchy learning Overcoming obstacles Celebrating success Being healthy Healthy choices Clean & healthy Medicine safety Road safety Happy, healthy me **Suggested content:** We're going on a bear hunt/Michael Rosen & Helen Oxenbury Six Dinner Sid/Inga Moore **WAGOLL:** Treasure chest, Book- Going on a bear hunt Book: 'Six Dinner Sid' by Inga Moore, Copy of the Green cross code	**Concept(s):** decomposition logic algorithm representations safety **K. Objective(s):** Understand what algorithms are (CS) Create simple programs (CS) Use technology safely (DL) **Suggested content:** Use bee bots to identify simple compass points. (Bee-bot app) www.code-it.co.uk step by step planning over a sequence of lessons. Beebots 123 programming activity on STEM website. barefootcomputing.org Bee-Bots activity (SEND) A range of activities to personalise learning. SWGFL - Digital Literacy Yr1 Lessons 1-6 **WAGOLL:** https://digital-literacy.org.uk/curriculum-overview.aspx/#yr2	**Concept(s):** Purposeful Design **K. Objective(s):** MAKE Select from and use a range of toolsand equipment to perform practical tasks.For example cutting, shaping, joining, finishing. EVALUATE Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. **Suggested content:** Map design/ boats to escape / Moving vehicles		**Concept(s)** Environment Continents Place **K. Objective(s):** Use simple compass skills N,S,E and W Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features Use maps, atlases and globes to identify the UK and its countries Use arieal photos to recognise landmarks, devise a simple map and key Name and locate the seven continents and five oceans	**Concept(s):** Civilisation Power Social Economic **K. Objective(s):** Can I identify key historical events, people and places in my locality? Can I talk about significant individuals who contributed to national and international achievements? **Suggested Content:** Amelia Earhart Sir Francis Drake Plus one other - school choice - Robert Falcon Scott, Neil Armstrong or Ibn Battuta	**Concept(s):** Playing: Musical notation: **K. Objective(s):** Handle instruments with control, learning the names of them. Follow marks to represent sound (e.g. shapes, lines or dashes) **Suggested content:** Sea soundscape, sea shanties, graphic scores. **WAGOLL:** Graphic scores support document: https://drive.google.com/drive/folders/1qAFtNfSzEDkpS2MtAtj4OJS2WcnKm9Lg	**Concept(s):** Multi Skills Gym **K. Objective(s):** Throwing Can I begin to perform a range of throws? Gymnastics- Individual Balance Can I balance with some control? Catching Can I receive a ball with basic control? Dance Can I copy and explore basic movements and basic patterns?	**Concept(s):** God Torah People **K. Objective(s):** Who is Jewish and how do they live? **Suggested content**: See RE Plymouth agreed Syllabus documents/folder.Unit

SPRING TERM CONTENT OVERVIEW FOR YEAR 2

<table>
<tr><th colspan="3">English</th><th>Maths</th><th>Science</th></tr>
<tr>
<td>Fiction

Suggested genre(s):
Stories with familiar settings

Suggested text(s):
Toby and the Great Fire of London
The Three Little Pigs - houses, materials
Familiar setting
Cinderella/Hansel and Gretel
The Pirate Next Door
The Lorax- Link to materials, plastic pollution,
The Three Little Pigs
Familiar setting- link to own story setting ie: beach, park, school

Key SPaG obj:
Noun phrases
Coordination and subordination
Past progressive
Past tense

Spelling: See suggested LAT pathway</td>
<td>Non Fiction

Suggested genre(s):
Discussion

Housing: Which is the best material for building a house? (Link to science unit: materials/history: The Great Fire of London) Fire, materials, housing

Suggested text(s):
Samuel Pepy’s diary
How to cook London

Key SPaG obj:
Coordination and subordination
Statements
Questions
Exclamations
Present tense

Spelling: See suggested LAT pathway</td>
<td>Poetry/Playscripts

Suggested genre(s):
Description

Suggested text(s):
The Sound Collector, Roger McGough
The Lost Words by Robert Macfarlane & Jackie Morris
Michael Rosen
‘The senses collector’

Key SPaG obj:
nouns
suffixes
adjectives

Spelling: See suggested LAT pathway</td>
<td>Key Concept(s):

Number - Multiplication and Division
Number - Fractions
Statistics

K. Objective(s):
Number - Multiplication and Division:
● Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
● Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
Fractions:
● Recognise, find, name and write fractions 1/3 , 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity
● Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and ½
Geometry - Properties of Space:
● Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line (or term 3)
● Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces (or term 3)
Statistics:
● Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</td>
<td>K. Objective(s):

identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Suggested content:
Pupils should identify everyday materials.
Pupils should discuss the use of everyday materials.
Pupils should know that the same material can be used for more than one thing.
Pupils should think about the properties of the materials and its suitability/unsuitability purpose.
Children to think of their own creative ways of using the materials.
Children to learn about important inventors of materials-John Dunlop, Alexander Parkes, Charles Macintosh.
Children to compare the use of materials in and out of school.
Children to compare and group different materials.

Suggested Investigations
Children to investigate the sturdiness of materials.
Testing how waterproof materials are.
Children to build a robot out of different materials.
Build a bridge out of materials-how much weight can it hold?
Sorting and classifying materials using a venn diagram.
Research inventors of different materials.

WAGOLL:
https://www.outstandingscience.co.uk/index.php?action=view_page&page=view_unit&unit=2d
https://www.bbc.co.uk/bitesize/clips/z8spyrd
https://www.bbc.co.uk/bitesize/clips/z7fnvcw
https://www.bbc.co.uk/bitesize/clips/zf7jmp3
https://www.bbc.co.uk/bitesize/topics/zrssgk7/articles/z9pgcdm
https://www.hamilton-trust.org.uk/science/year-2-science/everyday-materials-materials-matter/
https://www.stem.org.uk/resources/community/collection/12724/year-2-uses-everyday-materials</td>
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Art & Design	PSHE	Computing	D&T	MFL	Geography	History	Music	P.E	R.E
Concept(s): painting, colour (hot colours/ colour wheel), line, shape, sculpture **K. Objective(s):** Can I create a fire inspired picture that demonstrates an understanding of line, colour and shape? Can I create a clay pot that celebrates light/fire.?(Pinch pot candle holder) **Suggested content:** Fire pictures, silhouettes, pinch pots Rita Greeer, Guy Ashton, Paul Klee **WAGOLL:** Stephanie Peters - American artists (replies to emails if you contact her) Tea light pinch pot. **Assessment statements** 1.I know the meaning of horizontal and vertical lines. 2.I make a variety of lines that are of different sizes, thickness and shape. 3.I mix primary colors to make secondary colours. 4.I know the positions of primary and secondary colours on the colour wheel.	**Concept(s):** Spr 1: Dreams and Goals Spr 2: Healthy Me **K. Objective(s):** Goals to success My learning strengths Learning with others Group challenge Celebrating achievements Being healthy Being relaxed Medicine safety Healthy eating The healthy me cafe **Suggested content:** Poor Monty/Anne Fine BBC Learning clip 2271 - food needed by the human body **WAGOLL:** **DG** Lanny Sherwin *Everyone is different* Are your biggest dreams possible video Treasure Chest Jigsaw Jo's PPT Jigsaw journals **HM** Health for kids website Jigsaw chime 'Calm me' Script Jigsaw journals Jigsaw Jo PPT	**Concept(s):** abstraction logic algorithm safety **K. Objective(s):** Debug simple programs Use logical reasoning to predict the behaviour of simple programs Use technology Safely **Suggested content:** https://studio.code.org/s/course1/stage/5/puzzle/1 https://www.barefootcomputing.org/resources/pizza-pickle-scratch-debugging https://scratch.mit.edu/	**Concept(s):** Purposeful design **K. Objective(s):** MAKE Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. TECHNICAL KNOWLEDGE Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. **Suggested content:** lollipop stick houses or streets/ bridges		**Concept(s):** settlements, civilisation, place, similarities and differences **K. Objective(s):** Name , locate and identify characteristics of the countries of the UK and their capital cities and the surrounding seas. Use simple compass directions(north, south, east and west) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map. Use world maps, atlases and globes to identify the united kingdom and its countries, as well as the countries, continents and oceans.	**Concept(s):** Empire Civilisation Culture Social Economic **K. Objective(s):** Can I identify key historical events, places and places in my locality? Can I talk about significant individuals who contributed to national and international achievements? **Suggested Content:** Great Fire of London **WAGOLL:** **https://drive.google.com/drive/folders/1AvEL3lN2I7JAxCndsozZi5d5CXbJPUCD** Graphic scores support document: https://drive.google.com/drive/folders/1qAFtNfSzEDkpS2MtAtj4OJS2WcnKm9Lg	**Concept(s):** Texture (layers of sound): Structure: Beginning, middle, ending. Musical notation: **K. Objective(s):** Recognising and building layers of sound (e.g. building from one person playing to a group) Follow and make marks to represent sound linking to pitch and rhythm. **Suggested content:** Fire sound scape	**Concept(s):** **K. Objective(s):** Throwing Can I confidently send the ball to others in a variety of ways? Gymnastics - Basic Rolls Can I perform a sequence that includes different rolls? Catching Can I begin to apply catching to a game situation? Dance Can I vary levels and speed in a sequence?	**Concept(s):** God/Tawhid Ibadah (worship) Iman (faith) Salvation **K. Objective(s):** Who is a Muslim and how do they live? Why does Easter matter to Christians?. **Suggested content:** See RE Plymouth agreed Syllabus documents/folder. Units 1.6 and 1.5 **WAGOLL link:** See RE Plymouth agreed Syllabus documents/folder.Unit 1.6 and 1.5

SPRING TERM CONTENT OVERVIEW FOR YEAR 3

English			Maths	Science
Fiction **Suggested genre(s):** Historical Fiction **Suggested text(s):** Escape from Pompeii- The Thieves of Ostia- caroline Lawrence Defenders: Dark Arena - Tom Palmer **Narrative about a character** Living in Pompeii Romans on the Rampage - Jeremy Strong **Key SPaG obj:** using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Spelling: See suggested LAT pathway	**Non Fiction** **Suggested genre(s):** Persuasion **Suggested text(s):** How to avoid being a Roman Soldier - The Romans - Marcia Williams - who are the most important/influential - Gods, Soldiers, Dormice? So You Think You've Got It Bad; A Kid's Life in Ancient Rome - Chae Strathie (Persuasion is life harder in Ancient Rome or 2020?) Meet the Ancient Romans- James Davies (Persuasion is life harder in Ancient Rome or 2020?) A Roman Adventure (The Histronauts)- Frances Durkin and Grace Cooke (persuasion whether time travel is a good idea?) What the Romans did for us- Alison Hawes (Persuasion- what did the Romans do/do not do for us?) **Key SPaG obj:** - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -using conjunctions, adverbs and prepositions to express time and cause Paragraphing using fronted adverbials Spelling: See suggested LAT pathway	**Poetry/Playscripts** **Suggested genre(s):** Playscript `. **Suggested text(s):** Escape from Pompeii - play script The Romans - Marcia Williams - who are the most important/influential - Gods, Soldiers, Dormice **Key SPaG obj:** · indicate grammatical and other features by: using and punctuating direct speech Spelling: See suggested LAT pathway	**Key Concept(s):** Number - Multiplication and Division Number - Fractions Measurement Statistics **K. Objective(s):** Number - Multiplication and Division ● Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods ● Solve problems, including missing number problems involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Number - Fractions ● Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 ● Recognise, find and write fractions of a discrete set of objects: unit fractions and non- unit fractions with small denominators ● Recognise and show, using diagrams, equivalent fractions with small denominators ● Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7] Measurement ● Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) ● Add and subtract amounts of money to give change, using both £ and p in practical contexts	**Concept(s):** Animals including humans **K. Objective(s):** identify that animals including humans need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. identify that humans and some other animals have skeletons and muscles for support,protection and movement. **Suggested content:** importance of nutrition, introduce to main body parts associated with skeletons and muscles, how different parts of the body work, and have special functions, identifying groups of animals - with or without skeletons, movement types, exploring ideas of what would happen if we did not have skeletons, compare and contrast the diets of animals including pets and group them according to what they eat. research food groups, and how they keeps healthy, design meals **Suggested content:** become a team of personal trainers, design a menu and cook for parents to come in- children to present to the parents mystery investigation - match and compare skeletons bone bingo all food is good food investigations - design a menu for different people in their job roles how the body uses energy survey about bone length across the school (forearm) body part comparison - children legs compared to human legs flexibility experiment Stem.org.uk food and water diary how the body uses energy

