

	Ash	Birch	Maple	Willow
Whole School Christian Value	Love			
RE learning	<p>Christianity and Judaism Symbols and meanings The Torah and Star of David</p> <p>Easter Recall The Easter Stories Salvation</p> <p>Lighting the Candle A Sense of Space.</p>	<p>Why are some stories special? The Bible</p> <p>Lighting the Candle (Bronze level) A Sense of Space.</p> <p>Easter</p>	<p>What does it mean to belong to a religion? Christianity This unit of learning explores aspects of Christian festivals, celebrations, practices and communities and the beliefs to which they relate.</p> <p>Lighting the candle (silver Level) A sense of space</p> <p>Easter</p>	<p>How we should Live and who can inspire us? Trip to Quaker Meeting House. Date: TBC March '17 Old Testament Stories with Mr Cracknell. Lighting the Candle: Gold. A Sense of Community: Who are we worshipping with? Easter.</p>

English	<p>Fiction The Magic Porridge Pot focus: using adjectives</p> <p>Non-fiction Instructions: How to make ..</p> <p>Poetry Using similes to describe nature</p> <p>Daily- handwriting and phonics- phases 2-5 in year 1 and phases 2 and 3 in Reception</p> <p>Focus in all writing: using full-stops and capital letters, finger spaces and correct letter formation. Spelling tricky words correctly.</p>	<p>Fiction: Warning tale Focus: Description using adjectives, alliteration & similes Text: The Door in the Mountain Non-fiction: Explanation - Why are flowers colourful?</p> <p>Poetry Based on the classic poem, 'The Owl and The Pussycat', to write creatively using a stimulus</p> <p>Fiction: Journey Tale Focus: Settings Text: The Papaya that Spoke</p> <p>Non-fiction: Recount</p> <p>Daily phonics/spelling (Letters and sounds adapted), handwriting and grammar (see school overview)</p>	<p>Poetry: Powerful adjectives Similes Metaphor</p> <p>Fiction: A Finding Tale: The Magic Brush Focus: Opening and Endings</p> <p>Non-Fiction: Explanation The Magic Machine (How a toaster works)</p> <p>Poetry: Powerful vocabulary</p> <p>Fiction: A Defeat the Monster Tale One Sweet Too Far Focus: Style and vocab</p> <p>Non-Fiction: Persuasion Why should we be a healthy school?</p> <p>Daily spelling (See overview), handwriting and grammar (see school overview)</p>	<p>Fiction: Warning Tale: The Canal. Focus: Settings.</p> <p>Non-Fiction: Persuasion: Canal Holidays are Cool!</p> <p>Fiction: Finding Tale: Kidnapped. Focus: Suspense.</p> <p>Non-Fiction: Journalistic writing: The Bank Robbery.</p>
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Maths	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Telling the time to the hour and half hour, days of the week, months of the year. Sequencing events of the day. Place value to 100 Addition and subtraction using part part whole, including solving word problems. <p><u>Reception</u></p> <ul style="list-style-type: none"> place value to 20 counting using 1:1 correspondence reading and writing numerals days of the week sequencing events recognising coins 	<p><u>Year 2</u></p> <p>Number facts to 20 & 100 Multiplication and division word problems Fractions recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions for example, $\frac{1}{2}$ of 6 = 3 Multiplication tables of 2, 5 & 10</p> <p><u>Year 3</u> - Number fact to 20 & 100 Multiplication and division word problems up to 3 digit numbers mentally and formal column method Fractions - count up and down in tenths Multiplication tables of 3, 4 and 8 multiplication tables</p>	<p><u>Year 4/5</u></p> <p>Fractions</p> <ul style="list-style-type: none"> Identifying, naming and writing equivalent fractions of a given fraction, represented visually including tenths and hundredths Solving problems involving multiplication and division Add and subtract fractions with the same denominator and denominators that are multiples of the same number Recognising mixed numbers and improper fractions and convert from one form to the other. Write mathematical statements >1 as a mixed number Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams <p><u>Decimals and percentages</u></p> <ul style="list-style-type: none"> Read and write decimal numbers as a fraction Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Round decimals with two decimal 	<p><u>Year 5</u></p> <p>Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example $1\frac{1}{2}$ = 1]. Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions [for example $0.71 = \frac{71}{100}$].</p> <p><u>Year 6</u></p> <p>Compare and order fractions, including fractions > 1. Use common factors to simplify fractions; use</p>
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			<p>places to the nearest whole number and to one decimal place</p> <ul style="list-style-type: none"> • Read, write, compare numbers up to three decimal places • Solve problems involving number up to three decimal places • Recognise the % symbol. • Understand per cent relates to 'number of parts per hundred • Write percentages as a fraction with denominator as 100, and as a decimal • Solve problems which require knowing decimal and percentage equivalents of $1/2$ $\frac{1}{4}$ $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25 <ul style="list-style-type: none"> • <u>Measurement</u> • Solving simple measure and money problems involving fractions and decimals to two decimal places • Estimate compare and calculate different measures including money • Use all four operations to solve problems involving measure using decimal notation including scaling 	<p>common multiples to express fractions in the same denomination.</p> <p>Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form</p> <p>Divide proper fractions by whole numbers [for example $\div 2 =$] Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example]</p> <p>Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples</p> <p>Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.</p>
