



# Subject: Art

| RECEPTION                                                                                                                                        |                                                                                                       |                                                                                                                          | YEAR 1                                                                                                                 |        |                                                                                                                                                                                                                    | YEAR 2                                       |        |                 | YEAR 3                                                                                                                                               |        |                                                                                                                               | YEAR 4                                                                                                                     |                                                              |                                                                                                                                                                                                                                                                                                                                                                      | YEAR 5                                                                                                                                                                              |        |                                                                                                                                                                    | YEAR 6                                                                                                           |                                                                                                                                                                                                                                       |                                                         |
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| AUTUMN                                                                                                                                           | SPRING                                                                                                | SUMMER                                                                                                                   | AUTUMN                                                                                                                 | SPRING | SUMMER                                                                                                                                                                                                             | AUTUMN                                       | SPRING | SUMMER          | AUTUMN                                                                                                                                               | SPRING | SUMMER                                                                                                                        | AUTUMN                                                                                                                     | SPRING                                                       | SUMMER                                                                                                                                                                                                                                                                                                                                                               | AUTUMN                                                                                                                                                                              | SPRING | SUMMER                                                                                                                                                             | AUTUMN                                                                                                           | SPRING                                                                                                                                                                                                                                | SUMMER                                                  |
| Painting skills: self-portraits, teddy bears<br><br>Diva Lamps<br><br>X-ray hands<br><br>Firework Art<br><br>Winter trees<br><br>Christmas cards | Junk modelling pig houses<br><br>People Who Help Us painting<br><br>Clay minibeast Mothers' Day cards | Colour mixing.<br>Silhouette dinosaurs<br><br>Making salt dough fossils<br><br>Sketching skills<br><br>Fathers Day cards | Painting (colour wheel)<br>Colour mixing with powder paint<br>WASP Colour wheel.<br>Painting leaves<br>Georgia O'Keefe |        | Textiles and collage<br><br>Henri Rousseau – sensory display based on jungle.<br><br>Print making skills (William Morris)<br>Observational drawing to use for printing, printing using natural objects.<br>Matisse | Painting (movement in painting)<br><br>Batik |        | Paper Sculpture | Collage. Children create their own collaged images of landscapes<br><br>Mouldable Materials. Use clay and/or modrock to create an Egyptian artefact. |        | Abstract Art – Pollock, Mondrian & Kandinsky<br><br>Children use techniques learnt to create their own piece of abstract art. | Symbolism<br>Artist focus- Edvard Munch.<br><br>Recreate own versions of The Scream using symbolism by Monoblock printing. | Textiles – Cross stitching and sewing to create own cushion. | Relationships<br><br>Studying relationships portrayed in different ways such as portraits, willow tree sculpture and photographs.<br>Study how artists have developed the portrayal of relationships over time.<br><br>Digital art – take own photos to portray relationships.<br><br>Sketching – use mannequin to develop sketching techniques when drawing people. | Art Nouveau – Artist studied Of Charles Rennie Mackintosh = remit is to use the styles of the famous Art Nouveau artists that they have been looking at to inspire their creations. |        | Wire Sculpting (Outcome: Producing a small scale wire sculpture)<br><br>Quilting – making an individual piece and combining to make a finished whole class project | Mosaics. Looking at different artists and techniques.<br>Designing their own and creating a mosaic out of tiles. | Portraits<br>Paul Nash<br>Capturing Conflict. A comparison between artists<br>Nash and Lowry (studied in Year 5).<br><br>Looking at sketching skills and paints.<br><br>Final piece to incorporate surrealism and symbolism in paint. | Big art project on printing using different techniques. |

Alvey Values

We have an art section on our website where you can see some of the art the children have produced.

The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.  
 The ability to communicate fluently in visual and tactile form.  
 The ability to draw confidently and adventurously from observation, memory and imagination.  
 The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.  
 An impressive knowledge and understanding of other artists, craft makers and designers.

**Subject: DT**



| RECEPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                   |                                                        | YEAR 1                                                                                                     |                            |        | YEAR 2 |        |                                                                                          | YEAR 3 |        |        | YEAR 4                                                                                                                     |        |        | YEAR 5                                                                                                                                                    |                   |        | YEAR 6      |              |                                                  |  |                                                                                                                                    |                                                                                                                                                                                                                                                                                                              |
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| AUTUMN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | SPRING                                                                            | SUMMER                                                 | AUTUMN                                                                                                     | SPRING                     | SUMMER | AUTUMN | SPRING | SUMMER                                                                                   | AUTUMN | SPRING | SUMMER | AUTUMN                                                                                                                     | SPRING | SUMMER | AUTUMN                                                                                                                                                    | SPRING            | SUMMER | AUTUMN      | SPRING       | SUMMER                                           |  |                                                                                                                                    |                                                                                                                                                                                                                                                                                                              |
| Provision opportunities to learn how to use a range of tools.<br>Cutting skills<br>Playdough skills.<br><br>Design and make a clay Diva lamp.<br><br>Baking Gingerbread Men.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Junk modelling: A house for the 3 little pigs.<br><br>Bake bread (Little Red Hen) | Junk Modelling: Create a boat for the Gingerbread Man. | Design and make a birdfeeder<br><br>Evaluating flapjack and bird seed, designing human and bird 'flapjack' | Make a shield for a knight |        |        |        | Structures (continued) – design and make a model of something you would find in a garden |        |        |        | Shell Structures – Design and Make a Desk Tidy<br><br>Gold Task – Independently design and make a shell structure product. |        |        | Control and monitor models using software designed for this purpose – Microbits – Tamagotchi style toy<br><br>Levers and Linkages - Viking moving picture | Exploring bridges |        | Making dips | Making bread | Cams – long unit. Making and designing a cam toy |  | Design and make an arched structure. Chn study different types of arches, make prototypes and design and create an arched building | Program, monitor and control a product.<br><br>Build a robot using a MicroBit and programme it using iPads to move in particular directions. The robot then needs to be strengthened with different techniques researched. Create a new shell and re-programme the robot to follow a course. Computing link. |
| Alvey Values                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                   |                                                        |                                                                                                            |                            |        |        |        |                                                                                          |        |        |        |                                                                                                                            |        |        |                                                                                                                                                           |                   |        |             |              |                                                  |  |                                                                                                                                    |                                                                                                                                                                                                                                                                                                              |
| We encourage the children to find a reason to make something, then design, build and evaluate their work.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                   |                                                        |                                                                                                            |                            |        |        |        |                                                                                          |        |        |        |                                                                                                                            |        |        |                                                                                                                                                           |                   |        |             |              |                                                  |  |                                                                                                                                    |                                                                                                                                                                                                                                                                                                              |
| Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes.<br>An excellent attitude to learning and independent working.<br>The ability to use time efficiently and work constructively and productively with others.<br>The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.<br>The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.<br>A thorough knowledge of which tools, equipment and materials to use to make their products.<br>The ability to apply mathematical knowledge.<br>The ability to manage risks exceptionally well to manufacture products safely and hygienically.<br>A passion for the subject and knowledge of, up to date technological innovations in materials, products and systems. |                                                                                   |                                                        |                                                                                                            |                            |        |        |        |                                                                                          |        |        |        |                                                                                                                            |        |        |                                                                                                                                                           |                   |        |             |              |                                                  |  |                                                                                                                                    |                                                                                                                                                                                                                                                                                                              |