Art & Design	PSHE	Computing	D&T	MFL	Geography	History	Music	P.E	R.E
Concept(s): drawing, painting, sculpture, pattern, colour (colour wheel), shape **K. Objective(s):** Can I investigate and create a mosaic that demonstrates an understanding of pattern, colour and shape? **Suggested content:** Mosaic tile. **WAGOLL:** Kits available on Baker Ross website. www.bakerross.co.uk mosaic tile coaster kit **Assessment statements:** 1.I can explain how other artists have used texture, colour, shape and pattern in their work. 2.I can explain and compare how I have used texture, colour, shape and pattern in my work. 3.I can carefully design and work with precision to create a quality mosaic. 4.I can use lines to create pattern between tiles. (Negative space).	**Concept(s):** Spr 1: Dreams and Goals Spr 2: Healthy Me **K. Objective(s):** Dreams and ambitions A new challenge Overcoming obstacles Celebrating our learning Being fit and healthy What do I know about drugs? Being safe My amazing body **Suggested content:** Me...Jane/Patrick McDonnell Born to be different, various clips/Channel 4 **WAGOL:** YouTube clips about the heart and lungs/YouTube Jaws theme music/YouTube Olympic and Paralympic Games (selection of clips) YouTube	**Concept(s):** Decomposition abstract logic algorithm **K. Objective(s):** write programs that accomplish a specific goal Use sequence in programs Work with various forms of input Use Technology safely Identify a range of ways to report concerns about contact **Suggested content:** Safer Internet Day - project Pupils will create an animated stroy. This should include a planned storyboard. Use animation software - Scratch. To include a minimum of 1 back ground and two characters that interact with each other and move across the screen. (including using the paint feature to create / own sprite and or background) **Possible link -** English (Pompeii Narrative) **WAGOLL:** https://scratch.mit.edu/projects/editor/?tutorial=getStarted	**Concept(s):** Investigating and reflection, Purposeful Design **K. Objective(s):** DESIGN Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design MAKE Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. EVALUATE Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work EVALUATE Understand how key events and individuals in design and technology have helped shape the world TECHNICAL KNOWLEDGE Apply their understanding of how to strengthen, stiffen and reinforce more complex structures **Suggested content:** Make a mini road Mosaics Clay pots	**Concept(s):** Relationships, Community, Culture, **K. Objective(s):** Listen and understand single words. Listen and identify rhyming words. Recognise and respond to familiar questions. Name objects/actions. Read and understand familiar single words. Join in with familiar songs, stories and rhymes. rite and say simple familiar words to describe people, places, things and actions using a model. Write single familiar words from memory Read aloud or say individual familiar words. Name a noun, adjective, verb, pronoun, conjunction in the language being studied. Use the 1st and 2nd person pronouns with a regular verb. **Suggested content:** Family, Numbers and Age, Home, Easter , I Languages, Rachel Hawkes Primary, Languages, Lightbulb Languages **Phonics**: Spanish - hard c, a, j **WAGOLL:** http://www.rachelhawkes.com/PandT/Primary/Primary.php		**Concept(s):** Empire Civilisation Conflict Power Democracy Invasion **K. Objective(s):** What impact did the Roman Empire have on Britain? **Suggested content:** How was the city of Rome formed? How did the Roman Empire become so powerful? How did the Romans conquer Britain? Did the native Britons welcome or resist the Romans? Why did Roman rule Britain come to an end?	**Concept(s):** Duration (pulse and rhythm): Musical notation: **K. Objective(s):** Longer, repeated rhythms by ear and from notation. Groups of beats (metre) organised into 2. 3 and 4. Putting two rhythms together at the same time. Follow and plot composition on a graphic score linking to pitch and rhythm. **Suggested content:** Drumming unit Call and response (Celts and Romans) Battle scene	**Concept(s):** Games and Gym **K. Objective(s):** Games: Can I show confidence in using ball skills in various ways, and can link these together? Gym: Can I use turns whilst travelling in a variety of ways? **Suggested content:**	**Concept(s)** Ibadah (worship) God Torah People The Land **K. Objective(s)** How do festivals and worship show what matters to a Muslim? How do festivals and family life show what matters to Jewish people? **Suggested content** See RE Plymouth agreed Syllabus documents/folder.Unit L2.9 and L2.10 **WAGOLL:** See RE Plymouth agreed Syllabus documents/folder.Unit L2.9 and L2.10

SPRING TERM CONTENT OVERVIEW FOR YEAR 4

<table>
<tr><th colspan="3">English</th><th>Maths</th><th>Science</th></tr>
<tr>
<td>Fiction

Suggested genre(s):
Myths

Suggested text(s):
Greek Myths - Marcia Williams
The Orchard Book of Greek Myths - Geraldine McCaughrean
https://www.booksfortopics.com/ancient-greece

Key SPaG obj:
· using the present perfect form of verbs in contrast to the past tense
extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

Spelling: See suggested LAT pathway</td>
<td>Non Fiction

Suggested genre(s):
Discussions

Suggested text(s):
You Wouldn’t Want to Be a Slave in Ancient Greece - Fiona Macdonald
You wouldn’t want to be a child in Ancient Greece.

Key SPaG obj:
· indicate grammatical and other features by: indicating possession by using the possessive apostrophe with plural nouns
· choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Spelling: See suggested LAT pathway</td>
<td>Poetry/Playscripts

Suggested genre(s):
Form and shape

Suggested text(s):
https://examples.yourdictionary.com/examples-of-shape-poems.html
Link to examples of shape poems, could be linked to the shape of a Greek vase or Medusa head.

Key SPaG obj:
· choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
· using the present perfect form of verbs in contrast to the past tense

Spelling: See suggested LAT pathway</td>
<td>Key Concept(s):
Number - Fractions

K. Objective(s):
Number - Fractions
● Recognise and show, using diagrams, families of common equivalent fractions
● Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
● Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
● Round decimals with one decimal place to the nearest whole number
● Compare numbers with the same number of decimal places up to two decimal places
● Solve simple measure and money problems involving fractions and decimals to two decimal places.</td>
<td>Concept(s)
:Animals inc Humans

K. Objective(s):
-describe the simple functions of the basic parts of the digestive system in humans
-identify the different types of teeth in humans and their simple functions
-construct and interpret a variety of food chains, identifying producers, predators and prey.

Suggested content:
Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.
Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.

WAGOLL:
Food chains - https://www.bbc.co.uk/bitesize/topics/zbnnb9q
Digestive system - https://www.bbc.co.uk/bitesize/subjects/z2pfb9q
What is a burp and fart and why do they smell? https://youtu.be/qTuLyPK3zrQ
Making poo - https://youtu.be/aemI64NAK08
Teeth - https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/zsp76yc
.....
Concept(s):
Sound

K. Objective(s):
identify how sounds are made, associating some of them with something vibrating
recognise that vibrations from sounds travel through a medium to the ear
find patterns between the pitch of a sound and features of the object that produced it
find patterns between the volume of a sound and the strength of the vibrations that produced it
recognise that sounds get fainter as the distance from the sound source increases.

Suggested content:
Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.
Pupils might work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.

WAGOLL:
http://www.physics.org/marvinandmilo.asp
Chrome Music Lab (App)
House of Sound https://www.bbc.co.uk/teach/class-clips-video/music--science-ks2-house-of-sound/zncr7nb</td>
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</table>

Art & Design	PSHE	Computing	D&T	MFL	Geography	History	Music	P.E	R.E
Concept(s): sculpture (clay pottery), pattern, drawing **K. Objective(s):** Can I research different Greek pots and plan my own? Can I create a Greek inspired clay coil pot that demonstrates an understanding of shapes and form? Can I talk about the process of working with clay? (joining techniques, wooden board, need to stay moist, covering in clingfilm to dry slowly and not crack) **Suggested content:** Artefacts, images, coil pot, drawing, painting **Assessment statements:** 1.I use different grades of pencil to show different tones. 2.I use hatching and cross hatching to show shape and form. 3.I use clay techniques to apply to pottery studied from other cultures. 4..I can use joining techniques for clay.	**Concept(s):** Spr 1: Dreams and Goals Spr 2: Healthy Me **K. Objective(s)**: Hopes and dreams Broken dreams Overcoming disappointment Creating new dreams Achieving goals My friends and me Group dynamics Smoking & Alcohol Healthy friendships **Suggested content:** Salt in his shoes/Deloris & Roslyn M. Jordan BBC Assemblies clip of Going for Goals (story of Eric Liddell - 1924 Olympian)/BBC BBC learning clip 7180 - Recovering from disappointment in sport/BBC **WAGOLL:** BBC Learning Clip 10842: Setting and achieving a goal, Jigsaw Jaz, Book: 'Salt In His Shoes' by Deloris and Roslyn M. Jordan, BBC Learning Clip7180: Recovering from disappointment in sport,	**Concept(s):** decomposition abstraction logic reasoning safety **K. Objective(s):** Design and create programs that accomplish a specific goal. Use repetition in programs Control or simulate physical systems Use logical reasoning to detect errors and debug programs. Identify a range of ways to report concerns about content. Recognise acceptable and unacceptable behaviour. **Suggested content:** Safer Internet Day - Project Pupils create a chase game using Scratch, to include repetition, and variables (if / then) loop Create a backdrop Create main sprite Create addition sprites (using copy) Add a scoreboard Debug program **WAGOLL:** https://scratch.mit.edu/projects/editor/?tutorial=getStarted	**Concept(s):** Investigating and Reflecting, Food **K. Objective(s):** DESIGN Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. FOOD AND NUTRITION Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed SKILL- revisit KS1 objective- chopping, peeling and grating. **Suggested content:** Seasoned and flavoured Bread, Greek Banquet (Mezze)	**Concept(s):** Relationships, Culture, **K. Objective(s):** Listen and show understanding Listen/understand songs and rhymes. Ask & answer simple familiar questions.. Use familiar vocabulary to say simple sentences Read and understand familiar single words. Join in with actions to accompany familiar songs, stories, rhymes Write and say simple familiar words and phrases from memory Read aloud familiar short sentences. Use a bi-lingual dictionary. Use the correct form of the indefinite article in the singular, and plural. Understand the position of the majority of adjectives. **Suggested content:** Family, descriptions, colours, animals, numbers, Easter I Languages Rachel Hawkes Primary Languages Lightbulb Languages **Phonics:** Spanish: r, g, j, li French - **WAGOLL:** http://www.rachelhawkes.com/PandT/Primary/Primary.php	**Concept(s):** Place Continents **K. Objective(s):** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	**Concept(s):** Empire Civilisation Culture Democracy **K. Objective(s):** Can I explain how the Ancient Greeks influenced the Western World? **Suggested content:** What did the Greeks believe? Why have the Olympic Games been a successful legacy of Ancient Greece? How was Ancient Greece organised? What was the Golden Age of Greece? What were the achievements of Alexander the Great? Who were the great ancient Greek philosophers?	**Concept(s):** Using Voices Expressively / Musical Notation **K. Objective(s):** Perform expressively with accuracy and awareness of other parts and interrelated dimensions e.g. dynamics / tempo. Read staff notation for crochet, minim, semibreve, quavers and for pitched notes **Suggested content:** https://www.bbc.co.uk/programmes/articles/g71t6rD97rMCqZf7qMRxqp/ks2-music-heroes-of-troy-info	**Concept(s):** Games and Dance **K. Objective(s):** Games: Can I apply basic skills for attacking and defending? Dance: Can I begin to create longer dance sequences in a larger group? **Suggested content**: See own school scheme	**Concept(s):** Dharma Salvation **K. Objective(s):** What does it mean to be Hindu in Britain today? Why do Christians call the day Jesus died "Good Friday"? **Suggested content**: See RE Plymouth agreed Syllabus documents/folder.Unit L2.8 and L2.5