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PE	<p>Gymnastics: balancing, travelling, moving with control, jumping and landing safely, sequencing movement, understanding what happens to the body during exercise and the importance of warming-up.</p> <p>Welly Walk Practising road safety and building stamina</p> <p>Daily warm-up focusing on balancing, safe stretching, counting and sequencing movement, fine and gross motor skills in preparation for writing.</p>	<p>Y2/3</p> <p>Dance: Responding creatively to music in dance and perform dances using a range of movement patterns.</p> <p>Multi-skills: Develop spatial awareness, sending and receiving skills, throwing and catching skills and possession skills</p> <p>Tag Rugby: Develop knowledge of the rules and games. Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Y5 Swimming</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based activities <p>Y4/5 Hockey skills</p> <ul style="list-style-type: none"> Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition Uphold the spirit of fair play and respect in all competitive situations. <p>Y4/5-Dance</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance <p>Varying height and varying speeds to include the power of stillness</p>	<p>Y5/6 Swimming</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based activities <p>Y4/5 Hockey skills</p> <ul style="list-style-type: none"> Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition Uphold the spirit of fair play and respect in all competitive situations.
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Computing	<p>Let's find out and film Multimedia: I can use technology to create and present my ideas I can save and retrieve I can be creative with different technology tools</p> <p>Programming</p> <ul style="list-style-type: none"> • I can describe what actions I need to do to make something happen • I can press the buttons in the correct order to make my robot do what I want • I can begin to predict what will happen for a short sequence of instructions • I can begin to use software to create movement and patterns on a screen • I can use the word debug when I correct mistakes when I program <p>e-safety I can keep my password safe I can tell you what personal information is I can agree and follow rules</p>	<p>Animal Top Trumps Multimedia</p> <ul style="list-style-type: none"> • Combine a mixture of text, graphics and sound to share ideas and learning. • Use appropriate keyboard commands to amend text. • evaluate and improve its effectiveness. <p>e-Safety</p> <ul style="list-style-type: none"> • explain why I need to keep my password and personal information private. • describe the things that happen online that I must tell an adult about. 	<p>Technology in our Lives:</p> <p>e-Safety</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know that anything I post online can be seen, used and may affect others. <input type="checkbox"/> Discuss the importance of choosing an age-appropriate website or game <input type="checkbox"/> Explain the importance of communicating kindly and respectfully <ul style="list-style-type: none"> • use search engines effectively: respect individuals and intellectual property; use technology responsibly, securely and safely. <p>Shape and Weather Handling data: I can choose an appropriate tool to collect and record data</p> <p>Multimedia: I can use text, photo, sound and video editing tools to refine my work</p>	<p>Multimedia</p> <ul style="list-style-type: none"> • Consider what makes a presentation interesting • Design a presentation to persuade an audience about a particular viewpoint or argument • Compare two presentation tools • Make a presentation on a topic to support learning. <p>e-Safety</p> <p>I am safe</p> <p>Keep personal details private, consider who you are talking to online and ensure a trusted adult knows what you are doing online. Safer Internet Day or Week focuses on use of the internet, different devices and technologies.</p>
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French/MFL	Spanish- counting, greetings, parts of the body, family, colours	Summer term focus on this.	Colours, numbers to at least 20, days of the week and months of the year.	<p>Modern Languages: French</p> <ul style="list-style-type: none"> • Listen & engage Engage in conversations, expressing opinions • Speak in simple language & be understood • Develop appropriate pronunciation • Present ideas & information orally • Show understanding in simple reading • Adapt known language to create new ideas • Describe people, places & things <p>Understand basic grammar, e.g. gender</p>
PSHE/Learning to Learn	<p>2Rs and 2Cs</p> <p>Developing skills to be a resilient, reflective collaborative and curious learner</p>	<p>2Rs and 2Cs</p> <p>Developing skills to be a resilient, reflective collaborative and curious learner</p>	<p>2Rs and 2Cs</p> <p>Developing skills to be a resilient, reflective collaborative and curious learner</p>	<p>2Rs and 2Cs</p> <p>Developing skills to be a resilient, reflective collaborative and curious learner</p>