**Subject: Geography**



| RECEPTION                                   |                                     |                    | YEAR 1                                                                                                                                                 |                                                                                                                                                                                                                                                  |                                                                                                                                                                              | YEAR 2                                                                 |                                                                                                                                                                                         |                                                                                                                                                                | YEAR 3                                |                                                                                           |                                                                                                                                                                                                             | YEAR 4                                                                                                                             |                                                                                                       |                          | YEAR 5 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                  | YEAR 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                               |
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| Our School Environment:                     | Continents of the world             | Dinosaur habitats. | <b>The world outside my window</b><br>Seasonal Change<br>Human/Physical Geography                                                                      | <b>Castles</b><br>Locational Knowledge of Human/Physical features across the UK<br>Skills & Fieldwork                                                                                                                                            | <b>Rumble in the jungle</b><br>Animals around the world (locate on world map)                                                                                                | <b>Journey</b>                                                         | <b>India</b>                                                                                                                                                                            | <b>Location, Location, Location.</b>                                                                                                                           | <b>Rocks, Rumbles &amp; Eruptions</b> | <b>Home and Away</b>                                                                      | <b>Rivers (Upper, middle, lower, erosion &amp; deposition , key UK and World rivers, map reading). Our locality study River Slea – fieldwork opportunity. How has the land/river use changed over time?</b> |                                                                                                                                    |                                                                                                       | South American countries |        | <b>Coasts</b><br>Describe and understand key aspects of human geography, fishing, wind farms and coasts in the form of coastal defences and local area .<br>Physical geography Features of coastlines and erosion. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br><b>SkillsUnit</b><br>Locate the world's countries, using maps to focus on Europe. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).<br>Use the 8 points of a compass, 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) orienteering | Environmental unit<br>Recognise how human activity has influenced climate change.<br>Understand why the sea levels have risen.<br>Understand how climate change has impacted people in different ways.<br>Understand how we can reverse climate change.<br>Understand how individuals can impact climate change. | <b>Stone Age-Iron Age.</b><br>Using fieldwork to observe, measure and record the human and physical features in the local area.<br><br>Create their own iron age settlement map, showing land uses and the height of the land.<br><br>Describe how locations around the world have changed.<br><br>Describe & understand how physical features affect the human activity within the location settlements, land use, economic activity) – comparison between American and UK features. Collect and analyse statistics to draw conclusions about locations. Describe and understand key aspects of physical geography climate zones, biomes, rivers etc.)<br>Describe and understand human geography including settlements, land use etc.) | <b>WW2</b><br>UK knowledge link to WW2 bombing sites. Discuss how topographical features may have impacted sites.<br><br>Use a range of geographical resources to describe features of a location. What would a pilot use?<br><br>Name and locate countries and cities of the world and identify their human and physical characteristics and how these have changed over time.<br><br>Describe how countries and geographical regions are interconnected and interdependent.<br><br>Use six-figure grid references to locate bombing sites in the UK.<br><br>Use the eight points of a compass. | Name and locate the countries of North and South America and identify their main physical and human characteristics.<br><br>Identify and describe the geographical significance of latitude, longitude etc. Understand some of the reasons for geographical similarities and differences between countries. Describe geographical diversity around the world. |
| Local area, explore Lollycocks: Autumn Walk | Postal Service: Learn Home Address  |                    | Weather: Temperature, windsock and rain gauges<br><br>Map of the world (land/sea) Key vocabulary and physical features. Treasure island map with a key | Where would you build a castle and why?<br>Locating famous castles on a map of UK<br>3D model (whole class)                                                                                                                                      | To locate hot and cold areas of the world in relation to the Equator<br><br>Use of maps and globes to identify continents and oceans.                                        | Continents and oceans                                                  | Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. | The United Kingdom, Great Britain and British Isles<br><br>With a focus on coastal and inland towns: Observational comparison between Hunstanton and Sleaford. | European Geography                    | UK and Local Geography<br><br>Settlements Land Use, comparing UK town with European Town. |                                                                                                                                                                                                             |                                                                                                                                    | Brazil – Carnival<br>Include Trade links etc as well as time difference and time zones.<br>Earth Hour |                          |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                               |
| Arctic/Antarctic Animals                    | Animals around the world atlas work |                    |                                                                                                                                                        |                                                                                                                                                                                                                                                  |                                                                                                                                                                              | Location of hot and cold areas of the world in relation to the equator |                                                                                                                                                                                         |                                                                                                                                                                |                                       |                                                                                           |                                                                                                                                                                                                             |                                                                                                                                    |                                                                                                       |                          |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                               |
| Christmas Around the World                  | Farm animals and their young        |                    | <b>Pirates</b><br>Map of the world (land/sea) key vocabulary and physical features. Treasure island map with a key                                     | <b>Me on a Map</b><br>Local Area Study Contrasting human and physical features<br><br>Comparing localities Sleaford and a non-European location<br><br>Me on a map (world/Europe/UK/country)<br>Land use in the locality<br>Skills and fieldwork | <b>Potty about plants</b><br>Directional language to study school grounds and Lollycocks field<br>Physical and human features - Lollycocks<br>Plant growth linked to weather | Mapping oceans and continents                                          | Comparing hot and cold countries                                                                                                                                                        |                                                                                                                                                                |                                       |                                                                                           |                                                                                                                                                                                                             | Maps and mapping – focus on Sleaford and the locality and how it has changed over time. OS maps<br><br>Countries and cities of UK. |                                                                                                       |                          |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                               |

### Alvey Values

We are interested in finding out about the physical features, people and culture of countries around the world and comparing them with our own locality.

An excellent knowledge of where places are and what they are like.

An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.

An extensive base of geographical knowledge and vocabulary.

Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.

The ability to reach clear conclusions and develop a reasoned argument to explain findings.

Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.

Highly developed and frequently utilised fieldwork and other geographical skills and techniques.

A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there

The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

**Subject: History**



| RECEPTION                                   |        |                                                                                                                                    | YEAR 1                                                                                                                       |                                                                                                                                                            |        | YEAR 2                                                                                                                                                                        |        |             | YEAR 3                      |        |                    | YEAR 4                                                                                         |                                                                                                                              |                                                                      | YEAR 5                                                                                                                 |                  |        | YEAR 6                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                       |        |
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| AUTUMN                                      | SPRING | SUMMER                                                                                                                             | AUTUMN                                                                                                                       | SPRING                                                                                                                                                     | SUMMER | AUTUMN                                                                                                                                                                        | SPRING | SUMMER      | AUTUMN                      | SPRING | SUMMER             | AUTUMN                                                                                         | SPRING                                                                                                                       | SUMMER                                                               | AUTUMN                                                                                                                 | SPRING           | SUMMER | AUTUMN                                                                                                                                                                                                                                                                                                                                                 | SPRING                                                                                                                                                                                                                                                                                                                                                                | SUMMER |
| My family<br>Bonfire<br>Night<br>Guy Fawkes |        | Planets<br>and space<br>travel<br><br>Sorting<br>dinosaurs<br>Why did<br>dinosaurs<br>become<br>extinct?<br><br>Fossil<br>Workshop | Pirates and<br>Galleons<br><i>Famous<br/>Pirates –<br/>Blackbeard,<br/>Mary Reid<br/>and Anne<br/>Bonny,<br/>Calico Jack</i> | Castles<br>and<br>Medieval<br>Life<br>William the<br>Conqueror<br><br>Sleaford<br>local study<br><i>William<br/>Alvey –<br/>history of<br/>our school.</i> |        | Christopher<br>Columbus<br><br>Matthew<br>Flinders<br><br>Grace<br>Darling<br><br>Amy<br>Johnson<br><br><br><br><br>The Great<br>Plague<br><br>The Great<br>Fire of<br>London |        | Jethro Tull | Life in<br>Ancient<br>Egypt |        | Viking<br>settlers | Local<br>History-<br>Local walk<br>Cogglesford<br>Mill &<br>Navigation<br>House,<br>transport. | Victorians<br>– Rich vs<br>Poor<br><br>Important<br>Victorian<br>people.<br>Victorian<br>Legacy.<br>Industrial<br>Revolution | Ancient<br>Greece<br>and its<br>impact on<br>the<br>modern<br>world. | The<br>Roman<br>Empire<br>and its<br>impact on<br>Britain-<br>Boudicca<br>revolt.<br><br>History of<br>Space<br>Travel | Anglo-<br>Saxons |        | Stone Age to<br>the Iron Age<br><br>Handling<br>artefacts from<br>prehistory<br>and dating<br>them.<br><br>To identify the<br>features of<br>settlements in<br>prehistory.<br><br>Field work to<br>identify local<br>pre-historic<br>sites.<br><br>To identify<br>significant<br>advancement<br>s<br><br>To<br>understand<br>beliefs in<br>prehistory. | WW11<br>and its<br>impact<br>beyond.<br><br>To identify<br>key people<br>and places<br>in WW2.<br><br>Impact of<br>aircraft<br>and The<br>Blitz.<br><br>To<br>understand<br>how<br>society<br>changed<br>men and<br>women.<br><br>Propagand<br>a<br><br>WW11<br>Independent<br>study.<br><br>Comparing<br>the speed of<br>this moment<br>of history to<br>prehistory. |        |

Alvey Values

Developing the skills of historical enquiry is an important part of the curriculum. Understanding British history within a global context is also a key part of our history curriculum.

An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.

The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.

The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.

A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.

A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.



**Subject: Computing**

| RECEPTION                                                                                                                                        |                                                                                                                                   |                                                                       | YEAR 1                                              |                                            |                                                      | YEAR 2                                                                                            |                                                                                |                                                                    | YEAR 3                                                                     |                                                     |                                                                 | YEAR 4                                       |                                                  |                                                  | YEAR 5                  |                                     |                                                  | YEAR 6                                                                                                                                              |                                                                                                 |                                                                                                |
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| AUTUMN                                                                                                                                           | SPRING                                                                                                                            | SUMMER                                                                | AUTUMN                                              | SPRING                                     | SUMMER                                               | AUTUMN                                                                                            | SPRING                                                                         | SUMMER                                                             | AUTUMN                                                                     | SPRING                                              | SUMMER                                                          | AUTUMN                                       | SPRING                                           | SUMMER                                           | AUTUMN                  | SPRING                              | SUMMER                                           | AUTUMN                                                                                                                                              | SPRING                                                                                          | SUMMER                                                                                         |
| <p>Ipads: Sketches School: Drawing Explore line using a variety of pens/brushes</p> <p>Barefoot Computing : Awesome Autumn &amp; Busy Bodies</p> | <p>GarageBand: Drums and Strings.</p> <p>NumBots</p> <p>Barefoot Computing : Springtime and People Who Help Us</p> <p>Beebots</p> | <p>Barefoot Computing : Super Space and Summer Fun</p> <p>Numbots</p> | <p>Technology around us</p> <p>Digital Painting</p> | <p>Moving a robot</p> <p>Grouping data</p> | <p>Digital Writing</p> <p>Programming Animations</p> | <p>Computer Systems &amp; Networks – IT Around Us</p> <p>Creating Media – Digital Photography</p> | <p>Programming – Robot Algorithms</p> <p>Data and information - Pictograms</p> | <p>Creating media – Digital Music</p> <p>Programming - Quizzes</p> | <p>Connecting Computers – Digital Devices</p> <p>Stop Frame Animations</p> | <p>Sequencing Sounds</p> <p>Branching Databases</p> | <p>Desktop Publishing</p> <p>Events and actions in programs</p> | <p>The internet</p> <p>Audio Productions</p> | <p>Repetition in shapes.</p> <p>Data logging</p> | <p>Photo editing</p> <p>Repetition in games.</p> | <p>Systems Videoing</p> | <p>Coding/Programming Databases</p> | <p>Vector graphics</p> <p>Coding/Programming</p> | <p>Computing systems and networks – communication and collaboration</p> <p>Creating media – 3D modelling</p> <p>Programming a Micro:Bit product</p> | <p>Data and information – introduction to spreadsheets</p> <p>Creating media – 3D modelling</p> | <p>Programming – sensing movement. Using the Micro:Bit for primary to secondary transition</p> |

Alvey Values

We teach specific skills with an emphasis on programming. However, we also use ICT to help in all other curriculum areas.

Competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.

The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.

An understanding of the connect4d nature of devices.

The ability to communicate ideas well by using applications and devices throughout the curriculum.

The ability to collect, organise and manipulate data effectively.