SPRING TERM CONTENT OVERVIEW FOR YEAR 5

<table>
<tr><th colspan="3">English</th><th>Maths</th><th>Science</th></tr>
<tr>
<td>Fiction

Suggested genre(s):
Story from Another Culture

Suggested text(s):
1001 Arabian Nights Stories
http://www.imaginative-inquiry.co.uk/wp-content/uploads/2014/02/Baghdad-unit.pdf
Tales from Africa
The fire children - West African Folk Tale
Aladdin and the enchanted lamp by Phillip Pulman
Prophet stories - you tube video clips
The crying camel story - twinkl

Key SPaG obj:
Brackets, dashes and commas for parenthesis.
Relative clauses and pronouns
Cohesion and linking adverbials of time

Spelling: See suggested LAT pathway</td>
<td>Non Fiction

Suggested genre(s):
Persuasion
opening statement
organised information that expresses viewpoint
closing statement that reinforces points
simple present tense
some elaboration and factual information
text can be combined with other media
use key facts
appeal to the reader

Suggested text(s):
Daily LIfe in the Islamic Golden Age
The history detective investigates: Early Islamic Civilization
Subject Knowledge Website
Early Islamic Civilization
Explore! Early Islamic Civilization
The house of wisdom
1001 Arabain storories - link

Key SPaG obj:
Modal verbs and adverbs to indicate possibility.
Comma to clarify meaning.
Parenthesis
Cohesion
Relative clauses

Spelling: See suggested LAT pathway</td>
<td>Poetry/Playscripts

Suggested genre(s):
Performance Poetry

Suggested text(s):
Sinbad the sailor
Aladdin and the magic lamp

Key SPaG obj:
Commas to avoid ambiguity
Concise expanded noun phrases.

Spelling: See suggested LAT pathway</td>
<td>Key Concept(s):
Number - Fractions

K. Objective(s):
Number - Fractions
• Compare and order fractions whose denominators are all multiples of the same number
• Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 1/5]
• Add and subtract fractions with the same denominator and denominators that are multiples of the same number
• Read and write decimal numbers as fractions [for example, 0.71 = 7/100
• Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal
• Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5,4/5 and those fractions with a denominator of a multiple of 10 or 25.</td>
<td>Concept(s):
Forces

K. Objective(s):
Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Suggested content:
Gravity, Resistance, Air Resistance, Water resistance, Streamlining, Force types (push,pull,twist),lever, pivot, fulcrum, load, mass, Fiction, surface materials, Newtons, Newton meters

Suggested Investigations:
Observation and Identification of Forces in the world around us
Understanding gravity
Exploring friction on different surfaces - Fair testing - measuring in newtons - communicating results on tables and graph - evaluation and improvements
Exploring air resistance through the creation of parachutes (or air resistance of paper sheet/card sheet maintaining mass but changing surface area by folding (squared to support areas).
Development of investigation to explore changing the shape of plasticine mass and timing speed of fall through tall cylinders of water (water resistance) -tables and graphs
Investigating levers.
Exploring balancing forces using a lever and position of fulcrum. - tables , graphs and conclusions.
……
Concept(s):
Earth & Space

K. Objective(s):
Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
Describe the movement of the Moon relative to the Earth.
Describe the Sun, Earth and Moon as approximately spherical bodies.
Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.

Suggested content:
Exploring misconceptions about the Earth, Sun and Moon - leading to understanding that they are spherical bodies. Understanding the evidence that supports this understanding
Understanding that the moon is not a light source - it reflects the sun’s light
Observing and creating a moon phase diary (homework)
Understanding what causes the moon phases
Fruit solar system - scale and size NB: Pluto has been reinstated as a planet
Mnemonic - My Very Easy Method Just Speeds Up Naming Planets
Exploring your weight on different planets/moon
Researching different planets
Use of diagrams to explain day and night
Investigation of change of shadow length during the day - graphing and interpreting data</td>
</tr>
</table>

Art & Design	PSHE	Computing	D&T	MFL	Geography	History	Music	P.E	R.E
Concept(s): sculpture, pattern, line, colour, shape **K. Objective(s)**: Can I create a mosaic with a detailed symmetrical pattern that is inspired by an Islamic Civilization that demonstrates an understanding of colour, shape, pattern and form? **Suggested content:** Mosaic **WAGOLL:** Islamic form, design & pattern https://www.bbc.co.uk/religion/religions/islam/art/art_1.shtml **Assessment statements:** 1.I can explore mosaic from other cultures and use this to inform planning of my own mosaic. 2.I can select the most suitable material for the type of drawing I want to produce. 3.I can create a mosaic tile carefully selecting tiles by colour and shape to match my design placing and fixing the tiles with care.	**Concept(s):** Spr 1: Dreams & Goals Spr 2: Healthy Me **K. Objective(s):** My dream lifestyle Jobs and careers Steps to my dream job Dreams and goals (other cultures) Rallying support Smoking & Alcohol Emergency aid Body image relationships with food Healthy me **Suggested content:** When I grow up/Al Yankovic When I grow up (Matilda the musical)/ YouTube BBC learning clip 4499 - Evangeline's life in rural Kenya/BBC Comic Relief/Sport relief clips - various/BBC Poster about tobacco use/ASH BBC learning clip 10188 - alcohol - Madison's story/BBC St John Ambulance recovery position/St John Ambulance YouTube clip - body image/YouTube **WAGOLL:** YouTube clip and song lyrics for song: 'When I grow up', from the musical 'Matilda', Book: 'When I grow up' by Leonid Gore Book: 'When I Grow Up' by P.K. Hallinan, BBC Learning Clip 4499: Life in rural Kenya, Sport Relief bake-off video clip	**Concept(s):** decomposition abstraction logic reasoning safety evaluation **K. Objective(s):** Solve problems by decomposing them into smaller parts. use selection in programs work with variables use logical reasoning to explain how simple algorithms work. use logical reasoning to detect and correct errors in simple algorithms. Be discerning in evaluation digital content use technology safely respectfully and responsibly (DL) recognise acceptable and unacceptable behaviour (DL) identify a range of ways to report content and contact. (DL) **Suggested content:** Final three objectives (DL) will link to Safer Internet Day 2020. Understand online protocols to stay safe online. Understanding how to stay safe online and report concerns. Recognise and understand bias on the web. Sharing personal information online.	**Concept(s):** Investigating and Reflecting, Purposeful Design **K. Objective(s):** DESIGN Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design MAKE Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately EVALUATE Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work **Suggested content:** Ceramic Tiles/ Making Clothes or accessories	**Concept(s):** Relationships, Culture, Environment, community **K. Objective(s):** Listen and understand more complex familiar phrases & sentences. Follow the text of familiar rhymes, songs. Ask and answer more complex questions. Use familiar vocabulary to say more complex sentences. Read and understand complex sentences using familiar language. Follow the simple text of a familiar song or story and sing or read aloud. Write familiar complex sentences from memory. Read aloud familiar short sentences.. Apply the rules of the agreement of adjectives in the singular and plural with some accuracy. Produce positive and negative sentences with high frequency verbs and pronouns. **Suggested content:** More about animals jobs, Directions More about numbers (1-100) Easter/festival. **Phonics:** Spanish: qu, h, u, i **WAGOLL :** http://www.rachelhawkes.com/PandT/Primary/Primary.php		**Concept(s):** Empire Civilisation Culture Power Social **K. Objective(s):** Can I compare early Islamic Civilisation with British History (including a study of Baghdad) **Suggested content:** How was Islam formed? How different was Baghdad to London (around 900AD)? What was in the House of Wisdom? Who were the Islamic Philosophers who have impacted the modern world? How did the Siege of Baghdad affect the modern world? What can we find out Islamic Civilisation from the work of Ibn Battua?	**Concept(s):** Playing: Musical notation: **K. Objective(s):** Sing and perform using staff notation as a support. Play with fluency and increasing expression. Maintain your own part with an awareness of how different parts fit together to achieve the intended effect. Explore group arrangements of pieces. Perform with left/right hand co-ordination. Perform a melodic line on a tuned instrument. **Suggested content:** (Chranga- glockenspiel unit stage 2) **WAGOLL:** https://plymouth.charanga.com/c/1314439-instruments/1312313-glockenspiel-stage-2	**Concept(s):** **Gym** - movement and sequences **Games** - Throw and Catch (term 4 linked to chosen invasion game) **K. Objective(s):** **Gym** -Can I plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions? **Games-** Can I vary skills, actions and ideas and link these in ways that suit the games activity? Can I show confidence in using ball skills in various ways, and can link these together effectively? e.g. dribbling, bouncing, kicking **Games** - Throw and Catch - As term 3 plus Can I take part in competitive games with a strong understanding of tactics and composition?	**Concept(s):** Tawhid (God) Iman (faith) Ibadah (worship) Incarnation **K. Objective(s):** What does it mean to be a Muslim in Britain today? Why do Christians believe Jesus was the Messiah? **Suggested content:** See RE Plymouth agreed Syllabus documents/folder.Unit U2.8 and U2.3

SPRING TERM CONTENT OVERVIEW FOR YEAR 6

<table>
<tr><th colspan="3">English</th><th>Maths</th><th>Science</th></tr>
<tr>
<td>Fiction

Suggested genre(s):
Science fiction

Suggested text(s):
War of the Worlds
A wrinkle in time - Madeleine L’Engle
Visual literacy - literacyshed

Key SPaG obj:
dialogue
perfect form
commas to clarify meaning

Spelling: See suggested LAT pathway</td>
<td>Non-Fiction

Suggested genre(s):
Discussion
(suggestion - opportunity for a range of formal writing tasks e.g. persuasion, balanced argument, letters, news

Suggested text(s):
Depending on overall topic
Shackleston’s journey

Key SPaG obj:
Modal verbs and adverbs subjunctive form and formal writing
semi-colons, colons, dashes

Spelling: See suggested LAT pathway</td>
<td>Poetry/playscripts

Suggested genre(s):
Free verse

Suggested text(s):

Key SPaG obj:
description of character, setting and atmosphere

Spelling: See suggested LAT pathway</td>
<td>Key Concept(s):
Ratio and Proportion
Algebra
Statistics

K. Objective(s):
Ratio and Proportion
• Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
Algebra
• Express missing number problems algebraically
• Find pairs of numbers that satisfy an equation with two unknowns
• Enumerate possibilities of combinations of two variables
Statistics
• Interpret and construct pie charts and line graphs and use these to solve problems
• Calculate and interpret the mean as an average</td>
<td>Concept(s): Evolution and inheritance

K. Objective(s):
recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Suggested content:
Identifying animals from their fossils
Looking at how fossils are formed
Proof of extinct animals
The work of Charles Darwin, Mary Anning and Alfred Wallace
Evolution of man
Observation of evolution over time
Opposing viewpoints of science Vs. religion
Variance in the same species e.g. dogs, birds and fish

Suggested Investigations:
Researching adaptations of plants and animals
Researching the work of Charles Darwin, Mary Anning and Alfred Wallace
Identifying animals and plants from their fossils
Searching for patterns in evolution
Pattern seeking how humans have evolved
Creating a plant or animal to survive in a particular habitat.
.....
Concept(s): Living things and their habitats

K. Objective(s):
describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
give reasons for classifying plants and animals based on specific characteristics.