<p>Learning Experience 1</p>	<p>Explorers:</p> <p>Children will plan their own learning pathway from a choice of:</p> <ul style="list-style-type: none"> • Space • Underwater • Mountains • Deserts <p>Learning will focus on:</p> <ul style="list-style-type: none"> • asking questions and finding out information using books and the internet • working effectively in groups and independently • developing and using new topic vocabulary • following own interests • sharing learning through presentations 	<p>Brunel – History Famous People</p> <p>Isambard Kingdom Brunel.</p> <ul style="list-style-type: none"> • Lives of significant historical figures, including comparison of those from different periods. • Find out about a famous person from the past. • Use timelines to sequence events. Explore local history using different sources. 	<p>Science focus: Diet and circulation</p> <p>To work scientifically:</p> <ul style="list-style-type: none"> □ To ask relevant questions • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, tables, bar and line graphs, and models. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. <p>Objectives:</p> <ul style="list-style-type: none"> • Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals. • Look at the digestive system in humans. • Look at teeth. • Look at the human circulatory system. 	<p>North America – Geography focus. Human and physical including trade.</p> <ul style="list-style-type: none"> • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North America and identify their main physical and human characteristics. • Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. <p>Possible visit to American Museum Bath. Date TBC</p>
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Maths Focus	Data collection using ICT and conventional methods	Applying maths skills to solve problems	Units of measure (lengths, timings of heart, weighing) Bar charts, Line graphs	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Interpret and construct pie charts and line graphs and use these to solve problems.
Writing Focus	Writing questions in topic	Written recount about school trip to SS Great Britain Diary entry for Brunel or Write a postcard from on board SS Great Britain	Report writing,, labeling diagrams Explanations Instruction writing (methods)	Letter from visit to America in role. Persuasive writing -leaflet to persuade someone to go on holiday to America.
Spoken Language	Topic - talking about what we know and what we want to find out. Asking relevant questions Drama and role-play P4C Poetry performance	Assembly/Drama production about Brunel's life	Explaining and describing ideas Asking key questions Group discussions with designing experiments	

Other curriculum areas covered e.g. Music/Art/DT Focus	DT - cooking Music - sequencing ideas, rhythmic patterns and creating an atmosphere using percussion instruments and music sequencing tools (IT)	<u>Art</u> • Portraits of famous people. Learn about the great artists, architects and designers in history. <u>Design and technology</u> Bridges and Structures • Investigating bridges and shapes of structures. Explore methods to strengthen materials. Use the design, make and evaluate process	Model making of circulatory system Food technology related to healthy balance plate Andy Warhol- soup cans	Music with Mrs Brading. • American composers. Listen to and learn about the film music of John Williams • Music composition using IT. • Learn about great artists, architects and designers in history in America. • American artists: Edward Hopper and Jackson Pollack.
Linked extended home learning projects	N/A	Learning Log about A Famous Person from British History.	Science Focus: Diet and circulation learning project- research based.	Investigate and present information about a North American state of own choice.

<p>Learning Experience 2</p>	<p>Growing things</p> <p>Children will plan their own learning pathway from a choice of:</p> <ul style="list-style-type: none"> • trees and plants of the rainforest • local food • farms <p>Learning will focus on:</p> <ul style="list-style-type: none"> • asking questions and finding out information using books and the internet • working effectively in groups and independently • developing and using new topic vocabulary • following own interests • sharing learning through presentations • practical learning in our garden and on welly walks/outdoor learning • recording thoughts and learning 	<p>Science - Plants</p> <p>□ Observe and describe how seeds and bulbs grow into mature plants.</p> <p>□ Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Geography Focus: North America</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America. <p>Objectives: To investigate places</p> <ul style="list-style-type: none"> • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, • human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. 	<p>Transport Through the Ages- History Focus.</p> <p>Describe the main changes in a period of history (using terms such as: social, technological and cultural).</p> <p>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</p> <ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. <p>Possible visit to : Haynes Motor Museum TBC.</p> <p>Presentation to school about a transport era.</p>
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Maths Focus	Measuring and comparing height, length and weight. Using money in real and role-play situations.	Handling data	Measure- area Axis on maps	Draw 2D shapes using given dimensions and angles. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Solve problems involving similar shapes where the scale factor is known or can be found.
Writing Focus	Instructions - practiced in a variety of ways and linked to real, first hand experiences. Labeling and explanation sentences.	Scientific writing Keep a diary of plant growth, beans, sunflowers, bedding plants.	Non-chronological report	Non-chronological report

Spoken Language	<p>Topic - talking about what we know and what we want to find out.</p> <p>Asking relevant questions</p> <p>Drama and role-play</p> <p>P4C</p> <p>Poetry performance</p>	ask relevant questions to extend understanding and knowledge	Questions Discussion	
Music/Art/DT Focus	<p>Observational drawing</p> <p>printing using fruit and vegetables</p> <p>DT - cooking</p> <p>Gardening - making structures for plants, making bird feeders</p>	<p><u>Art</u></p> <p>Making careful observations of plants - careful sketches of leaves and flowers.</p> <p><u>ICT</u></p> <p>Collect data to create graphs.</p>	<p>DT week</p> <p>Design, make and evaluate</p> <p>North American art - indigenous peoples'</p> <p>Sculpture- totem poles - model making</p> <p>Masks</p> <p>Clay pots</p> <p>Indigenous music</p>	DT week linked to Science- Electricity and to transport through the Ages.
Linked extended home learning projects	n/a	<p>Learning Log about Science</p> <p>Plants</p>	<p>Independent Learning Project- Geographical focus</p> <p>North America</p>	