**Subject: Literacy (Reading)**

[illegible]

Subject: Literacy (Writing)



| RECEPTION                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                            |                                                        | YEAR 1                                         |                                                          |                                                           | YEAR 2                            |                                                   |                                  | YEAR 3                                                                |                                                         |                                                                                        | YEAR 4                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                             | YEAR 5                          |                        |                                     | YEAR 6                   |                                             |                                      |
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| AUTUMN                                                                                                                                                                                                                                                                                                                                                            | SPRING                                                                                                                                                                                                     | SUMMER                                                 | AUTUMN                                         | SPRING                                                   | SUMMER                                                    | AUTUMN                            | SPRING                                            | SUMMER                           | AUTUMN                                                                | SPRING                                                  | SUMMER                                                                                 | AUTUMN                                                                                                                                                                                                                                                                                                                                                       | SPRING                                                                                                                                                                                                       | SUMMER                                                                                                                                                                                                                                                                                                                                      | AUTUMN                          | SPRING                 | SUMMER                              | AUTUMN                   | SPRING                                      | SUMMER                               |
| Talk for Reading<br><br>Supporting verbal language: recount of we're going on a bear hunt. Writing recognisable letters.<br><br>T4R: Little Rabbit Foo Foo<br><br>Name Writing<br><br><br><br>T4W The Gingerbread Man (Recipe) Short sentence opportunities in child led play. Labelling. CVC writing for character names.<br><br>Lost and Found Postcard writing | T4W The Little Red Hen<br><br>Creating story maps, labelling the key events such as plant, grind, bake, eat<br><br>T4W<br><br>Farmer Duck Recount of the Farm Visit<br><br>Instructions – jobs on the farm | T4W Jack and the Beanstalk<br><br>The Kiss that Missed | Narrative (Story) How to Catch a Star<br><br>I | Narrative (Story) Handa's Surprise                       | Narrative (Story) The Storm Whale                         | Journey Tale – Meerkat Mail       | Tale of Fear – The Owl Who Was Afraid of the Dark | Beat the Baddie Tale – Supertato | Narrative The Day the Crayons Quit<br><br>Conflict & Resolution Story | Narrative Grandpa's Teeth<br><br>Lost and Found story   | Narrative The Lion, The Witch and The Wardrobe<br><br>Portal Story Opening & Setting   | NARRATIVE 1<br>Class text / stimulus: The Wild Girl – Chris Wormell Model Text: The Wild Girl adapted model Plot Structure: Overcoming the monster Focus: Character<br><br>NON-FICTION 1<br>Class text / stimulus: The Wild Girl –Chris Wormell Model Text: The Day I met the Mighty Aslan Text type: Recount Focus: Journalistic writing (magazine article) | NARRATIVE 3<br>Class text / stimulus: The Tunnel – Anthony Browne Model Text: The Tunnel adapted model Plot Structure: Opening and Build Up in a portal story Focus: Setting (atmosphere)                    | NARRATIVE 4<br>Class text / stimulus: The Spiderwick Chronicles – Holly Black Model Text: The Night Fairy Plot Structure: Finding Tale Focus: Character & Setting<br><br>NON-FICTION 3<br>Class text / stimulus: The Spiderwick Chronicles – Holly Black Model Text: Letter to a River Troll Text type: Persuasion Focus: Persuasive letter | Atmosphere and suspense opening | Poetry                 | Information and non-chronical texts | Chasing/hiding narrative | Flashback : manipulating plot in narratives | Independent writing (various genres) |
| Instructions how to bake a gingerbread man<br><br>Non-fiction Nocturnal Animal facts                                                                                                                                                                                                                                                                              | People Who Help Us recount<br><br>Diary of a hungry child<br><br>Non-fiction Minibeast facts                                                                                                               | Non-fiction Dinosaur facts<br><br>Sea creature facts   | Instructions (Non-fiction) Sandwich making     | Non-chronological Report (Non-fiction) Amazing Antelopes | Non-chronological Report (Information) The Big Blue Whale | Non-chron reports – The Storm Owl | Instructions – How to Trap a Dragon               | Non-chron reports – Supertato    | Non Fiction Cracking Contraptions<br><br>Persuasive Advert            | Non Fiction Why do Dragons ...?<br><br>Explanation Text | Non Fiction The Land of Never Believe<br><br>Non Chron Report about an imaginary World | POETRY 1<br>Model poem: What do the fairies ride? (Clare Bevan)<br><br>NARRATIVE 2<br>Class text / stimulus: Flat Stanley (Jeff Brown) Model Text: Adventure at Sandy Cove – Pie Corbett Plot Structure: Finding Tale Focus: Action                                                                                                                          | POETRY 2<br>Model poem: Dragon's Wood (Brian Moses)<br><br>NON-FICTION 2<br>Class text / stimulus: The Tunnel – Anthony Browne Model Text: Rose's diary Text type: Recount Focus: First person diary recount | NON-FICTION 4<br>Class text / stimulus: The Spiderwick Chronicles – Holly Black Model Text: Should Trolls be Slaughtered? Text type: Discussion Focus: Discursive writing                                                                                                                                                                   | Discussions (NF)                | Character and Action – | Meeting Tale                        | Explanation texts Poetry | Discussion texts Poetry                     | Autobiography Poetry                 |