Suggested content:
Using classification keys
Sub-classifying animals into more detailed categories e.g. molluscs and arachnids
Sub-classifying plants into more detailed categories e.g. ferns
Sorting vertebrates, invertebrates and hydro-statics skeletons
Fact files on variance within groups

Suggested Investigations:
Create their own alien and sub-categorise into more detailed categories, Local area study comparing animals found in different places, Local area study comparing plants and trees found in different places, Odd one out games, Consider what micro-organisms look like, Grow bacteria and observe changes using microscopes, Data handling linked to organisms found, A detailed study linked to a specific group of organisms e.g. arthropods</td>
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</table>

Art & Design	PSHE	Computing	D&T	MFL	Geography	History	Music	P.E	R.E
	Concept(s): Spr 1: Dreams and Goals Spr 2: Healthy Me **K. Objective(s):** Personal learning goals Steps to success My dream for the world Helping to make a difference Recognising our achievements Food Drugs Alcohol Emergency aid Emotional & mental health Managing stress **Suggested content:** Wonder goal/Michael Foreman Charity work examples/YouTube and others **WAGOLL:** BBC learning clip 10187 - Liam's story/BBC St John Ambulance recovery position/St John Ambulance NHS Vinnie Jones video clip Young minds - Rhiannon's story/Young Minds Under Pressure by Queen/YouTube	**Concept(s):** Safety Evaluation **K. Objective(s)**: Be discerning in evaluation digital content use technology safely respectfully and responsibly recognise acceptable and unacceptable behaviour identify a range of ways to report content and contact **Suggested content:** Safer Internet Day - Use a a focus for an e safety project Consider how communication online can be acceptable or not. Evaluate personal online use Create a guide to online reporting Pupils compere digital content, including fake news and evaluate its trustworthiness.			**Concept(s):** Landscapes, Land-use, Environment, Habitats, Climate, Civilsations, Trade, Continents, Diversity, sustainability and Place **K. Objective(s):** Locate the world's countries, Identify the position and significance of latitude, longitude, Equator, Northern and Southern hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle , the Prime/Greenwich Meridian and time zones (including day and night) Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America		**Concept(s):** Structure: Create a structure, considering the effect on the listener. Performing a range of different structures **K. Objective(s):** Perform more musically complex pieces with increasing accuracy, fluency, control and expression. Compose group arrangements of pieces. Perform an independent part in a group performance accurately. **Suggested content:** Hip hop course, Band Lab **WAGOLL:** https://plymouth.charanga.com/freestyle/1312254-courses/13594-hip-hop https://edu.bandlab.com/login	Concept(s): K. Objective(s): Suggested content: WAGOLL link:	**Concept(s):** Salvation **K. Objective(s):** Why do some people believe in God and some people not? What do Christians believe Jesus did to "save" people? **Suggested content**: See RE Plymouth agreed Syllabus documents/folder.Unit U2.11 and U2.5

SUMMER TERM CONTENT OVERVIEW FOR YEAR 1

<table>
<tr><th colspan="3">English</th><th>Maths</th><th>Science</th></tr>
<tr>
<td>Fiction
Suggested genre(s): Finding Stories

Suggested text(s):
Seashore
The lighthouse Keeper’s Lunch - Ronda Armitage and David Armitage
At the Beach - Roland Harvey
Katie Morag’s Island Stories - Mairi Hedderwick
Town is by the Sea- Joanne Schwartz and Sydney Smith
Storm Whale- Benji davies
Sally and the Limpet- Simon James
The Secret of Spiggy Holes- Enid Blyton
Flotsam- David Wiesner
Magic Beach- Alison Lester
Cold Places
The Rainbow Bear- Michael Morpurgo
The Last Polar Bears- Harry Horse
Pugs of the Frozen North- Philip Reeve
The Snowflake Mistake- Lou Treleaven and Maddie Frost
The Penguin Who Wanted to Find Out- Jill Tomlinson
Hot Places
Handa’s Surprise- Eileen Browne
Dartmoor/Moorlands/Nature
Greenpeace- Simon James

Key SPaG Obj:
I can use capital letters at the start of sentences and the pronoun I, names and places
I can use an exclamation mark
I can use full stops
I can use the conjunction ‘and’ to join sentences and clauses
I can use finger spaces between words

Key Spelling:
Follow school based phonics programme + KS1 common exception words
Use prefixes and suffixes:
- un
- es / s for plurals
- ing, ed, er, est - where no change is needed to the root word</td>
<td>Non Fiction
Suggested genre(s): non-chronological report

Features:
Title, heading, subheadings. pictures, paragraphs, labels.
Report can be linked to an area of your choice .

Suggested text(s):
Non-fiction texts: on animals or places of your choice.
Seashore
Secrets of the Seashore A Shine-a-Light Book- Carron Brown and Alyssa Nassner (persuade us to visit the seashore)
How does a Lighthouse work?
Seashore- 100 facts- Steve Parker
Dartmoor/ Moorlands/Nature
We Bought a Zoo- Benjamin Mee (Dartmoor Zoo)
A First Book of Nature- Nicola Davies and Mark Hearld
The Street Beneath my Feet- Charlotte Guilain and Yuval Zommer

Key SPaG Obj:
I can use capital letters at the start of sentences and the pronoun I, names and places
I can use full stops
I can use the conjunction ‘and’ to join sentences and clauses
I can use finger spaces between words

Key Spelling: Follow school based phonics programme
+ KS1 common exception words
Use prefixes and suffixes:
- un
- es / s for plurals
- ing, ed, er, est - where no change is needed to the root word</td>
<td>Poetry/Playscripts
Suggested genre(s): Thematic Poems

Suggested text(s):
First Book of the Sea - Nicola Davies and Emily Sutton
All the wild Wonders, Poems of our Earth, edited by Wendy Cooling.
Poems about Our Environment- (www.familyfriendpoems.com)

Key SPaG Obj:
I can use capital letters at the start of sentences and the pronoun I, names and places
I can use full stops
I can use the conjunction ‘and’ to join sentences and clauses
I can use finger spaces between words

Key Spelling: Follow school based phonics programme + KS1 common exception words
Use prefixes and suffixes:
- un
- es / s for plurals
- ing, ed, er, est - where no change is needed to the root word</td>
<td>Key Concept(s):
Measurement

K. Objective(s):
Measurement:
●Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
●Recognise and use language relating to dates, including days of the week, weeks, months and years
●Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</td>
<td>Concept(s): Plants

K. Objective(s):
Identify & name a variety of common wild/garden plants, including deciduous/evergreen trees
Identify/describe the basic structure of a variety of common flowering plants, including trees.
Suggested content:
To build familiarity and confidence with naming plants, children should get out and about either in the school grounds or on a planned visit.
They should observe the growth of flowers and vegetables that they have planted.
They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).
Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees.
Pupils might keep records of how plants have changed over time, for example the leaves falling off trees, buds opening- compare/contrast what they have found out about different plants.
Use a venn diagram with two circles and bar charts to show understanding of data handling.

WAGOLL link:
https://www.stem.org.uk/resources/community/collection/12534/year-1-plants

Suggested Investigations:
investigate plant growth (cress or beans) where each group makes one change to either light, water or soil. Record growth over a period of time and compare results. Predict: which they think will grow the tallest. Plant a bean in a jar or a transparent bag with different absorbent materials and observe the growth of roots
.....
Concept(s): Seasonal Changes

K. Objective(s):
observe changes across the four seasons
observe and describe weather associated with the seasons and how day length varies.
Suggested content:
Pupils should observe/talk about changes in the weather & the seasons.
migration and hibernation.
Pupils might work scientifically by: making tables/charts about the weather; & making displays of what happens in the world around them, including day length, as the seasons change
discuss appropriate clothing for different seasons, what would you need in your suitcase to visit different parts of the world (draw upon previous learning)

WAGOLL:
https://www.stem.org.uk/elibrary/resource/26225 measuring the weather
useful clips https://www.bbc.co.uk/search?filter=bitesize&q=seasons

Suggested Investigations:
Ice Investigation, predict how ice can be melted the quickest, predicting and measuring temperature (recording in a bar chart the morning temp at school & the end of the school day temp over the period of a week., measuring & comparing rainfall over a period of time.</td>
</tr>
</table>

Art & Design	PSHE	Computing	D&T	MFL	Geography	History	Music	P.E	R.E
Concept(s): colour (colour wheel), print, paint **K. Objective(s):** Can I create a piece of art work that incorporates printing (on fabric - old sheets/T-shirts)? Can I select colours that are appropriate to the temperature of the countries I have been studying? **Suggested content:** colour mixing linked to hot and cold countries **WAGOLL:** A background created with sponges or bubble wrap printing with block printing ontop in contrasting colours. Printing using potatoes, cotton reels, string, found materials - natural and man-made..   	**Concept(s):** Sum 1: Relationships Sum 2: Changing Me **K. Objective(s):** Families Making friends Greetings People who help us Being my own best friend Celebrating my special relationships Life cycles Changing me My changing body Boys' and girls' bodies Learning & growing Coping with change **Suggested content:** The family book/Todd Parr For every child - the rights of the child in words and pictures/UNICEF Hug/Jez Alborough Toy Story/Disney Pixar The Incredibles/Disney Pixar Moving Molly/Shirley Hughes Spawn to frog/YouTube	**Concept(s):** Innovation Responsibility Safety Algorithms **K. Objective(s):** Use technology safely (DL) Keep personal information private (DL) Recognise common uses of information technology beyond school (DL) Use technology purposely to create, organise, manipulate and retrieve digital content (DL) **Suggested content:** *See supporting planning document* Pupils will use web search engines to collect pictures of different types of plants (?) and then explore ways in which those pictures can be organised. They will create images using paint and combine images using publishing software 2Paint to create plant pages for e-Book (powerpoint) **WAGOLL:** Rising Stars We are painters- Unit 1.3 We are collectors – Unit 1.4	**Concept(s):** Investigation Refelction **K. Objective(s):** EVALUATE Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. **Suggested content:** To use paper weaving to create a local landscape or seascape (E.g. Dartmoor/Wembury) To make a weather station that can measure rainfall, wind direction and temperature (Link with Science)		**Concept(s):** Landscapes Land-use Environment Habitat Climate Diversity Resources Similarities & Differences Sustainability Place **K. Objective(s):** Use basic geographical vocabulary of key physical features Identify daily and seasonal weather patterns in the UK Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world: Equator, Poles Name, locate the countries of the UK and their capital cities and the surrounding seas Use maps, atlases and globes to identify the UK and its countries Use simple compass skills N,S,E and W Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features. Use aerial photos to recognise landmarks, devise a simple map and key **Suggested content:** Coast/Dartmoor Hot and Cold 4 Countries and Capital cities		**Concept(s):** Using voices expressively Duration **K. Objective(s):** Find singing voice explore singing higher and lower Sing with awareness of pulse and rhythm. **Suggested content:** Folk / celtic music Composers - Seth Lakeman and Bob Dylan Link to wildlife on Dartmoor? Frogs, cuckoos? **WAGOLL:** English Folk songs Froggy Went A Courting https://plymouth.charanga.com/freestyle/1312253-ks2-topics/134990-english-folk-songs Cuckoo https://plymouth.charanga.com/c/134480-friday-afternoons/136581-friday-afternoons-2013/134548-cuckoo-br-old-abram-brown/lessons/68932-cuckoo-and-old-abram-brown-flexible-pathway Ryan - In the Groove (Warmup/Improv/Comp. Activities) https://plymouth.charanga.com/c/1312387-freestyle/1312393-fs-ks1-units-of-work/1312275-in-the-groove/lessons/144003-in-the-groove-flexible-pathway-folk	**Concept(s):** Athletics Multi Skills **K. Objective(s):** Can I run at different speeds? Can I apply the skills I have learnt to participate in sports Day?	**Concept(s):** Creation **K. Objective(s):** Who do Christians say made the world? How should we care for the world and for others, and why does it matter? **Suggested content:** See RE Plymouth agreed Syllabus documents/folder. Units 1.2 and 1.9

SUMMER TERM CONTENT OVERVIEW FOR YEAR 2

<table>
<tr><th colspan="3">English</th><th>Maths</th><th>Science</th></tr>
<tr>
<td>Fiction
(SATs Focus/School Study)

Suggested genre(s):
Wishing Story
(See Pie Corbett generic story plots)

Suggested text(s):
King Pip and the Wish
The Fish Who Could Wish
Flat Stanley - Stanley and the Magic Lamp (Links to Aladdin)
A Squash and a Squeeze
Would you rather? by John Burningham

Key SPaG obj:
Review of all objectives taught to now.

Spelling: See suggested LAT pathway</td>
<td>Non Fiction
(SATs Focus/School Study)

Suggested genre(s):
Report

Suggested text(s):
Mayflower 400
Leaflets
Information booklet
If you were a kid on the Mayflower - Scholastic
You wouldn’t want to sail on the Mayflower by Peter Cook
USA - Plymouth MA

Key SPaG obj:
Review of all objectives taught to now.

Spelling: See suggested LAT pathway</td>
<td>Poetry/Playscripts
(SATs Focus/School Study)

Suggested genre(s):
Riddles and limericks

Suggested text(s):
Edward Lear
School limericks/riddles
What am I? riddles
Maths Riddles
The big book of riddles by Lisa Regan
Spot the plot by Patrick Lewis

Key SPaG obj:
Review of all objectives taught to now.

Spelling: See suggested LAT pathway</td>
<td><u>Key Concept(s):</u>
Measurement
Geometry - Position and Direction

<u>K. Objective(s):</u>
Measurement:
● Compare and sequence intervals of time
● Tell, and write, the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
Geometry - Position and Direction:
● Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti- clockwise).
Geometry - Properties of Space:
● Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line (or term 2)
● Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces (or term 2)</td>
<td>Concept(s):
Plants

K. Objective(s):
-observe and describe how seeds and bulbs grow into mature plants
-find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Suggested content:
Pupils should use the local environment throughout the year to observe how plants grow.
Look at plants within the school grounds and also in the local area.
Use magnifying glasses to closely observe features of plants.
Draw and label plants.
Look at the similarities and differences in plants within the local area.
Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants .Note: seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.
Look at what a plant needs in order to grow.
Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.

Suggested Investigations:
Grow plants - change one of the factors needed for healthy growth and compare results.
Observe and record plants - plant diary.
Observe the growth of a range of plants in the local environment.
Complete a Bar chart to show plant growth.
Complete a Venn diagram with 3 criteria to sort plants.
Grow bulbs on windows in see through containers. Different types and sizes to compare and show variation.
Grow a grass hair family. For instant results grow cress.
Tally chart of different plants in the local area.
Fair testing of growing in different soil.

WAGOLL:
https://www.stem.org.uk/resources/community/collection/13299/year-2-plants
https://www.outstandingscience.co.uk/index.php?action=view_page&page=view_unit&unit=2b
https://www.youtube.com/watch?v=HQhLGX0MmpQ
https://www.bbc.co.uk/bitesize/topics/zpxnyrd</td>
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Art & Design	PSHE	Computing	D&T	MFL	Geography	History	Music	P.E	R.E
Concept(s): print, colour, pattern **K. Objective(s):** Can I create a pop art repeated image using digital media? Can I select contrasting colours to create a pop art effect? **Suggested content:** Warhol linked to Mayflower 400. **WAGOLL:** 	**Concept(s):** Sum 1: Relationships Sum 2: Changing Me **K. Objective(s):** Families Keeping safe - exploring physical contact Friends & conflict Secrets Trust & appreciation Celebrating special relationships Life cycles in nature Growing from young to old The changing me Boys' and girls' bodies Assertiveness Looking ahead **Suggested content:** Who's in a family/Robert Skutch The great big book of families/Mary Hoffman & Ros Asquith Hugless Douglas/David Melling I have a secret/E.J.Thornton Don't tell lies Lucy/Phil Roxbee-Cox My Grandpa is amazing/Nick Butterworth Tiitch/Pat Hutchins Hug/Jez Alborough BBC learning clip 2250 - life cycles (clip compilation)/BBC	**Concept(s):** Representations Creativity Community **K. Objective(s):** Use technology purposefully to organise and manipulate digital content (IT) Use technology safely (DL) Recognise common uses of information technology beyond school (DL) Use technology purposefully to organise and manipulate digital content (IT) To use a safe search engine to find information. To collect relevant information on a chosen subject. To organise animals using a branching data base Use technology safely (DL) Recognise common uses of information technology beyond school (DL) **Suggested content:** See supporting LAT planning document Children will learn how to research a topic using safe search engines, mind map their findings and consider ways to present their best information **WAGOLL:** Rising Stars Unit 2.4 & Unit 2.6	**Concept(s):** Investigating Joining materials and construction **K. Objective(s):** MAKE Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. TECHNICAL KNOWLEDGE Build structures, exploring how they can be made stronger, stiffer and more stable. **Suggested content:** To create a mini greenhouse exploring structure./materials and linking with local architecture (Link with Science) To sew a variety of decorations for a food party celebrating a non European country of choice.		**Concept(s):** Diversity Resources Similarities & Differences Sustainability Place climate continents **K. Objective(s):** Use basic geographical vocabulary of key human and physical features Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area of a contrasting non-European country SKILLS AND FIELDWORK Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map **Suggested content:** Contrasting non-european country Mayflower link		**Concept(s):** Playing **K. Objective(s):** Accompany rhymes or songs with a pulse **Suggested content:** Choice of singing Composer - Mozart **WAGOLL:** Choose a freestyle unit from the following link. https://plymouth.charanga.com/freestyle/1312393-fs-ks1-units-of-work	**Concept(s):** Athletics **K. Objective(s):** Term 5 Can I perform a variety of throws with control and coordination? Can I apply the skills I have learnt to participate in sports Day? Term 6 Respond to class' needs.	**Concept(s):** Gospel **K. Objective(s):** What is the 'good news' Christians believe Jesus brings? What makes some places sacred to believers? **Suggested content:** See RE Plymouth agreed Syllabus documents/folder. Units 1.4 and 1.8

SUMMER TERM CONTENT OVERVIEW FOR YEAR 3

English			Maths	Science	
Fiction **Suggested genre(s):** Mystery Stories **Suggested text(s):** The Mystery of Harris Burdick by Chris Van Allsburg The Secret of the Night Train by Sylvia Bishop Nancy Parker's Diary of Detection by Julia Lee **Key SPaG obj:** Review of all objectives taught to now. Spelling: See suggested LAT pathway	**Non Fiction** **Suggested genre(s):** Recount **Suggested text(s):** The Pebble in My Pocket by Meredith Hooper & Chris Coady Escape from Pompeii by Christina Balit **Key SPaG obj:** Review of all objectives taught to now. Spelling: See suggested LAT pathway	**Poetry/Playscripts** **Suggested genre(s):** Performance Poetry **Suggested text(s):** Pompeii - A poem for Kids by Paul Perro http://www.history-for-kids.com/pompeii.html **Key SPaG obj:** Review of all objectives taught to now. Spelling: See suggested LAT pathway	**Key Concept(s):** Measurement Geometry - Properties of Space **K. Objective(s):** Measurement Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight Geometry Properties of Space Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Identify whether angles are greater than or less than a right angle. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.	**Concept(s)**: Rocks **K. Objective(s):** compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. **Suggested content:** Comparing and grouping by appearance and physical properties. Understanding fossils. Classifying properties of rocks. Recognising soils and separating them. Table of results and bar chart. Investigations/Activities. Compare and group rocks by appearance. -Use microscopes/visualisers/magnifying glass. Create geologist word banks with interesting properties and descriptions. Sorting activities-guess who game/eye spy. Venn diagrams-go to park and sort rocks into hoops (take photos of rocks) children can write descriptions of them. Children become geologists-discussing physical properties. Using chalk test which liquids dissolve the rock the most. Recognise properties of rocks and where they come from. Test the durability of rocks. Which rocks would be best for a kitchen worktops-children to scratch different rocks and organise them on hardness. Making a mould fossil out of clay-one cup of flour, a quarter of a cup of coffee granules, half a cup of salt, half a cup of water to make dough. Take a piece of the dough and flatten to represent the earth. Choose an object from nature leaf, flower, toy press into dough and then take it out and you have made a fossil. Cast fossil-https://www.homegrownfun.com/how-to-make-homemade-fossils-classroom/ Sketch and make notes of descriptions. Amber fossils using wax (ideas available on pintrest). Separating soils and how rocks become soils using microscopes/ visualisers/magnifying glass. Identify the different shapes Observe soil in water over periods of time-look for the different variations that happen. Compare different soils-school/home/garden. Use lego bricks to show the different layers of soil. Trip to Dartmoor.	**Concept(s):** Light **K. Objective(s):** recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change **Suggested content:** Need light to be able to see anything and darkness is the absence of light. Sorting light sources. Notice that light can reflect. Understand the source of light from the sun. Data logging with light sensors. Shadow sculptures/shadow sizes. **Suggested Investigations:** Sort different light sources. Try and black out your classroom to give them an experience of full darkness. Children need to be aware that they cannot see anything in darkness because there is an absence of light. What do they need to see in darkness? Range of different objects that are shiny (foils/mirrors/ glitter/ipad screens)-which items give out light and which do not? Use an empty shoe box with one tiny hole. Children put object in the box and take turns looking. What do they see? Children understand that light reflects off most sources-use data loggers to measure the reflection of light. Find the most reflective surface for a Roman shield Learning to be safe in the sun-colour changing UV beads. https://www.amazon.co.uk/Scientific-Multi-Changing-Reactive-Plastic/dp/B01DB8P0CK/ref=sr_1_4?keywords=colour+changing+uv+beads&qid=1578304000&sr=8-4 Put beads in bag and put different strengths of sunscreen on outside of bag, place outside for 10 minutes and then examine. Also do the same with sunglasses-children to draw simple conclusions. Design a set of sunglasses, use data loggers to measure the amount of sunlight traveling through a material. Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. They should think about why it is important to protect their eyes from bright lights. They should look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change