Subject: Literacy (Handwriting



| RECEPTION                                                                                                    |                                                                                                                                    |                                                                                                                                                                              | YEAR 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                       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                                    | YEAR 3<br>Follow Penpals and individual class needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                          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                                                                                | YEAR 5<br>Follow Penpals and individual class needs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                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                                                                                                                                                        | SPRING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | SUMMER |
| <b>DEVELOPING GROSS MOTOR SKILLS</b><br>The vocabulary of movement<br>Large movements<br>Responding to music | Introducing long ladder letters: i,l,t,u,j,y<br><br>Practising long ladder letters: l,i<br><br>Practising long ladder letters: t,u | Introducing zig-zag monster letters:z,v,w,x<br><br>Practising zig-zag monster letters:z,v,w,x<br><br>Introducing capitals for curly caterpillar letters: C, O, A,D,G,Q, E, F | 1. Letter formation practice: long ladder family<br><br>2. Letter formation practice: one-armed robot<br><br>3. family Letter formation practice: curly caterpillar Family<br><br>4. Letter formation practice: zig-zag monster Family<br><br>5. Practising the vowels: i<br><br>6. Practising the vowels: u<br><br>7. Practising the vowels: a<br><br>8. Practising the vowels: o<br><br>9. Practising the vowels: e<br><br>10. Letter formation practice: capital letters | 11. Introducing diagonal join to ascender: joining al, all<br><br>12. Practising diagonal join to ascender: joining Th<br><br>13. Practising diagonal join to ascender: joining Ch<br><br>14. Practising diagonal join to ascender: joining cl<br><br>15. Introducing diagonal join, no ascender: joining in, im<br><br>16. Practising diagonal join, no ascender: joining cr, tr, dr<br><br>17. Practising diagonal join, no ascender: joining lp,mp<br><br>18. Introducing diagonal join, no ascender, to an anticlockwise letter: joining id, iq<br><br>19. Practising diagonal join, no ascender, to an anticlockwise letter: joining nd, ld<br><br>20. Practising diagonal join, no ascender, to an anticlockwise letter: joining ng | 21. Practising diagonal join to an anticlockwise letter:ea, ear<br><br>22. Introducing horizontal join to r: or, oor<br><br>23. Introducing horizontal join from r to ascender: urf, irf, irt<br><br>24. Introducing qu (diagonal join, no ascender)<br><br>25. Introducing r (horizontal join, no ascender)<br><br>26. Introducing ss (diagonal join, no ascender, to an anticlockwise letter: joining oa, og<br><br>27. Practising horizontal join, no ascender, to an anticlockwise letter: joining wa,wo<br><br>28. Introducing horizontal join to ascender: joining ol, ot<br><br>29. Practising horizontal join to ascender: joining wh, oh<br><br>30. Introducing horizontal and diagonal joins to ascender, to an anticlockwise letter: joining of, if<br><br>31. Assessment | 1. How to join in a word: high frequency words<br><br>2. Introducing the break letters: j,g,x,y,z, b, f, p, q,f, s<br><br>3. Practising diagonal join, no ascender: joining ime, ine<br><br>4. Practising diagonal join, no ascender, in words: a_e<br><br>5. Practising diagonal join, no ascender, to an anticlockwise letter in words: ice,ide<br><br>6. Practising horizontal join, no ascender, in words: ow, ou<br><br>7. Practising horizontal join, no ascender, in words: oy, oi<br><br>8. Practising horizontal join, no ascender, to an anticlockwise letter in words: oa, ode<br><br>9. Practising horizontal join to ascender in words: ole, obe<br><br>10. Practising horizontal join to ascender in words: ook, ool | 11. Practising diagonal join to r: ir, ur, er<br><br>12. Practising horizontal join to r: or, oor<br><br>13. Introducing horizontal join from r to ascender: urf, irf, irt<br><br>14. Introducing horizontal join from ere<br><br>15. Practising joining to and from r: air<br><br>16. Introducing diagonal join to s: dis<br><br>17. Introducing horizontal join to s:ws<br><br>18. Introducing diagonal join from s to ascender: Sh<br><br>19. Introducing diagonal join from s, no ascender: Si,su, se, sp, sm<br><br>20. Introducing horizontal join from r to an anticlockwise letters | 1. Revising joins in a word: long vowel Phonemes<br><br>2. Revising joins in a word: le<br><br>3. Revising joins in a word: ing<br><br>4. Revising joins in a word: high frequency words<br><br>5. Revising joins in a word: new vocabulary<br><br>6. Revising joins in a word: un, de<br><br>7. Revising joins to and from r: re, pre<br><br>8. Revising joins to and from f: ff<br><br>9. Revising joins: qu | 11. Introducing joining b and p: diagonal join, no ascender, bl, bu, pl, pu<br><br>12. Practising joining b and p: diagonal join, no ascender, to an anticlockwise letter, ba, bo, pa, po<br><br>13. Practising joining b and p: diagonal join to ascender, bl, ph<br><br>14. Relative sizes of letters: silent letters<br><br>15. Parallel ascenders: high frequency words<br><br>16. Parallel ascenders: adding y to words<br><br>17. Relative size and consistency: ly, less, ful<br><br>18. Relative size and consistency: capitals<br><br>19. Speed and fluency practice: er, est<br><br>20. Speed and fluency practice: opposites | 21. Consistency in spacing: mis, anti, ex<br><br>22. Consistency in spacing: non, co<br><br>23. Consistency in spacing: apostrophes<br><br>24. Layout, speed and fluency practice: address<br><br>25. Layout, speed and fluency practice: dialogue<br><br>26. Layout, speed and fluency practice: poem<br><br>27. Layout speed and fluency practice: letter<br><br>28. Handwriting style: calligrams<br><br>29. Assessment<br><br>30. Handwriting style: acrostics | 1. Revising joins in a word: ness, ship<br><br>2. Revising joins in a word:ing, ed<br><br>3. Revising joins in a word: s<br><br>4. Revising joins in a word: ify<br><br>5. Revising joins in a word: nn, mm, ss<br><br>6. Revising parallel ascenders: tl, ll, bb<br><br>7. Revising parallel ascenders and descenders: pp, ff<br><br>8. Revising joins to an anticlockwise letter: cc, dd<br><br>9. Revising break letters: dictionary work and alphabetical order<br><br>10. Linking spelling and handwriting: related words | 11. Introducing sloped writing<br><br>12. Parallel ascenders: al, ad, af<br><br>13. Parallel descenders and break letters: ight, Ough<br><br>14. Size, proportion and spacing: ious<br><br>15. Size, proportion and spacing: able, ful<br><br>16. Size, proportion and spacing: fs, ves<br><br>17. Speed and fluency: abbreviations for notes<br><br>18. Speed and fluency: note making<br><br>19. Speed and fluency: drafting<br><br>20. Speed and fluency: lists | 21. Size, proportion and spacing:v,k<br><br>22. Size, proportion and spacing: ic, ist<br><br>23. Size, proportion and spacing: ion<br><br>24. Size, proportion and spacing: its, it's<br><br>25. Speed and fluency: ible, able<br><br>26. Speed and fluency: diminutives<br><br>27. Print alphabet: captions, headings, labels<br><br>28. Print capitals: posters<br><br>29. Assessment<br><br>Presentational skills: font styles | 1 Introducing sloped writing in letter families<br><br>2 Practising sloped writing: diagonal join to ascender<br><br>3 Practising sloped writing: diagonal join, no ascender<br><br>4 Practising sloped writing: diagonal join to an anticlockwise Letter<br><br>5 Practising sloped writing: horizontal join to ascender<br><br>6 Practising sloped writing: horizontal join, no ascender<br><br>7 Practising sloped writing: horizontal join to an anticlockwise Letter<br><br>8 Practising sloped writing: joining from r<br><br>9 Practising sloped writing: joining from s<br><br>10 End-of-term check | 11 Practising sloped writing: proportion – joining from f to Ascender<br><br>12 Practising sloped writing: size – joining from f, no ascender<br><br>13 Different styles for different purposes: writing a paragraph<br><br>14 Practising sloped writing: speed<br><br>15 Practising sloped writing: speed and legibility<br><br>16 Practising sloped writing: size, proportion and spacing<br><br>17 Practising sloped writing: building speed<br><br>18 Different styles for different purposes: decorative alphabets<br><br>19 Different styles for different purposes<br><br>20 End-of-term check | 21 Sloped writing: proportion, joining p and b to ascenders<br><br>22 Handwriting for different purposes: joining from p and b, no Ascender<br><br>23 Practising sloped writing: parallel downstrokes<br><br>24 Practising sloped writing: all double letters<br><br>25 Practising sloped writing for speed<br><br>26 Practising sloped writing for fluency<br><br>27 Personal style<br><br>28 Handwriting for different purposes: print alphabet<br><br>29 Assessment<br><br>30 Capitals | 1. Style for speed: crossbar join from t<br><br>2. Style for speed: looping from g: 'll, ll, v, 'a, 'lg<br><br>3 Style for speed: looping from j and y:<br><br>4 Style for speed: looping from f<br><br>5 Style for speed: different joins to s<br><br>6 Style for speed: looping from b<br><br>7 Style for speed: joining from v, w, x and z<br><br>8 Handwriting for different purposes: abbreviations<br><br>9 Spacing between words<br><br>10 End-of-term check | 11. Improving handwriting: the importance of consistent sizing<br><br>12. Improving handwriting: the importance of proportion<br><br>13. Improving handwriting: the importance of spacing<br><br>14 Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders<br><br>15 Improving handwriting: the importance of closed and open letters<br><br>16 Improving handwriting: pen breaks in longer words<br><br>17 Handwriting for different purposes: annotations<br><br>18 Handwriting for different purposes<br><br>20 End-of-term check | 21 Handwriting for different purposes: fast-joined and print letters<br><br>22 Handwriting for different purposes: note making<br><br>23 Handwriting for different purposes: neat writing<br><br>24 Handwriting for different purposes: print letters for personal details<br><br>25 Different styles of writing<br><br>26 Handwriting for different purposes: presentation<br><br>27 Handwriting for different purposes: decorated capitals<br><br>28 Handwriting for different purposes: layout<br><br>29 Assessment<br><br>30 Handwriting for different purposes: handwriting patterns |        |



**Subject: Literacy (Spelling)**

[illegible]

Subject: Literacy (Grammar)



| RECEPTION                                                                                                  |        |        | YEAR 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                 | YEAR 2<br>WE FOLLOW T4W AND<br>TEACH OTHER GRAMMAR<br>CONCEPTS AS TO CLASS<br>NEEDS AND GENRE THAT<br>HAVE BEEN IDENTIFIED<br>IN COLD TASKS AS WELL<br>AS COVERING THE<br>BELOW                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                               | YEAR 3<br>WE FOLLOW T4W AND<br>TEACH OTHER GRAMMAR<br>CONCEPTS AS TO CLASS<br>NEEDS AND GENRE THAT<br>HAVE BEEN IDENTIFIED<br>IN COLD TASKS AS WELL<br>AS COVERING THE<br>BELOW                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                            | YEAR 4<br>WE FOLLOW T4W AND<br>TEACH OTHER GRAMMAR<br>CONCEPTS AS TO CLASS<br>NEEDS AND GENRE THAT<br>HAVE BEEN IDENTIFIED<br>IN COLD TASKS AS WELL<br>AS COVERING THE<br>BELOW                                                                                                                                                                                                                                                                                                                                            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                                                                                                                              |                                                                                                                                                                                                                                                                                                                         | YEAR 6<br>WE FOLLOW T4W AND<br>TEACH OTHER GRAMMAR<br>CONCEPTS AS TO CLASS<br>NEEDS AND GENRE THAT<br>HAVE BEEN IDENTIFIED<br>IN COLD TASKS AS WELL<br>AS COVERING THE<br>BELOW                                                                                                                                                                                                                                                                                                                                                                                                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| Capital letters.<br>Nouns<br>Pronouns<br>Adjectives<br>Full stops<br>Object, subject<br>Sentence structure |        |        | Sentence structure<br><br>capital letters in sentences<br><br>Capital letters for names and for the personal pronoun.<br><br>Sequencing sentences to form short narratives.<br><br>Joining words and joining clauses using and.<br><br>Introduction to capital letters, full stops ... to demarcate sentences.<br><br>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.<br><br>Capital letters for names and for the personal pronoun. | Regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.<br><br>How the prefix un- changes the meaning of adjectives (negation, for example, unkind, for example, unkind). | Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).<br><br>How the prefix un- changes the meaning of verbs and adjectives (negation, for example unkind, or undoing; untie the boat).<br><br>How the prefix un- changes the meaning of verbs and adjectives (negation, for example unkind, or undoing; untie the boat). | Subordination (using when, if, that, because) and co-ordination (using or, and, but).<br><br>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.<br><br>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.<br><br>Correct choice and consistent use of present tense and past tense throughout writing.<br><br>Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon). | Use of -ly in standard English to turn adjectives into adverbs.<br><br>Time connectives.<br><br>Commas to separate items in a list.<br><br>Apostrophes to mark singular possession in nouns (for example, the girl's name).<br><br>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting). | Formation of adjectives using suffixes such as -ful, -less.<br><br>Use of the suffixes -er and -est in adjectives.<br><br>Formation of nouns using suffixes such as -ness, -er and by compounding (e.g. whiteboard, superman) | Capital letters for proper nouns<br><br>Full stops and capital letters<br><br>Capital letters in poetry<br><br>Using 'a' and 'an'<br><br>Conjunctions<br><br>Question marks<br><br>Adjectives<br><br>Words to replace nouns (pronouns)<br><br>Conjunctions to express time<br><br>Regular past tense verbs<br><br>Prepositions<br>Standard English<br>Speech marks<br><br>Verb recognition | Adjectives to compare<br>Regular plural nouns<br><br>Irregular plural nouns<br><br>Collective nouns<br><br>Adverbs of manner<br><br>Adverbs of time and place<br><br>Alternative verbs<br><br>Prepositions<br><br>Parts of a sentence<br><br>Irregular past tense verbs<br>Conjunctions<br><br>Apostrophe for contraction | Direct speech<br><br>Full stops, question marks, exclamation marks<br><br>Commas in lists<br><br>Adverbs to begin a sentence<br><br>Prefixes<br>Word families<br><br>Apostrophe for possession<br><br>Possessive pronouns<br><br>Present perfect tense<br><br>Subordinate clauses<br><br>Alternatives for said<br><br>Irregular adjectives to compare (Standard English)<br><br>Paragraphs<br><br>Headings and subheadings | Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because).<br><br>Use of commas after fronted adverbials (where these are fronted adverbial clauses).<br><br>Introduction to punctuate commas to punctuate direct speech.<br><br>Use of inverted commas and other punctuation to indicate direct speech.<br><br>The grammatical difference between plural and possessive s.<br><br>Apostrophes to mark singular and plural possession (for example, the girl's name, the girls' names).<br><br>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for example, the strict maths teacher with curly hair).<br><br>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. | Formation of nouns using a range of prefixes (for example super-, anti-, auto-).<br><br>Word families based on common words, showing how words are related in form and meaning (for example, solver, solution, dissolve, insoluble).<br><br>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box).<br><br>Standard English forms for verb inflections, instead of local spoken forms (for example, we were instead of we was, or I did instead of I done).<br><br>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. | Expressing time, place and cause using adverbs (for example, then, next, soon, therefore) or prepositions (for example, before, after, during, in, because of).<br><br>Fronted adverbials (for example, Later that day, I heard the bad news).<br><br>Use of commas after fronted adverbials.<br><br>Use of the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play).<br><br>Standard English forms for verb inflections, instead of local spoken forms (for example, we were instead of we was, or I did instead of I done).<br><br>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. | To develop a knowledge of vocabulary and terminology<br><br>To know what a noun phrase is. To use extended noun phrases.<br><br>To using a wide range of devices to build cohesion within and across paragraph<br><br>recognise a noun or adjective within an expanded noun phrase.<br><br>Tenses | Tenses<br><br>Relative clauses<br><br>To use the passive and active voice.<br><br>To use causal conjunctions and use cause and effect sentences.<br><br>To identify the key features of fiction and non-fiction genres. | To use transitional conjunctions and adverbials of time to develop links between paragraphs. To use dashes, brackets and commas for parenthesis. To use technical vocabulary related to the topic.<br><br>To use relative clauses including which, where, when, who and whom.<br><br>To use colons to introduce a list. | Conjunctions (identifying types. Must include co-ordinating and sub-ordinating). Inc. time for recounts.<br><br>Word classes inc. adverbs<br><br>Noun and verb classification inc. modal<br><br>Fronted adverbials and sentence starters. Paragraph reminder if needed.<br><br>Subject and object<br><br>Subject and object<br><br>Commas for clauses, to clarify meaning and lists. Paragraph reminder.<br><br>Parentheses (brackets, dashes, commas)<br><br>Semi-colons, colons in lists. Bullet points for lists<br><br>Semi-colons, colons and dashes (for clauses)<br><br>Relative and embedded clauses<br><br>Relative and embedded clauses | Implied relative pronouns<br><br>Expanded noun phrases<br><br>Past perfect tense and other tenses<br><br>Adverbs (without an ly ending)<br><br>Modal verbs (of politeness)<br><br>Direct speech/ indirect speech<br><br>Apostrophes (for contraction and possession)<br><br>Subjunctive form (needs to include teaching on formal style)<br><br>Reported speech<br><br>Prepositions of time<br><br>Hyphens used to avoid ambiguity (man-eating shark)<br><br>Possessive / relative pronouns | Use of the progressive form of verbs in the present and past tense to mark actions in progress<br>REVISION ON TENSES<br><br>Determiners / articles<br>REVISION ON WORD CLASSES<br><br>Statements, questions, commands and exclamations<br><br>REVISION ON PUNCTUATION<br><br>Sentence / phrase / clauses<br>REVISION ON PARTS OF SENTENCE (subject / object)<br><br>Revision of grammar for writing<br><br>Revision of grammar for writing |



**Subject: MFL**

| RECEPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |        | YEAR 1                                                                                                                                                                                            |                                      |                                                                                                | YEAR 2                                                                                                                                                                                                                                  |                                                                                                                                                                       |                                                                                                                                                                                  | YEAR 3                                                                                                                                                                                                                                                                                                     |                                                                                                                                                              |                                                                                              | YEAR 4                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                            |                                                                                                                          | YEAR 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                         |                                                                                                                                                    | YEAR 6                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                   |                                                                                                     |
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| Cultural awareness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |        | <i>Emphasis on spoken French Skills – enjoyment of French</i><br><i>Introduce masculine and feminine nouns</i><br><i>Connective et</i><br><i>Introduce phonics relevant to vocab with actions</i> |                                      |                                                                                                | <i>Starting to write words and read simple sentences</i><br><i>Masculine and feminine nouns</i><br><i>Introduce adjective agreement and position</i><br><i>Connective et</i><br><i>Introduce phonics relevant to vocab with actions</i> |                                                                                                                                                                       |                                                                                                                                                                                  | <i>Writing in sentences. First written assessments</i><br><i>M and f nouns</i><br><i>Simple negative</i><br><i>Connectives et/mais</i><br><i>Adjective agreement</i><br><i>Je /tu verb form</i><br><i>Il /elle</i><br><i>Plural nouns</i><br><i>Accents</i><br><i>Introduce phonic actions and symbols</i> |                                                                                                                                                              |                                                                                              | <i>Balance between spoken, reading and written</i><br><i>Masculine and feminine nouns</i><br><i>Adjective agreement and position</i><br><i>Je/tu verb form and questions</i><br><i>Il/elle</i><br><i>Introduce regular er verb endings</i><br><i>Elision – apostrophe</i><br><i>Introduce phoneme for phonics</i> |                                                                                                                                                                                            |                                                                                                                          | <i>Encouraging accuracy in writing and introduction of adjectival agreements and more demanding reading texts</i><br><i>Adjective agreement and position of nouns and adjectives – sing and plural</i><br><i>Je/tu verb form</i><br><i>Il /elle</i><br><i>Position of irregular adjectives</i><br><i>Je/tu verb form</i><br><i>Il/elle</i><br><i>Regular verb endings</i><br><i>Il y a/ il y avait</i><br><i>Introduce past tense</i><br><i>Question words</i><br><i>Continue use of phonics</i> |                                                                                                                                         |                                                                                                                                                    | <i>Build on work of year 5</i><br><i>Adjective agreement and position of nouns and adjectives – sing and plural</i><br><i>Je/tu verb form</i><br><i>Il /elle</i><br><i>Introduce regular er verb endings</i><br><i>Introduce past tense</i><br><i>Variety of connectives</i><br><i>More complex sentence building</i><br><i>Secure use of phonics</i><br><i>Independence</i> |                                                                                                                                                                                                                                                   |                                                                                                     |
| AUTUMN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | SPRING | SUMMER | AUTUMN                                                                                                                                                                                            | SPRING                               | SUMMER                                                                                         | AUTUMN                                                                                                                                                                                                                                  | SPRING                                                                                                                                                                | SUMMER                                                                                                                                                                           | AUTUMN                                                                                                                                                                                                                                                                                                     | SPRING                                                                                                                                                       | SUMMER                                                                                       | AUTUMN                                                                                                                                                                                                                                                                                                            | SPRING                                                                                                                                                                                     | SUMMER                                                                                                                   | AUTUMN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | SPRING                                                                                                                                  | SUMMER                                                                                                                                             | AUTUMN                                                                                                                                                                                                                                                                                                                                                                       | SPRING                                                                                                                                                                                                                                            | SUMMER                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |        | Greetings<br>Flag and about<br>France<br>Numbers<br>to 12<br><br>Speaking<br>ass: no. to<br>12                                                                                                    | Purple<br>mash<br>Numbers<br>Colours | Days of<br>the week<br>Numbers<br>to 20<br>Colours<br><br>Speaking<br>ass: days of<br>the week | Purple<br>mash<br><br>Numbers<br><br>Colours                                                                                                                                                                                            | Classroom<br>instructions<br><br>Familiar<br>stories<br>(hungry<br>caterpillar,<br>enormous<br>turnip)<br><br>Speaking<br>ass:<br>months<br>caterpillar/<br>no. to 20 | Months<br>and<br>birthdays<br><br>Numbers<br>to 31<br><br>Animals<br><br>Introducing<br>adjectives<br><br>Speaking<br>ass:<br>months<br>Writing<br>ass:<br>Describing<br>animals | Phonics<br>My family<br>Recap of<br>numbers<br><br>Speaking<br>ass: no. to<br>31<br>Writing<br>ass:<br>My family                                                                                                                                                                                           | Healthy<br>lifestyle<br>Foods<br>Likes and<br>dislikes<br>Sports<br><br>Speaking<br>ass: likes<br>and<br>dislikes<br>Reading<br>ass:<br>healthy<br>lifestyle | Purple<br>mash<br>My family<br>Months of<br>the year<br><br>Additional<br>Numbers<br>Colours | Purple<br>mash<br>My family<br>Sports and<br>hobbies<br><br>Additional<br>My family<br>Food<br>Numbers<br>Colours<br>Months                                                                                                                                                                                       | Alphabet<br>Ma ville<br>Places in<br>town and<br>giving<br>directions<br>Numbers<br>to 69<br><br>Speaking<br>ass: giving<br>directions<br>and<br>alphabet<br>Reading<br>ass:<br>directions | Weather<br>and<br>clothing<br><br>Speaking<br>ass:<br>weather<br>report<br>Writing<br>ass:<br>weather<br>and<br>clothing | Weather<br>Weather<br>and<br>clothing<br><br>Food and<br>shopping<br>Numbers<br>to 100<br>Il y a/ il y<br>avait<br>French<br>breakfast<br><br>Reading<br>ass: What I<br>like to eat<br>Speaking<br>ass: café<br>role play<br><br>The Body                                                                                                                                                                                                                                                        | Purple<br>mash<br>The<br>human<br>body<br>Weather<br><br>Additional<br>My family<br>Food<br>Numbers<br>Colours<br>Sports and<br>hobbies | Body and<br>adjective<br>agreement<br>s<br>Avoir<br><br>Speaking<br>ass: going<br>to the<br>doctors<br>role play<br>Reading<br>ass: My<br>monsters | Paris<br>advert<br>(linked with<br>class<br>novel)<br>Schools<br>Items in<br>pencil<br>case,<br>school<br>building,<br>School<br>subjects<br><br>Speaking<br>ass: school<br>subjects<br>song<br>Writing<br>ass: my<br>school                                                                                                                                                 | Body and<br>adjective<br>agreement<br>s<br>Avoir<br><br>Speaking<br>ass: going<br>to the<br>doctors<br>role play<br>Reading<br>ass: my<br>monsters<br><br>Speaking<br>ass:<br>Describing<br>a picture<br>Reading<br>assessme<br>nt -<br>postcards | Purple<br>mash<br>Animals<br>The body<br><br>Untaught<br>topics<br>Pocket<br>money and<br>transport |
| <p>Alvey Values</p> <p>We study French as our MFL but we are also interested in other languages, particularly the languages our children speak at home.</p> <p>The confidence to speak with good intonation and pronunciation.<br/>           Fluency in reading.<br/>           Fluency and imagination in writing.<br/>           A strong awareness of the culture of the countries where the language is spoken.<br/>           A passion for languages and a commitment to the subject.<br/>           The ability to use language creatively and spontaneously.<br/>           An independence in their studies and the ability to draw upon a wide range of resources.</p> |        |        |                                                                                                                                                                                                   |                                      |                                                                                                |                                                                                                                                                                                                                                         |                                                                                                                                                                       |                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                              |                                                                                              |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                            |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                         |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                   |                                                                                                     |