Art & Design	PSHE	Computing	D&T	MFL	Geography	History	Music	P.E	R.E
Concept(s): digital media, drawing, painting **K. Objective(s):** Can I take a photograph of a landscape that shows consideration for the included content? (consider positioning and cropping to eliminate unwanted images/sections e.g. bins) **Suggested content:** Pompei: Dartmoor/south west:: Photomontage +landscape. **WAGOLL:**  	**Concept(s):** Sum 1: Relationships Sum 2: Changing Me **K. Objective(s):** Family roles and responsibilities Friendship Keeping myself safe Being a global citizen How babies grow Babies Body changes Family stereotypes **Suggested content:** The world came to my place today/Readman & Roberts Home safety posters/Home Safety Change the world.. post/Oxfam UNICEF website/Unicef The new baby/Annie Kubler My baby sister/Emma Chichester Clark	**Concept(s):** Representations Creativity Community Innovation Safety **K. Objective(s):** Collect information (IT) Design and create content (IT) Present information (IT) Use technology responsibly (DL) **Suggested content:** See additional LAT computing planning Pupils will learn to communicate with other using email, the will also explore other ways of online communication Pupils will create an online opinion poll / survey, using various question types and collect , analyse and present their results **WAGOLL:** Rising Stars –Unit 3.5 - We are communicators Rising Start 3.6 - We are opinion pollsters	**Concept(s):** Investigating and Reflecting **K. Objective(s)**: DESIGN- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design MAKE- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. EVALUATE- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work EVALUATE- Understand how key events and individuals in design and technology have helped shape the world TECHNICAL KNOWLEDGE - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. **Suggested content:** To make a working volcano to explain the Pompeii explosion. To create a shadow puppet theatre to retell a famous story to a younger audience (Link with Science unit)	**Concept(s):** Relationships, Community, Culture, **K. Objective(s):** Listen and identify rhyming words. Recognise and respond to familiar questions. Name objects/actions. Read and understand familiar single words. Join in with familiar songs, stories, rhymes. rite and say simple familiar words to describe people, places, things and actions using a model. Write single familiar words from memory Read aloud or say individual familiar words. Use strategies for memorising new vocabulary. Name a noun, adjective, verb, pronoun, conjunction in the language being studied. Use the 1st and 2nd person pronouns with a regular verb. **Suggested content:** Colours and Opinions Food An important city I Languages Rachel Hawkes Primary Languages Lightbulb Languages **Phonics**: Spanish - ll, li, u, g **WAGOLL:** http://www.rachelhawkes.com/PandT/Primary/Primary.php	**Concept(s):** Landscapes Land-use Environment Habitat Climate Civilisation Diversity **K. Objective(s)**: Describe and understand key aspects of volcanoes and earthquakes Describe & understand key aspects of physical geography, including: mountains Name and locate counties and cities of the UK, geographical regions and their human and physical characteristics, key topographical features Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America Understand geographical similarities and differences through the study of human and physical geography of a region in Europe **Suggested content:** Volcanoes, Earthquakes and Mountains (Pompeii) South West (Dartmoor) and Southern Italy		**Concept(s):** Listen, respond and evaluate music **K. Objective(s):** Begin to understand how different musical elements are combined and used to create an effect **Suggested content:** Volcano composition Composer - Vivaldi and Pavarotti **WAGOLL:** Pompeii https://www.youtube.com/watch?v=dY_3ggKg0Bc The lava song https://www.youtube.com/watch?v=uh4dTLJ9q9o Ryan - sheet music	**Concept(s)**: Athletics (throwing) Games (striking and fielding) Outdoor Ed **K. Objective(s):** Athletics: Can I perform a variety of throws using a selection of equipment?1 Games: Can I use skills with coordination and control? Outdoor Ed: Can I discuss and work with others in a group? Sports Day: Can I begin to understand how to compete with others in a controlled manner?	**Concept(s):** Gospel **K. Objective(s):** What kind of world did Jesus want? How and why do people try and make the world a better place? **Suggested content:** See RE Plymouth agreed Syllabus documents/folder. Units L2.4 and L2.12

SUMMER TERM CONTENT OVERVIEW FOR YEAR 4

English			Maths	Science	
Fiction **Suggested genre(s):** Fantasy **Suggested text(s):** Flotsam - David Wiesner Journey to the River Sea , Eva Ibbotsson The Explorer- Katherine Rundell Race to the Frozen North - Catherine Johnson. **Key SPaG obj:** indicating possession by using the possessive apostrophe with plural nouns Nouns and pronouns to aid cohesion. Wider range of conjunctions used. Specifically, using subordinating openers. Using and punctuating direct speech. Range of fronted adverbials and accurate use of commas Expanded noun phrases (modifying noun, adjectives and prepositional phrases) Organising paragraphs around a theme. Recap previously taught punctuation. Spelling: See suggested LAT pathway	**Non Fiction** **Suggested genre(s):** Information **Suggested text(s):** The Rhythm of the Rain The Where on Earth Book of Rivers River Story- Meredith Hooper How to Help Hedgehogs and Protect Polar Bears Survivors - David Long **Key SPaG obj:** Headings and subheadings Coordinating and subordinating conjunctions. Range of openers. Recap previously taught punctuation. Spelling: See suggested LAT pathway	**Poetry/Playscripts** **Suggested genre(s):** Narrative **Suggested text(s):** A River - Marc Martin (Could use the book to inspire writing about a river journey) https://literarydevices.net/narrative-poem/ Poetry Collection: https://www.poetryfoundation.org/collections/146462/poetry-and-the-environment Poems of our Earth, edited by Wendy Cooling, illustrated by Piet Grobler. www.theguardian.com/childrens-books-site/gallery/2015/apr/24/poems-of-or-earth-in-pictures **Key SPaG obj:** Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using the present perfect form of verbs in contrast to the past tense Range of fronted adverbials and accurate use of commas Expanded noun phrases Direct speech Range of word classes (determiner, preposition, adverb, adjective, noun, pronoun). Recap previously taught punctuation. Suggested Teaching of Reading Poetry- Names by Brian Moses www.keystagetwoliteracy.co.uk	**Key Concept(s):** Measurement Geometry - Position and direction Geometry - Properties of Shape **K. Objective(s):** Measurement Read, write and convert time; between analogue and digital 12- and 24-hour clocks Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. Geometry - Properties of Shape Identify acute and obtuse angles and compare and order angles up to two right angles by size Geometry - Position and direction Describe positions on a 2-D grid as coordinates in the first quadrant Describe movements between positions as translations of a given unit to the left/right and up/down Plot specified points and draw sides to complete a given polygon.	**Concept(s):** Living things and their habitats **Key objectives:** recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things **Suggested content:** Pupils should use the local environment throughout the year to raise & answer questions that help them to identify & study plants and animals in their habitat- Next Year introduce this in the autumn term through photos/observations of local area around school. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals, flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects. Note: plants can be grouped into categories such as flowering plants (inc grasses),non-flowering plants, for example ferns & mosses. Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation. Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched. Whole class key~ This activity works best outside(big space) 1 question to sort into groups with yes or no answers with assigned spaces i.e boy. Then change question. You can further split into sub groups girls with brown hair etc **Suggested investigations:** observations of 1 meter sq in different locations and identify the living things observed, collecting data and making comparisons. Where in our school are humans having the most impact? ~ litter survey. Data handling: Classification key. Scatter graph **WAGOLL:** https://www.stem.org.uk/resources/community/collection/12774/year-4-living-things-and-their-habitats https://www.bbc.co.uk/teach/ks2-science/zf3kt39 https://www.bing.com/videos/search?q=living+things+and+their+habitats+year+4&FORM=HDRSC3	**Concepts:** States of matter **Key objectives:** compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature **Suggested content:** Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled. Note: teachers should avoid using materials where heating is associated with chemical change, for example, through baking or burning. Pupils might work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting. **Suggested investigations:** Ice cube freezing and melting in water at different temperatures. Consider fair testing, Predict, observe and record. Investigate making ice-cream and leaving it to set at room temp, fridge or freezer. Consider fair testing, Prediction, observation and recording **WAGOLL:** https://www.stem.org.uk/resources/community/collection/12345/year-4-states-matter

Art & Design	PSHE	Computing	D&T	MFL	Geography	History	Music	P.E	R.E
Concept(s): drawing, painting, colour, sculpture K. Objective(s): Can I paint a seascape in the style and colours of Turner? Can I work in a group to create a large scale sea creature using plastic? **Suggested content**: Turner seascapes, junk modelling **WAGOLL link:**    Then add plastic weaving. 	**Concept(s):** Sum 1: Relationships Sum 2: Changing Me **K. Objective(s):** Love and Loss Memories Are animals special? Special pets Celebrating relationships Unique me Having a baby Girls and puberty Accepting change **Suggested content:** Goodbye Mousie/Robie H. Harris Badger's parting gifts/Susan Varley I'll always love you/Hans Wilhelm Moving house/Anna Civardi & Stephen Cartwright	**Concept(s):** Representations Creativity Community Safety Evaluation **K. Objective(s):** Select a variety of software to accomplish given goals (IT) Select, use and combine internet services (IT) Analyse and evaluate information (IT) Collect data (IT) Present data (IT) Identify a range of ways to report concerns about content (DL) Recognize acceptable / unacceptable behaviour (DL) **Suggested content:** See additional LAT computing planning T5 Pupils will select use and combine a variety of software on a range of digital devices to record, sequence, and edit sound to create a musical composition T6 Pupils will collect data using electronic sensors and present the data in a range of ways using excel **WAGOLL link:** Rising Stars – 4.3	**Concept(s):** Joining and Construction Investigating and Reflecting **K. Objective(s):** MAKE select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. EVALUATE Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. **Suggested content:** To design and make a local river model explaining the journey of a river (possible link to Cadover Bridge)?	**Concept(s):** Community and Culture, **K. Objective(s):** Listen and show understanding Listen and understand songs and rhymes. Ask and answer simple familiar questions.. Use familiar vocabulary to say simple sentences Read and understand familiar single words. Join in with actions to accompany familiar songs, stories and rhymes Write and say simple familiar words and phrases from memory Read aloud familiar short sentences. Use a bi-lingual dictionary. Use the correct form of the indefinite article in the singular, and plural.. Understand the position of the majority of adjectives. **Suggested content:** Food and Shopping or café. Houses opinions and adjectives Festival I Languages Rachel Hawkes Primary Languages Lightbulb Langauges **Phonics:** Spanish: soft c, u, e French: **WAGOLL** http://www.rachelhawkes.com/PandT/Primary/Primary.php	**Concept(s):** Environment Habitat Climate landscapes Diversity Resources Similarities & Differences Sustainability **K. Objective(s):** Describe & understand key aspects of physical geography, including rivers Describe & understand key aspects of physical geography, including the water cycle Describe & understand key aspects of physical geography, including climate zones, biomes and vegetation belts Locate the world's countries, using maps to focus on Europe Understand geographical similarities and differences of Europe **Suggested content:** Climate Zones Biomes Rivers (Cadover Bridge) Water cycle		**Concept(s):** Listen, respond and evaluate music Explore and create - timbre **K. Objective(s):** To understand how different musical elements are combined and used expressively Composers - Benjamin Britten and Handel **Suggested content:** Water Cycle and Storm composition **WAGOLL link:** The Water Cycle Song https://www.singup.org/song-bank/song/640-the-water-cycle-song/ Storm - 10 ;pieces https://www.bbc.co.uk/teach/ten-pieces/KS2-benjamin-britten-storm-interlude-from-peter-grimes/z4fsv9q		**Concept(s):** Kingdom of God **K. Objective(s):** For Christians, when Jesus left, what was the impact of Pentecost? How and why do people mark the significant events of life? **Suggested content:** See RE Plymouth agreed Syllabus documents/folder. Units L2.6 and L2.11