**Subject: Music**

| RECEPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                   |                                                                                              | YEAR 1                                                                                                                                                                                            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                                   | AUTUMN                                                                                                | SPRING                                                                                                                                                                                                                                                                                                    | SUMMER                                                                                                                                                                  |
| Learn Names of simple percussion instruments Copying patterns with percussion instruments Everyday singing in class – Learn Good Morning song, Tidy up song, Goodbye song                                                                                                                                                                                                                                                                                                                                                                                                       | Nursery Rhymes<br><br>Garage Band: Drums and Strings<br><br>Boomwhackers<br><br>Learn Bob the builder dance - Big fish little fish cardboard box. | Percussion instruments to accompany traditional tales. Count the beat.<br><br>Nursery Rhymes | Favourite songs/ chants and rhymes. Call and response. Clapping patterns. Untuned Percussion/ Boomwhackers. Focus on Pulse/ Beat. Body sounds Play along/ compose to familiar stories, characters, moods and songs. The Orchestra | Favourite songs/ chants and rhymes. Call and response. Clapping patterns. Untuned Percussion/ Boomwhackers. Focus on Pulse/ Beat. Body sounds. List and appraise: Mozart/ Beethoven/ Vivaldi/ music from the Caribbean. How does music make you feel? Create musical patterns- use of simple notation. | Singing favourite songs/ chants and rhymes. Clapping patterns. Call and response. Focus on Pulse/ Beat. Body sounds. List and appraise: Mozart/ Beethoven/ Vivaldi/ music from the Caribbean. How does music make you feel? Create musical patterns- use of simple notation.                    | Singing; Explore pitch, dynamics and tempo. Recognise the difference between pulse and rhythm Untuned percussion-Beat. Pulse Changing. Glockenspiels and introduction to graphic symbols. Drumming on a garage band. The Carnival's Burning: Singing in a round. List and appraise: Bach, Mozart, Chopin, Elton John | Favourite songs/ chants and rhymes. Call and response. Create own rhythm patterns with dot and stick notation. Playing a Ravi, Tal and Drone. Indian music: Traditional and Bollywood. List and appraise: World Music- Ravi Shankar, Paul Simon, Elia Fitzgerald, Verdi, Rossini. Brian Wilson. | Singing; Explore pitch, dynamics and tempo. Ocarinas Exploring Cup Percussion, Explore drumming. Composing own rhythms to the Stave. Rock and Roll Music. Egypt. Sections of the Orchestra. List and appraise: Elvis, Freddie Mercury, Chopin, Monteverdi, Haydn, Benjamin Britten, Freddie Mambazzo Mercury, Dylan, Elgar. | Singing in unison, exploring pitch. Perform as a choir. Introduction to Keyboards. Composing with 3 notes. (do, re, mi) Introduction to the Stave. Rock and Roll Music. Egypt. Sections of the Orchestra. List and appraise: Dolly Parton, Brahms, Beethoven, Stevie Wonder. | Singing favourite songs. Explore actions. Movement to music. Kapow Unit: Kapow Unit: Djembe Drumming Kapow Unit: Ravi, Tal and Drone. Singing- Harmony/ Round. Sections of the Orchestra. List and appraise: World music: African, LadySmith Black Mambazzo Nigeria: Babatunde Olatunji            | Singing favourite songs. Explore actions. Movement to music. Kapow Unit: Kapow Unit: Djembe Drumming Kapow Unit: Ravi, Tal and Drone. Singing- Harmony/ Round. Sections of the Orchestra. List and appraise: World music: African, LadySmith Black Mambazzo Nigeria: Babatunde Olatunji | Charanga Unit: Mamma Mia: Pop. Listen and appraise: likes and dislikes. Recorders: Copy, compose, rehearse and perform Singing: Chants, rhymes. Introduction to The Beatles Listen and appraise: The Beatles and the 1960.                                       | Charanga Unit: Keyboards 1: middle C, fingering, scales. Stave, EGBDF/ FACE. Crochets. Compose, rehearse and perform Singing: Chants, rhymes. Introduction to The Beatles Listen and appraise: The Beatles and the 1960.                                            | Singing favourite songs. Explore actions. Movement to music. Kapow Unit: Kapow Unit: Djembe Drumming Kapow Unit: Ravi, Tal and Drone. Singing- Harmony/ Round. Sections of the Orchestra. List and appraise: Dolly Parton, Brahms, Beethoven, Stevie Wonder. | Musical theatre, History of MT. Explore rhythm, pulse and texture. Charanga Unit: Ballads- Adele Singing: Awareness of verse, chorus and bridge. Performance skills. Singing in rounds, crescendo and decrescendo. Cup Percussion. Table drumming. . List and appraise: Talis Pachelbel, Jimi Hendrix Dolly Parton Hawaii | Unit Glocks 3 Singing in three part rounds and partner songs. Reading music from the stave. Compose using standard notation. Improvise freely over a drone. Work in groups to compose a ternary piece. Space Topic: Garageband Listen and appraise: George Formby Mambazzo | Learning to play. The Ukuleles Holding, fingering, plucking, strumming Famous Uke players. Strings: GCEA Read, play and compose with 4 chords: C, F, G, Am. Develop skills of playing by ear. Perform for an audience. Sea Shanties Listen and appraise: George Formby Mambazzo Dolly Parton Hawaii | History of Music: Renaissance 1400-1600. Baroque: 1600-1750 Classical 1750-1830 Singing- Edward Elgar | Charanga Unit: Djembe Drumming. African culture: 3 tones- bass, open and slap. Explore rhythms, tempo, crescendo and time signature. Perform and review. WW2 music. Singing in harmony. Recorders. Listen and appraise: World music: African, Maori, LadySmith Black Mambazzo Nigeria: Babatunde Olatunji | Introduction to Garage Band. Composing own music, layering with different instruments. Contemporary music. 60s-2000. Performing own compositions. Writing leavers song. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                   |                                                                                              | Songs/ chants and rhymes. Clapping patterns. Untuned Percussion Instruments- focus on Tempo Body sounds Create musical patterns- use of simple notation. Invent own notation symbols. Copy back rhythmic patterns.                | Favourite songs/ chants and rhymes. Call and response. Clapping patterns. Untuned Percussion/ Ocarinas. Focus on Dynamics Mozart/ Beethoven/ Vivaldi/ music from the Caribbean. Sea Shanties. Create musical patterns- use of simple notation.                                                         | Singing favourite songs/ chants and rhymes. Clapping patterns. Temp. Pitch and Duration Exploration Focus on instruments: Ukulele, Keyboards and Glocks. List and appraise classical and modern music. List and appraise: Monteverdi, John Williams, The Beatles, World Music: Punjabi- Banghra | Singing in a round. Chanting. Sing in tune, showing awareness of dictio. Untuned percussion- explore and compose. Recap Temp/ Pitch/ Duration Explore copycat rhythms. List and appraise: Tchaikovsky Edward Elgar, Florence Price, David Bowie                                                                      | Exploring tuned instruments: Ocarinas, Keyboards and Ukuleles. Performing for an audience. Sign Language Songs List and appraise: Verdi Rossini, Louise Farrenc, Brian Wilson                                                                                                                   | Singing in unison, exploring pitch. Perform as a choir. Follow a conductor. Direct others. Egypt: Soundscapes -almespheric pieces. untuned percussion. Compose using do/ do! stick notation. Choose instru story, mood o timbre. Improvisation. Listen and appraise: Brahms Holst, Handel, Bob Dylan                        | Singing favourite songs. Explore actions. Movement to music. Charanga Unit: Djembe Drumming Listen and appraise: World music. African, LadySmith Black Mambazzo Nigeria: Babatunde Olatunji                                                                                  | Unit: Glocks 2 Introduction to the Stave, Treble Clef and time signature 4/4. Articulation. Recap Stave and notation: minim, crotchet, quavers. Recorders: Copy, compose, rehearse and perform Singing: Chants, rhymes. Introduction to The Beatles Listen and appraise: The Beatles and the 1960. | Charanga Unit: Records 2: A, B & G Articulation. Recap Stave and notation: minim, crotchet, quavers. Recorders: Copy, compose, rehearse and perform Singing: Chants, rhymes. Introduction to The Beatles Listen and appraise: The Beatles and the 1960.                                 | Charanga Unit: Blackbird Listen and appraise modern music 50s-2020. Emotions through language. Recorders The Beatles/ 1960s- modern music. Singing in rounds, crescendo and decrescendo. List and appraise: Tchaikovsky Edward Elgar Jamaica- Price, David Bowie | Singing favourite songs. Sign language. Recap tuned and untuned percussion. The Orchestra. Percussion- cups/ boomwhacker s- Compose using stick notation. Explore texture/ layering. Listen and appraise: World Music: Mexico- Mariachi Jamaica- Price, David Bowie | Charanga Unit: Adele- Ballad Singing: enunciation, Harmonies, Solo, duet. How music affects mood. Recorders: Stave, EGBDF/ FACE. Crochets, minim, semibreve. Treble clef. List and appraise: Brahms, Holst, Handel, Bob Dylan                                | Glocks 3 continues. Develop skills of playing by eat. Listen and appraise: Wagner Vaughan Williams Ravi Davis Wonder                                                                                                                                                                                                      | Ukuleles continued Introduction to Sea shanties. Writing own lyrics. Perform to an audience.                                                                                                                                                                               | Charanga Unit: Keyboards 2 1830-1900 Modern 1900-1950 Contemporary 1950- Composition: drones. Time signature: 3/4 and 4/4 Treble clef and bass clef. Compose with pentatonic scale. Stave and standard notation. Singing: 3-4 part rounds. Notate the melody.                                       | Charanga Unit: Djembe Drumming. Continued. Listen and appraise: Musical theatre.                      | Free Choice. Ukuleles/ keyboards Sea Shanties .                                                                                                                                                                                                                                                           |                                                                                                                                                                         |
| Alvey Values                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                   |                                                                                              |                                                                                                                                                                                                   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                                   |                                                                                                       |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                         |
| We encourage all our children to play a musical instrument. We teach the ocarina, drumming and the ukulele in our music lessons. We also like to think we are singing school where the adults and children enjoy singing in small groups, during our acts of collective worship and just for fun.                                                                                                                                                                                                                                                                               |                                                                                                                                                   |                                                                                              |                                                                                                                                                                                                                                   |                                                                                                  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        |                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                         |
| A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.<br>A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.<br>Very good awareness and appreciation of different musical traditions and genres.<br>An excellent understanding of how musical provenance – the historical, social and cultural origins of music – contribute to the diversity of musical styles. |                                                                                                                                                   |                                                                                              |                                                                                                                                                                                                   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## Subject: Numeracy

| RECEPTION                  |                                 |                        | YEAR 1                                       |                                                   | YEAR 2                                               |                                     | YEAR 3                                        |                                          | YEAR 4                                           |                                    | YEAR 5                                               |                                  | YEAR 6                                     |                                  |
|----------------------------|---------------------------------|------------------------|----------------------------------------------|---------------------------------------------------|------------------------------------------------------|-------------------------------------|-----------------------------------------------|------------------------------------------|--------------------------------------------------|------------------------------------|------------------------------------------------------|----------------------------------|--------------------------------------------|----------------------------------|
| AUTUMN                     | SPRING                          | SUMMER                 | Book A                                       | Book B                                            | Book A                                               | Book B                              | Book A                                        | Book B                                   | Book A                                           | Book B                             | Book A                                               | Book B                           | Book A                                     | Book B                           |
| Number Baseline            | Counting Comparing and Ordering | Subtraction Odds/evens | Chapter 1 Number to 10                       | Chapter 10 Numbers to 40                          | Chapter 1 Numbers to 100                             | Chapter 9 More Word Problems        | Chapter 1 Numbers to 1000                     | Chapter 8 Money                          | Chapter 1 Numbers to 10 000                      | Chapter 8 Decimals                 | Chapter 1 Numbers to 1 000 000                       | Chapter 7 Decimals               | Chapter 1 Numbers to 10 Million            | Chapter 7 Percentage             |
| Number pattern             | Addition                        | Doubling               | Chapter 2 Number Bonds                       | Chapter 11 Addition and Subtraction Word Problems | Chapter 2 Addition and Multiplication                | Chapter 10 Money                    | Chapter 2 Addition and Subtraction            | Chapter 9 Time                           | Chapter 2 Addition and Subtraction Within 10 000 | Chapter 9 Money                    | Chapter 2 Whole Numbers: Addition and Subtraction    | Chapter 8 Percentage             | Chapter 2 Four Operations on Whole Numbers | Chapter 8 Ratio                  |
| Sorting arrangements       | Number bonds to 10              | Halving/sharing        | Chapter 3 Addition Within 10                 | Chapter 12 Multiplication                         | Chapter 3 Multiplication of 2, 5 and 10              | Chapter 11 Two-Dimensional Shapes   | Chapter 3 Multiplication and Division         | Chapter 10 Picture Graphs and Bar Graphs | Chapter 3 Multiplication and Division            | Chapter 10 Mass, Volume and Length | Chapter 2 Whole Numbers: Addition and Subtraction    | Chapter 9 Geometry               | Chapter 3 Fractions                        | Chapter 9 Algebra                |
| Counting to 5              | 2D/3D shapes                    | Teen Numbers           | Chapter 4 Subtraction Within 10              | Chapter 13 Division                               | Chapter 4 Multiplication and Division of 2, 5 and 10 | Chapter 12 Three-Dimensional Shapes | Chapter 4 Further Multiplication and Division | Chapter 11 Fractions                     | Chapter 3 Multiplication and Division            | Chapter 11 Area of figures         | Chapter 3 Whole Numbers: Multiplication and Division | Chapter 10 Position and Movement | Chapter 4 Decimals                         | Chapter 10 Area and Perimeter    |
| Using 5 frames             | Time                            | Rekenreks – NCETM      | Chapter 5 Positions                          | Chapter 14 Fractions                              | Chapter 5 Length                                     | Chapter 13 Fractions                | Chapter 5 Length                              | Chapter 12 Angles                        | Chapter 4 Further Multiplication and Division    | Chapter 12 Geometry                | Chapter 4 Whole Numbers: Word Problems               | Chapter 11 Measurements          | Chapter 5 Measurements                     | Chapter 11 Volume                |
| Subitising                 | Measurement                     | Measurement            | Chapter 6 Numbers to 20                      | Chapter 15 Numbers to 100                         | Chapter 6 Mass                                       | Chapter 14 Time                     | Chapter 6 Mass                                | Chapter 13 Lines and Shapes              | Chapter 5 Graphs                                 | Chapter 13 Position and Movement   | Chapter 5 Graphs                                     | Chapter 12 Area and Perimeter    | Chapter 6 Word Problems                    | Chapter 12 Geometry              |
| AB Patterns                | Pattern                         | Capacity               | Chapter 7 Addition and Subtraction Within 20 | Chapter 16 Time                                   | Chapter 7 Temperature                                | Chapter 15 Volume                   | Chapter 7 Volume                              | Chapter 14 Perimeter of Figures          | Chapter 6 Fractions                              | Chapter 14 Roman Numerals          | Chapter 6 Fractions                                  | Chapter 13 Volume                | Chapter 6 Word Problems                    | Chapter 13 Position and Movement |
| Time                       |                                 |                        | Chapter 8 Shapes and Patterns                | Chapter 17 Money                                  | Chapter 8 Picture Graphs                             |                                     |                                               |                                          | Chapter 7 Time                                   |                                    |                                                      | Chapter 14 Roman Numerals        | Chapter 14 Graphs and Averages             | Chapter 14 Graphs and Averages   |
| Composition of Number to 5 |                                 |                        | Chapter 9 Length and Height                  | Chapter 18 Volume and Capacity                    |                                                      |                                     |                                               |                                          |                                                  |                                    |                                                      |                                  | Chapter 15 Negative Numbers                | Chapter 15 Negative Numbers      |
| 2D shape                   |                                 |                        |                                              | Chapter 19 Mass                                   |                                                      |                                     |                                               |                                          |                                                  |                                    |                                                      |                                  |                                            |                                  |
| Positional Language        |                                 |                        |                                              | Chapter 20 Space                                  |                                                      |                                     |                                               |                                          |                                                  |                                    |                                                      |                                  |                                            |                                  |

- Alvey Values:
  - We use the Maths No Problem Scheme which is a mastery curriculum. Differentiation occurs in the support and intervention provided to different pupils rather than in the topics taught. This ensures there is no cap to the children's learning and every day all the children have a chance to succeed. The emphasis is always placed on problem solving.
  - Maths No Problem uses a CPA approach – allowing the children to build their skills through concrete, pictorial and finally abstract representations.
  - Our approach has an emphasis on deep understanding and a sound number sense – which is also developed using the NCETM – Mastering Number program in Reception and KS1.
  - Spaced learning is used to allow the concepts to be revisited over time thus requiring the children to retrieve prior information
  - The lesson structure starts with the exploration of a task, followed by whole class learning, guided pairs work and finally, independent practise.
  - Children are encouraged to find different ways to solve problems
  - Timestables and fluent calculation methods are also a fundamental part of the learning journey.