SUMMER TERM CONTENT OVERVIEW FOR YEAR 5

English			Maths	Science	
Fiction **Suggested genre(s):** Contemporary Fiction - South America **Suggested text(s):** Journey to the River Sea Treasure Hunters Quest for the City of Gold Serafina's Promise The Dreamer Paddington Bear **Key SPaG obj:** Commas to avoid ambiguity. Cohesion **Spelling:** See suggested LAT pathway	**Non Fiction** **Suggested genre(s):** Recount - South America **Suggested text(s):** The Adventures of Alexander Von Humboldt If you were me and lived in the Mayan Empire. **Key SPaG obj:** Brackets, dashes and commas for parenthesis. Relative clauses and pronouns Modal verbs and adverbs to indicate possibility. **Spelling:** See suggested LAT pathway	**Poetry/Playscripts** **Suggested genre(s):** Exploring Form - South America **Suggested text(s):** Different Forms of Poetry **Key SPaG obj:** Concise expanded nouns. Commas for clarity **Spelling:** See suggested LAT pathway	**Key Concept(s):** Measurement Geometry - Properties of Space; Position and Direction **K. Objective(s):** Measurement Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints Geometry - Properties of Space Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Draw given angles, and measure them in degrees (o) Identify: angles at a point and one whole turn (total 360o) and angles at a point on a straight line and 21 a turn (total 180o) other multiples of 90o Geometry - Position and Direction Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	**Concept(s):** Living things and their habitats **K. Objective(s):** describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. Suggested content: Children should observe life-cycle changes in a variety of living things, for example: plants in the vegetable garden ● flower border/school grounds ● animals in the local environment. Find out about the work of naturalists and animal behaviourists, for example: David Attenborough, Jane Goodall. Find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. **Suggested Investigations:** Observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), Revisit plant reproduction and parts - observe, identify the features of and construct a labelled diagram of a flowering plant (compare the same features in a variety of flowering plants). Ask questions and suggest reasons for similarities and differences. Grow new plants from different parts of the parent plant, for example: seeds e.g. cress and sunflowers (potential for table of results and bar chart). stem e.g. Geranium, root cuttings, tubers e.g. sweet potatoes/potatoes, bulbs (summer flowering bulbs e.g. lilies. Observe changes in an animal over a period of time (for example, by hatching and rearing chicks e.g. live), comparing how different animals reproduce and grow.	**Concept(s):** Animals, including humans **K. Objective(s):** Describe the changes as humans develop to old age, with an in-depth focus on the changes to the human body during puberty. Link to own school selected SRE scheme. Reminder to send letter to parents/carers explaining change to curriculum (there is no longer an opt out option). **Suggested content:** Draw a timeline to indicate stages in the growth and development of humans. Learn about the changes experienced in puberty (physical and emotional changes and the need for good hygiene. Work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows e.g. interpret a line graph illustrating change in mass over weeks.

Art & Design	PSHE	Computing	D&T	MFL	Geography	History	Music	P.E	R.E
Concept(s): drawing, painting, pattern, colour, line, shape **K. Objective(s):** Can I create a piece of artwork that has been inspired by the work of Romero Britto? Can I use colours and patterns that represent Southern American culture? **Suggested content:** Romero Britto - Brazil WAGOLL link: https://www.google.com/search?q=Romero+Britto+-+Brazil&safe=strict&client=firefox-b-d&sxsrf=ACYBGNQBsfQhYWF-UNBki4hnQ7Wk1NgCFA:1578305867873&source=lnms&tbm=isch&sa=X&ved=2ahUKEwix0OfE3-7mAhUYE8AKHVZLAS8Q_AUoAXoECBMQAw&biw=1536&bih=750  	**Concept(s):** Sum 1: Relationships Sum 2: Changing Me **K. Objective(s):** Recognising me Getting on and falling out Girlfriends and boyfriends Relationships and technology Self & body image Puberty Conception Looking ahead **Suggested content:** Kidsmart poster/Kidsmart 'What's happening to me?' Usborne book. Jigsaw CEOP video/YouTube UK, Childline, or ThinkUKnow www.thinkuknow.co.uk SMARRT rules. Grandpa by Raymond Briggs Poem 'Harrybo' by Michael Rosen Sanitary towels Sanitary pads Tampons If available: some examples of published information leaflets about puberty	**Concept(s):** Representations Creativity Community Safety Evaluation **K. Objective(s):** Combine a variety of software to accomplish given goals (IT) Select use and combine software on a range of digital devices (IT) Analyse data (IT) Evaluate data (IT) Design and create systems (IT) Understand the opportunities computer networks offer for collaboration (DL) Be discerning in evaluating digital content (DL) Use technology safely, respectfully and responsibly (DL) Recognise acceptable and unacceptable behaviour (DL) **Suggested content:** See additional LAT computing planning documents Summer Term Project Children will work together to research, and gather information, from lessons and search engines. They will then create a website / page to present their learning to the wider world. WAGOLL link: Rising Stars – 5.4 We are Web Developers	**Concept(s):** Investigating and Reflecting **K. Objective(s):** DESIGN Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design MAKE Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately EVALUATE Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work **Suggested content:** To design an Amazon rainforest model to explain the features of a rainforest to a younger audience. To create a puppet show from the pre-columbian NAtive American cultures to share with a younger audience. WAGOLL link:	**Concencept(s):** Environment, community, culture K. Objective(s): Listen and show understanding Listen and understand songs and rhymes. Ask and answer simple familiar questions.. Use familiar vocabulary to say simple sentences Read and understand familiar single words. Join in with actions to accompany familiar songs, stories and rhymes Write and say simple familiar words and phrases from memory Read aloud familiar short sentences. Use a bi-lingual dictionary. Use the correct form of the indefinite article in the singular, and plural.. Understand the position of the majority of adjectives. **Suggested content:** Telling the time More about food Food, opinions and ice cream, Clothing, Holidays, Festival **Phonics:** Spanish: ci, u, h, hard c **WAGOLL:** I Languages Rachel Hawkes Primary Languages Lightbulb Langauges	**Concept(s):** Landscapes Land-use Environment Habitat Climate Continents Diversity Resources Similarities & Differences Sustainability Place **K. Objective(s):** Locate the world's countries, using maps Locate the world's countries, using maps to focus on North & South America Understand geographical similarities and differences of a region within the continent of North or South America (Central America) Understand geographical similarities and differences of the UK **Suggested content:** Place Knowledge South America		**Concept(s):** Listen, respond and evaluate Explore and create music - duration **K. Objective(s):** Syncopated rhythms putting several rhythms together at the same time. **Suggested content:** Latin American / Samba Composer - Bernstein and Antonia Carlos Jobim https://www.billboard.com/photos/6546212/most-influential-latin-artists **WAGOLL link:** Mambo - West Side Story https://www.bbc.co.uk/teach/ten-pieces/classical-music--primary-ks2-leonard-bernstein-mambo-west-side-story/zr4gpg8 La bamba https://www.singup.org/song-bank/song/327-la-bamba/ Samba band https://www.youtube.com/watch?v=jQLvGghaDbE	**Concept(s):** **Athletics** **Outdoor Ed-** teamwork and problem solving **<u>Term 6</u>** Games **K. Objective(s):** Athletics - Can I demonstrate accuracy and confidence in throwing and catching activities? Can I describe good athletic performance using correct vocabulary? Outdoor Ed- Can I think activities through and problem solve using general knowledge? Can I choose and apply strategies to solve problems with support? Term 6 - Games Can I vary skills, actions and ideas and link these in ways that suit the games activity? Can I use skills with co-ordination, control and fluency? Sports day Can I take part in competitive games with a strong understanding of tactics and composition?	**Concept(s):** Gospel **K. Objective(s):** Christians and how to live: 'What would Jesus do?' What matters most to Humanists and Christians? **Suggested content:** See RE Plymouth agreed Syllabus documents/folder. Units U2.4 and U2.10

SUMMER TERM CONTENT OVERVIEW FOR YEAR 6

English			Maths	Science
Fiction **Suggested genre(s):** Alternative traditional tale **Suggested text(s):** Grimm tales Mixed Up Fairy Tales Three Little Pigs and the Big Bad Wolf The True Story of the Three Little Pigs https://www.theliteracyclassroom.co.uk/alternative-fairy-tales The Egyptian Cinderella **Key SPaG obj:** Review of all objectives taught to now. Teach any remaining objectives, **Spelling:** See suggested LAT pathway	**Non-Fiction** **Suggested genre(s):** Information/Instruction **Suggested text(s):** Extreme Animals The Red Pyramid by Rick Riordan An Egyptian Adventure (The Histronauts) by Frances Durkin and Grace Cooke So you think you've got it bad: A Kid's Life in Ancient Egypt by Chae Strathie and Marisa Morae https://www.booksfortopics.com/ancient-egypt **Key SPaG obj:** Review of all objectives taught to now. Teach any remaining objectives, **Spelling:** See suggested LAT pathway	**Poetry/Playscripts** **Suggested genre(s):** Playscript **Suggested text(s):** Link to end of Year Play **Key SPaG obj:** Review of all objectives taught to now. Teach any remaining objectives, **Spelling:** See suggested LAT pathway	**Key Concept(s):** **K. Objective(s):** This final term will not have a specific 'objective focus', but will centre around the 'wider opportunities' that Maths can offer – real life study; practical investigations; Art study; enterprise; cross curricular links (Science/DT); LAT competitions; etc. The term will also be used as a term planned from an individual school's AfL data collected over the year – 'filling gaps' and securing mathematical understanding, ensuring that Year 6 pupils are prepared for a strong transition into secondary education.	**Concept(s):** Animals including humans **K. Objective(s):** Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans **Suggested content:** Labelling the circulatory system Making a model heart pump Drama activities linked to oxygenated/deoxygenated blood e.g. beanbags Describe how the blood transports water and nutrients around the body Make blood to show its composition and refer to key vocabulary Use magnified examples of blood vessels - art activity (see Creative Approach to Teaching book) Dissect hearts (lamb hearts available from Tesco) to identify ventricles, atrium and valves Measure pulse rates before, during and after exercise (using stopwatches and stethoscopes) Create tables of results and pie charts Run a healthy snack tuck shop Create a questionnaire about how healthy you are Focus on main drugs such as marijuana, heroin, nicotine and cocaine Show the impact of smoking on the lungs by creating a model (sponge in a jar - see Creative Approach to Teaching book) **Suggested investigations:** Comparative test of pulse rate linked to exercise Observing the effects of exercise on the body Research about the impact of drugs and alcohol on the way bodies function Identify the drug taken after considering the effects on the body Sorting constituent types of blood Identifying patterns in the circulatory system Identifying heart parts on a real-life heart Research questionnaire linked to healthy lifestyles **WAGOLL:** https://www.homesciencetools.com/articles/how-to-make-a-heart-pump-science-project/ https://www.risingstars-uk.com/blog/may-2018/a-bloody-investigation