Subject: PSHE

| RECEPTION                  |                                           |                               | YEAR 1                       |                                      |                              | YEAR 2                           |                                       |                                | YEAR 3                                   |                                                       |                                    | YEAR 4                                      |                                             |                                              | YEAR 5                             |                               |                                     | YEAR 6                             |                                                      |                                |
|----------------------------|-------------------------------------------|-------------------------------|------------------------------|--------------------------------------|------------------------------|----------------------------------|---------------------------------------|--------------------------------|------------------------------------------|-------------------------------------------------------|------------------------------------|---------------------------------------------|---------------------------------------------|----------------------------------------------|------------------------------------|-------------------------------|-------------------------------------|------------------------------------|------------------------------------------------------|--------------------------------|
| AUTUMN                     | SPRING                                    | SUMMER                        | AUTUMN                       | SPRING                               | SUMMER                       | AUTUMN                           | SPRING                                | SUMMER                         | AUTUMN                                   | SPRING                                                | SUMMER                             | AUTUMN                                      | SPRING                                      | SUMMER                                       | AUTUMN                             | SPRING                        | SUMMER                              | AUTUMN                             | SPRING                                               | SUMMER                         |
| Getting to know each other | When I grow up                            | How to be a palaeontologist   | Who is in my family?         | Is it kind or unkind?                | When should I wash my hands? | Why should I exercise?           | Is it right or wrong?                 | Who can I trust?               | What are my rights and responsibilities? | Barefoot Computing                                    | What can affect my health?         | Growth Mindset                              | Should I own up? (TP9)                      | How do I compromise? (TP3)                   | Can I set goals for me?            | How do I make a choice?       | Why is change so scary?             | What affects my mental health?     | Should I send/post something                         | Are images in the media real?  |
| Class and school rules     | Discussing behaviour in traditional tales | Our achievements in Reception | Who are my important people? | Is teasing ever ok?                  | Why are teeth important?     | What if I don't like vegetables? | How can I compromise?                 | How can I save the planet?     | What do I do when my friend is sad?      | Cyber Safety                                          | What's a balanced lifestyle?       | What's feeling I have? (TP1)                | What is an aspiration? (TP11)               | How do I do emergency first aid? (TP4)       | How does alcohol damage my health? | Should my heart rule my head? | Is my relationship unhealthy?       | Will sad things happen to me?      | I'm not comfortable with?                            | Should I trust the media?      |
| Magical me                 | What to do if I get lost?                 | Moving up to Year 1           | What makes a person?         | What should I do if I don't like it? | What should I do with money? | Are medicines always good?       | What are rights and responsibilities? | Where does my money come from? | What is restorative justice?             |                                                       | What is Health and Safety?         | Am I at risk? (TP5)                         | What is an enterprise? (TP12)               | What can I do about negative thoughts? (TP8) | Can my mind get ill?               | What is peer pressure?        | What's a relationship?              | How do I break a habit?            | What if I get dared?                                 | Should I join in an argument?  |
| Bonfire safety             | Healthy eating                            |                               | What does sad feel like?     | How do I keep safe?                  | What did I need as a baby?   | Can I stop myself getting ill?   | How do I contribute?                  | Should I keep a secret?        |                                          |                                                       | Who can help me be safe?           | Am I safe online? (TP6)                     | What is discrimination? (TP14)              | What worries me in the world? (TP13)         |                                    | What if I'm uncomfortable?    | What's a stereotype?                | Should I give in to peer pressure? | If it happens all the time, does it mean it's right? | Am I a cyber bully?            |
| Staying safe in the dark   | Looking after pets                        |                               | Why do we have rules?        | What should I do in an emergency?    | How can I be more grown up?  | What does angry feel like?       | Do I know my body?                    | Am I safe online?              |                                          |                                                       | How does smoking damage my health? | Am I safe on my mobile phone? (TP7)         | What do I do when my friend is cross? (TP2) | Is it ok to hug? (TP10)                      |                                    |                               | What is prejudice?                  | What is puberty?                   | What is someone's views?                             | Have I trolled someone?        |
| Feeling afraid             | Endangered animals (Courageous Advocacy)  |                               |                              |                                      | Do I have to be the best?    | How do I make you feel?          | What does private really mean?        | What should I aim for?         | What happens if I break a rule?          | Who do my actions affect?                             | What's a community?                | What does it mean to be anti-social? (TP15) | How do I support my community? (TP16)       | Puberty lessons                              |                                    |                               | How do I challenge someone's views? | How do we look after ourselves?    | How do drugs damage my health?                       | How should I manage my money?  |
|                            |                                           |                               |                              |                                      |                              |                                  |                                       | Transition to Year Three.      | Why should I tell the truth?             | What are my relationship rights and responsibilities? | How do I raise my concerns?        | What's a volunteer? (TP17)                  | Can I volunteer or help others? (TP18)      |                                              |                                    |                               | Who pays tax?                       | Who runs our country?              | Sex education.                                       | Transition to secondary school |

Alvey Values:

PSHE and Relationships are taught as a discrete subject but they are also taught through other subject areas.

We want our pupils to have the ability and willingness to do the following eight things:

- Try New Things
- Work Hard
- Concentrate
- Push Themselves
- Imagine
- Improve
- Understand Others
- Not give up

The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.



**Subject: RE**

[illegible]



**Subject: Science**



| RECEPTION                                                                        |                                                                             |                                               | YEAR 1                                                                                                                                                    |                                                                                                                                                       |                                                                                                                                                                                   | YEAR 2 |                                                                                                                                                                                                   |                                                            | YEAR 3              |                  |                                | YEAR 4                                     |                          |                                                                                             | YEAR 5              |                                                                                      |                                                                                      | YEAR 6                                                                                                                                                                                 |                                                                                                |                                                                                                                  |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|---------------------|------------------|--------------------------------|--------------------------------------------|--------------------------|---------------------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| AUTUMN                                                                           | SPRING                                                                      | SUMMER                                        | AUTUMN                                                                                                                                                    | SPRING                                                                                                                                                | SUMMER                                                                                                                                                                            | AUTUMN | SPRING                                                                                                                                                                                            | SUMMER                                                     | AUTUMN              | SPRING           | SUMMER                         | AUTUMN                                     | SPRING                   | SUMMER                                                                                      | AUTUMN              | SPRING                                                                               | SUMMER                                                                               | AUTUMN                                                                                                                                                                                 | SPRING                                                                                         | SUMMER                                                                                                           |
| Our school<br>My family                                                          | Postman/P<br>olice/Vets/<br>Fireman/D<br>octors                             | Planets<br>and space<br>travel                | Seasonal<br>Changes<br>Tree in the<br>seasons<br>Wind sock<br>Rain<br>gauge                                                                               | Use of<br>everyday<br>materials<br>Waterproof<br>investigatio<br>n – link to<br>shield<br>making.                                                     | Animals<br>including<br>humans<br>Animal<br>classificati<br>on<br>Naming<br>common<br>animals<br>Human<br>body and<br>senses                                                      |        |                                                                                                                                                                                                   | Plants<br><br>Variation<br>and<br>classificati<br>on       | Forces &<br>Magnets | Rocks &<br>Soils | Animals<br>Including<br>Humans | Living<br>things and<br>their<br>habitats. | Sound<br><br>Electricity | Digestive<br>system &<br>teeth<br><br>States of<br>Matter –<br>solids,<br>liquids,<br>gases | Earth and<br>Space. | Forces                                                                               | Properties<br>and<br>changes of<br>materials<br>and<br>working<br>scientificall<br>y | Evolution<br>&<br>inheritance<br><br>Study on<br>Darwin.                                                                                                                               | Electricity<br><br>Working<br>scientifically                                                   | All Living<br>things –<br>classificatio<br>n<br><br>Compariso<br>n between<br>American<br>and British<br>animals |
| Parts of the<br>body                                                             | Materials<br>and their<br>properties                                        | Sorting<br>dinosaurs                          |                                                                                                                                                           |                                                                                                                                                       |                                                                                                                                                                                   |        |                                                                                                                                                                                                   |                                                            |                     |                  |                                |                                            |                          |                                                                                             |                     |                                                                                      |                                                                                      |                                                                                                                                                                                        |                                                                                                |                                                                                                                  |
| Our senses                                                                       |                                                                             |                                               |                                                                                                                                                           |                                                                                                                                                       |                                                                                                                                                                                   |        |                                                                                                                                                                                                   |                                                            |                     |                  |                                |                                            |                          |                                                                                             |                     |                                                                                      |                                                                                      |                                                                                                                                                                                        |                                                                                                |                                                                                                                  |
| Autumn Walk                                                                      | ICT: Bee-<br>Bots                                                           |                                               |                                                                                                                                                           |                                                                                                                                                       |                                                                                                                                                                                   |        |                                                                                                                                                                                                   |                                                            |                     |                  |                                |                                            |                          |                                                                                             |                     |                                                                                      |                                                                                      |                                                                                                                                                                                        |                                                                                                |                                                                                                                  |
| Nocturnal<br>animals<br>Arctic and<br>Antarctic<br>animals<br>Ice<br>experimentt | Animals<br>around the<br>world<br><br>Farm<br>animals<br>and their<br>young | Parts of a<br>plant<br><br>How plants<br>grow | Use of<br>everyday<br>materials<br>Sorting<br>materials<br>Identifying<br>properties<br>Grouping<br>materials<br>Changing<br>the shape<br>of<br>materials | Use of<br>everyday<br>materials<br>Seasonal<br>Changes<br>Keep<br>warm/Kee<br>ping Cool<br>Insulating<br>a cup of<br>coffee<br>Tree in the<br>seasons | Plants<br>Local<br>plants and<br>trees<br>(naming<br>and<br>labelling/ca<br>lligrams)<br>Structure<br>of plant<br>Habitats<br>Common<br>wild<br>flowers<br>Tree in the<br>Seasons |        | Offspring<br><br>Basic<br>Needs<br><br>Exercise<br><br>Food<br>Groups<br><br>Hygiene<br><br>Living,<br>Dead and<br>Never<br>Alive<br><br>Food<br>Chains<br><br>Habitats<br>and Micro-<br>habitats | Properties<br>of<br>Materials<br><br>Changing<br>Materials | Light               |                  | Plants                         |                                            |                          |                                                                                             | Earth and<br>Space. | Properties<br>and<br>changes of<br>materials<br>and<br>working<br>scientificall<br>y | Animals<br>including<br>humans<br>Living<br>things and<br>their<br>habitats          | Animals<br>including<br>humans<br>Circulation,<br>heart...<br>Recognise<br>impact of<br>diet,<br>exercise and<br>drugs<br>Describe<br>how<br>nutrients<br>and water<br>transporte<br>d | Light: how<br>it travels,<br>how we<br>see, why<br>shadows<br>are same<br>shape as<br>objects. |                                                                                                                  |

Alvey Values

Developing the skills of scientific enquiry is a vital part of the science curriculum.

The ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings.

Confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out scientific investigations.

Excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings.

High levels of originality, imagination or innovation in the application of skills.

The ability to undertake practical work in a variety of contexts, including fieldwork.

A passion for science and its application in past, present and future technologies.