Art & Design	PSHE	Computing	D&T	MFL	Geography	History	Music	P.E	R.E
Concept(s): print, sculpture, pattern **K. Objective(s):** Can I create a small coil pot with a separate lid? Can I add designs/carving to the outside of my canopic jar? **Suggested content**: Clay canopic jars, printing. If time is available, also look at bead making and jewellery. **WAGOLL:**  	**Concept(s):** Sum 1: Relationships Sum 2: Changing Me **K. Objective(s):** My relationship web Love & loss Power & control Bing safe with technology Self & body image Puberty Girl talk/boy talk Babies - conception to birth Attraction Transition to secondary school **Suggested content:** The sad book/Michael Rosen Let's fight it together video clip/ChildNet Kidsmart poster/Kidsmart What's happening to me? Usborne book	**Concept(s):** Decomposition Abstraction Logic Algorithm Representations Safety **K. Objective(s):** Solve problems by decomposing them into smaller parts (CS) Use selection in programs (CS) Work with variables (CS) Use logical reasoning to explain how some simple algorithms work (CS) Use logical reasoning to detect and correct errors in algorithms (CS) Understand computer networks including the internet (CS) Appreciate how search results are ranked (CS Understand computer networks including the internet (CS) . **WAGOLL link:** https://projects.raspberrypi.org/en/codeclub/python-module-1 (Code Club – this is free to sign up to – Explore projects – Python – module 1 T6 - Networks	**Concept(s):** Food **K. Objective(s):** COOKING AND NUTRITION Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. **Suggested content:** To celebrate culture and seasonality of South America cooking foods to sell/share e.g. parents To create an Ancient Egyptian themed board game for a younger audience.	**Concept(s):** Culture Environment **K. Objective(s):** Listen and understand more complex sentences. Read aloud familiar rhymes and songs. Engage in short conv using familiar questions and express opinions. Use familiar language to present own ideas in complex sentences. Read/understand a series of complex sentences using familiar language. Understand the gist of an unfamiliar text. Write and say a complex sentence using familiar language a dictionary. Write complex sentences from memory using familiar vocabulary Pronounce unfamiliar words in a sentence Decode a simple unfamiliar text. Use the correct form of the definite article in singular, plural sentences. Apply knowledge of grammar to build complex sentences. **Suggested content**: Countries of the world and flags with colours. School in Spain/France Shops and places in town. Buildings and directions around town. **Phonics:** Spanish: Z, Gu **WAGOLL:** I Languages Rachel Hawkes Primary Languages Lightbulb Languages		**Complex Ideas** Religion Economic Culture Social **K. Objective(s):** the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China **Suggested content:** Life and Death Farming and Agriculture Gods and Goddesses Women's rights Slavery	**Concept(s):** Playing Using voices expressively **K. Objective(s):** Perform more musically complex pieces with increasing accuracy and control. Sing more melodically complex songs with increasing control of breathing, posture and sound projection, **Suggested content:** African drumming End of year play Composers - Beethoven and Lady Gaga **WAGOLL:** Djembe drumming https://plymouth.charanga.com/c/1314439-instruments/13595-djembe	**Concept(s):** field events - throwing (sports day) striking and fielding (sports day) Outdoor Ed- teamwork and problem solving **K. Objective(s):** Athletics - Can I demonstrate accuracy and confidence in throwing and catching activities? Can I describe good athletic performance using correct vocabulary? Can I take part in competitive games with a strong understanding of tactics and composition? Sports day - Can I take part in competitive games with a strong understanding of tactics and composition? :Term 6 - Games Can I vary skills, actions and ideas and link these in ways that suit the games activity? Can I use skills with co-ordination, control and fluency? Sports day - Can I take part in competitive games with a strong understanding of tactics and composition? Outdoor Ed- Can I think activities through and problem solve using general knowledge? Can I choose and apply strategies to solve problems with support?	**Concept(s):** Kingdom of God **K. Objective(s):** For Christians, what kind of king is Jesus? How does faith help people when life gets hard? **Suggested content**: See RE Plymouth agreed Syllabus documents/folder. Units U2.6 and U2.12

NOTES OF REFERENCE TO INFORM LAT RATIONALE AND PRACTICE

Curriculum and Cognitive Science

Referenced: https://rosalindwalker.wordpress.com/2019/08/06/curriculum-and-cognitive-science/

What do we mean by curriculum? And why is curriculum so important? How should curriculum planning and execution be informed by cognitive science? These are, in my opinion, questions of the utmost importance.

What do we mean by curriculum?

Curriculum is the substance of what is taught. It is the things we want students to learn while they are with us, and it is structured over time, since learning happens in time. We will return to this later.

Why is curriculum so important?

In recent times, it was widely believed in teaching that knowledge was a low-level thing and that it wasn't really worth learning knowledge because we should be doing high-level stuff like analysing, synthesising and evaluating instead. We now know that to be false. Research has shown conclusively that skills like evaluating are domain specific. Knowledge is what we think with, and we can only be curious about things we already know something about.

We now know from cognitive science that the mind can be conceived of as comprising two "parts": the working memory and the long-term memory. Working memory is what we think with, and space there is very limited: it can hold only around five items at a time. If you try to hold more, something will drop out.

The long-term memory is where the things we have learned are stored. When we encounter a problem like a puzzle or an essay question, we can bring information up into our working memory from our long-term memory. The exciting thing here is that there are no known limits to space in the long-term memory. It's not like a jar that can get full up. In fact, the more you know, the easier it is to learn new things. And the more you have stored, linked and automatised in your long-term memory, the more space you can free up in your working memory for dealing with challenging material.

So curriculum is absolutely critical. The substance of what we plan for our children to learn will form the resources they have to draw upon when approaching problems. Knowledge in students' long-term memory will be their toolbox when reading texts, writing essays, wrestling with problems, and thinking in general. Curriculum stocks the toolbox.

If we want students to get cleverer, to be better able to analyse, evaluate, and synthesise, to be effective critical thinkers and problem solvers, there are no short cuts. We must teach them lots of knowledge, and help them to remember it.

This knowledge forms our curriculum. When we build a curriculum, we have to make choices: choices about what to include, how we exemplify and illustrate, how we practise, and in what order everything comes. These decisions are not trivial. In planning curriculum we are planning to build the knowledge that our students will use in order to think – potentially for the rest of their lives.

How should curriculum be informed by cognitive science?

To plan our curriculum, we must begin at the end. We must ask: What is it that we want our students to leave us with, that they did not have when they arrived?

What we want students to gain from their time with us is rich, powerful and well-organised knowledge that they can use to think with and to understand the world and themselves. Cognitive science gives us the model of knowledge as a schema: a web of interconnected pieces of knowledge. When students join us, they have a limited schema in our subject: few pieces of knowledge, few connections, and possibly misconceptions:

We want them to leave us with a dense, well-linked and well-organised schema – in other words, we want them to have learnt lots of high-quality knowledge in the subject.

As experts in our subject, we have a good schema in our heads for our subject.* However, brains being what they are, we can't just take a copy of our schema and insert it into the brains of our students. Schemas aren't copied: they are built.

Building happens over time. Time and content are the two critical characteristics of curriculum.

When we make houses, we don't see a house, copy it, and paste it onto the ground. We look carefully at the parts of the house and their materials, we look at how they will all fit together in the end, the roles of the walls, struts and beams, and we plan out a sequence of building so that we can build the house over time. We want it to be beautiful, long-lasting, and for each subsequent piece to be supported by what has already been built. We must do the same with curriculum. The schema is like a house and we must plan how we build it.

In cognitive science, building a schema is known as encoding. Effective curriculum planning and implementation are informed by cognitive science so that encoding can be successful.

In planning curriculum we must consider first the content itself, or rather the content headlines. This will be a mixture of substantive and disciplinary knowledge: the claims or pieces produced by the discipline, and the rules and procedures for working within the subject. These are the main features of the house: the walls, roof, doors and windows. In science, there are fewer decisions to be made regarding content headlines, and this is for several reasons: it is a "vertical" subject with relatively well-agreed necessary prior knowledge for further study; and the national curriculum and specifications in the UK are pretty good, with a good level of ambition and preparation for further study, and few glaring omissions; they are quite detailed. We might decide to add in additional content, perhaps because it supports other knowledge and makes it more meaningful and memorable. We might show our students the formula for resistors in parallel, for example, because it is much more satisfying and less frustrating for them than just being told "the total resistance will be less – never mind how much less!"

Were we not furnished with a reasonably well-designed national curriculum/specification, we would have to ask ourselves, what is the knowledge with the highest leverage? What knowledge brings the most understanding? What knowledge opens up the world the most? What will allow students to succeed at A-level if they pursue it? What will enrich their lives even if they choose other A-levels? And indeed, we can surmise that these are the questions that were asked when this national curriculum was created, since it is largely good.

In other subjects and other contexts, there are many more decisions to be made around content. In more "horizontal" subjects like history and literature, there is no obvious and finite set of foundations – you have to leave out some things, in fact you have to leave out most! The political and ethical implications here are significant but not insurmountable, as Christine Counsell shows here.

These decisions about the headlines of what to include in curriculum are critical because of cognitive architecture. If we want students to have a powerful schema, it must contain the components that apply in the largest numbers of contexts, that best illustrate the important concepts, and that give explanation to the most and most significant phenomena. You can't think about something you know nothing about.

It is important to say here that these main features, these headlines, are not equal to the curriculum, just as the main features of the house are not equal to the house itself. They are key but they are not the totality. So even if your exam specification is perfect, it does not equal the curriculum.

So we have decided the content headlines of our curriculum. Next we must think explicitly about the links between these things. In addition to being more detailed, a key difference in the schema of experts compared to novices is

that an expert's schema is well-organised. So I know that electrolysis, batteries, and bonding are all related by their explanation in electron charges, but this is not clear to the novice or student. We need to map out these links in order to inform both our sequencing and our explanations: these will in turn help our students to build their own well-organised schema. When we are planning to build our house, we need to know which parts will be joined, which parts will bear load and which parts will push or pull on other parts. This will help us to plan the order of building, the materials and the techniques.

The builder must carefully map out the sequence of parts to be completed in order for the house to be successfully built. You probably start with foundations, and then walls, then floors and roof, then plastering. If you get this sequence wrong then the house will fall down. It is the same with curriculum. We must take students on a journey where later content makes sense because of earlier content. Where an area is reliant on a threshold concept, we need to have taught and secured that concept first. We are helping students to build a strong and successful schema. You can't build a roof in mid-air.

Now we need to plan out the fullness of the curriculum. How will we explain each concept? What language do we need to define? What diagrams, stories, and examples will be the best choices to help our students to understand and build their schema successfully? What is the hinterland that feeds the core? The builder plans the details of the materials, tools, and construction. If you want an effective way to guarantee and preserve this careful planning, I have found booklets to be indispensable.

Because the strength and utility of an expert schema comes in part from the number of links between items, we must plan our curriculum to build as many links as possible. A common misconception around cognitive science and curriculum is that interleaving is a practice of splitting up topics and mixing them up: this is not what is meant by interleaving and is not an advisable practice!** What we *should* be doing however, is planning in our curriculum detail, where we will make links back to previously studied content, and where we will foreshadow content still to come.

An effective schema is not only strong, it is accessible too. Throughout our curriculum we must schedule spaced retrieval practice in order to build retrieval strength, so that our students can draw upon their learning in the future. Though I would not strictly include retrieval practice as a curricular item, I mention it because a good curriculum without retrieval is a wasted one. It's no good building a beautiful house if you can't get to it because the road is closed.

A well-planned curriculum is beautiful. It is rewarding both to create and to teach, and it should lie at the heart of everything we do. Our subjects deserve to be passed on to all students, and our students deserve to learn this wonderful knowledge. Through curriculum, we build and treasure.

*Though we probably have some gaps and must be confident about addressing these if we want the best for our students.

** Spaced practice, on the other hand, where the revision of already encoded material is split up and spaced, is an effective method for building retrieval strength.

Assessment Rationale

The Learning Academies Trust (LAT) has built an assessment framework that informs the schools about the impact of two main aspects of the Teaching and Learning process:

1: The depth of a pupil's knowledge, understanding and ability to make links in learning

2: The ability for pupils to apply procedural knowledge to skill-based activities

Assessment will be used for the following purposes:

To ensure that pupils are provided with accurate feedback to support their learning and know their next target.

To ensure that teachers are aware of the next steps in learning to support quality first teaching.

To monitor standards, set high expectations and monitor progress over time.

To provide parents with a clear understanding of their child's achievements and progress.

To provide a reflective process which supports pupils to monitor and evaluate their learning

To provide MAT wide comparisons for directors and other stakeholders.

Assessment is taken both formally with snapshot tests using summative assessment tools such as NFER and SATs, but also informally using ongoing dynamic school based formative procedures.

Influences

To support Teachers ability to make judgements on their pupils depth of understanding, and the effectiveness of their teaching, LAT has been heavily influenced by the work of Martin Robinson and his theory of Trivium. The influence of this theory varies according to the national curriculum subject being assessed. Using Trivium as a guide, staff work within a framework to formatively assess whether a pupil can:

Recall knowledge with confidence about chronology, theory, factual details and linked vocabulary.

Explore and question knowledge forming their own rounded opinion, schema and insight, linking theory and opinion to differing contexts.

Share and communicate knowledge to others, shaping it into a personalised version, which is relevant to a pupil's own context, (and/or that of others) whilst making authentic links to real life. Making audiences think differently should be a key marker of assessment and an insight into a pupil's depth of clarity, but also their degree of curiosity and interest.