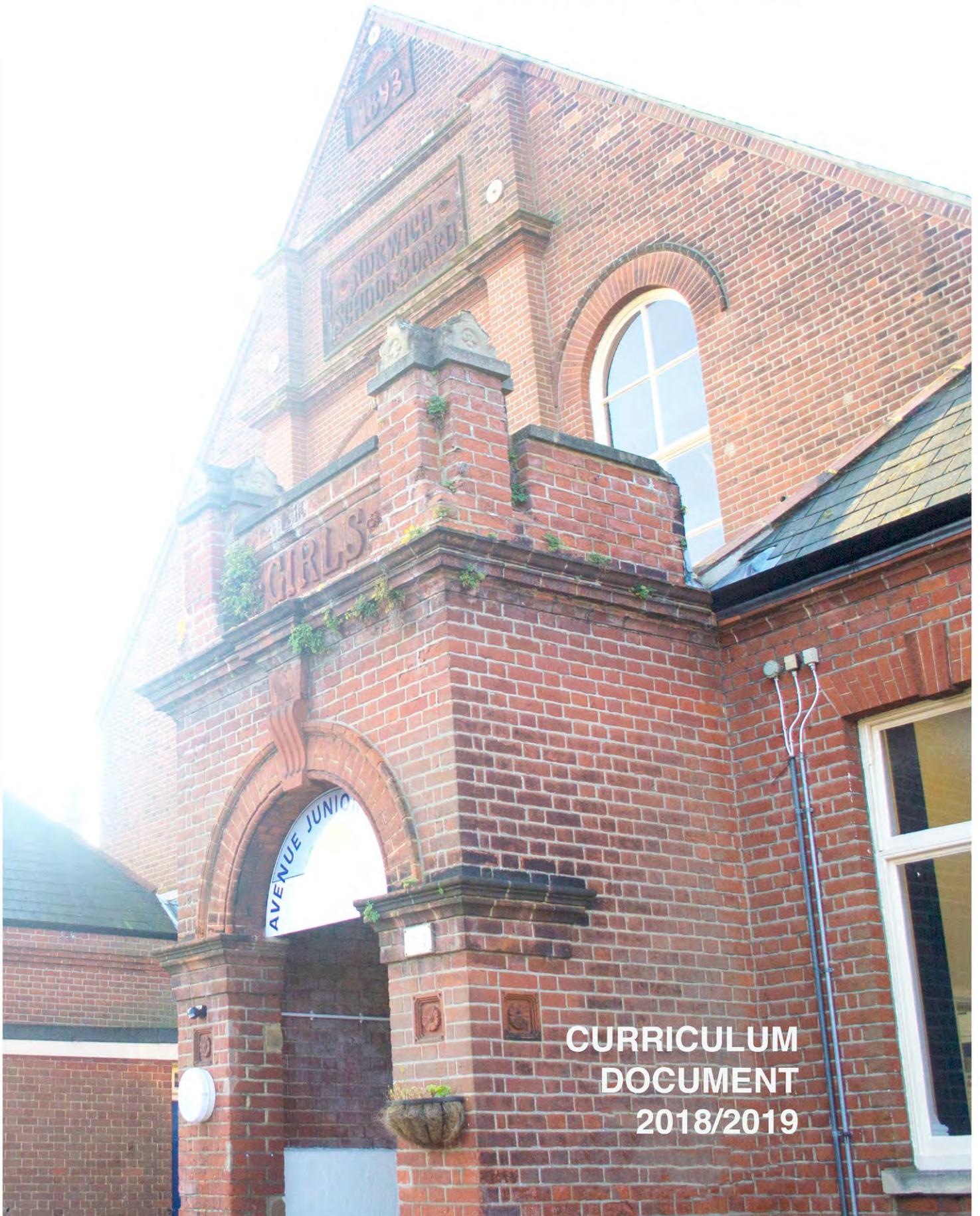


AVENUE JUNIOR SCHOOL



CURRICULUM
DOCUMENT
2018/2019



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Creating excellence & enjoyment for everyone

Our Vision

We aim to achieve our vision by:

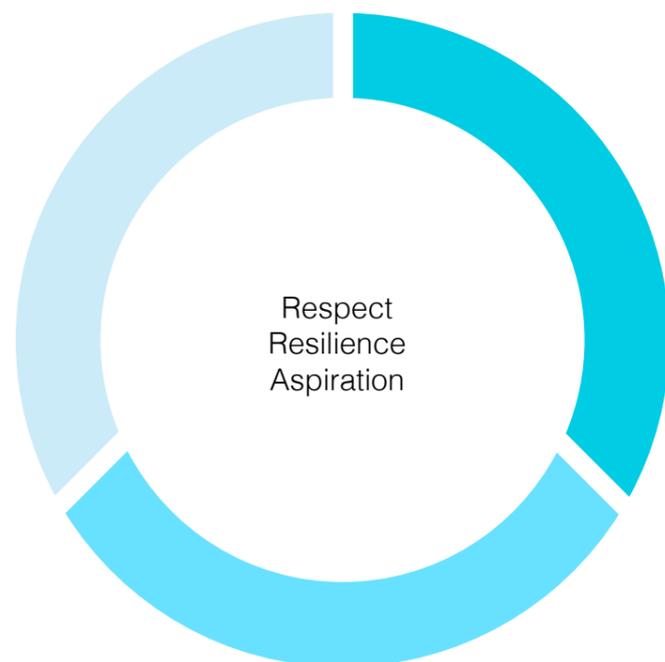
- Providing an exciting and balanced curriculum providing equality of opportunity and equal access
- Providing a variety of approaches to learning providing a happy, safe and secure environment
- Ensuring children are supported to develop good emotional and physical health
- Encouraging the necessary learning and social skills for taking a positive role in life
- Valuing each member of the school community and their contributions
- Developing self-respect, self-confidence and taking responsibility for their actions
- Developing compassion and respect for gender, cultural, religious and social backgrounds
- Taking positive action against discrimination and stereotyping on the grounds of race, gender, sexual orientation, ability or social class

Our Aims

Through working in partnership with parents, children, governors and staff our learning community will:

- be confident and enthusiastic; working independently or as part of a team in all aspects of school life
- Have a good set of social and moral values; they are compassionate and respectful. They value the world, their school and each other
- Have a sense of pride in themselves and their achievements and a strong belief in their own identity
- Have happy memories of enjoyable, challenging and exciting learning and high aspirations for the future
- Be ready for the next step in their learning journey

Our Values



Planning and Organising a Curriculum

At Avenue Junior School we believe that our curriculum should be exciting and stimulating as well as broad, balanced and relevant to every child. Our curriculum is based upon the principles of high quality skills teaching in English and Mathematics and the application of these skills across the wider curriculum.

We aim to:

- nurture the emotional, intellectual, spiritual, creative and physical well-being of the children;
- provide equality of access and meet the individual needs of each child;
- stimulate children's curiosity as well as desire and love of learning;
- give children the confidence to take risks and learn from mistakes;
- encourage children to take steps towards independent learning;
- encourage children to listen to, and value, the opinions of others;
- motivate children to persevere;
- value and nurture the process and outcomes of learning.

How is the curriculum taught?

The school delivers beyond the requirements of the Primary Curriculum expectations through a thematic approach to learning, with activities planned to suit a range of learning styles. Our units of work reflect the ethos and culture of our school community whilst also exploring the wider world we live in. Through our units, we are able to explore with the children their role in society; in school, in their locality, their country and also their place internationally.

We aim to open the children to a wide range of learning experiences, including an impressive range of first hand learning experiences, both within the school and outside the classroom. Children will have a range of opportunities to work individually, in pairs or as part of a group. These skills are developed throughout their time at Avenue Junior in preparation for later life.

Organisation of teaching

Children are taught in mixed ability classes for most areas of the curriculum, by their class teacher. Specialist teachers are used to enhance provision in school including music, languages and PE.

Planning

A whole school overview indicates the themes and content for each year. Each year group produces a yearly curriculum map which highlights the broad objectives/coverage for each subject and the links between subjects. Half termly plans are also produced for each year group. All of these plans can be found on the website.

Medium term plans are produced in detail for all subjects and weekly planning is carried out in detail for literacy and numeracy. Teachers in each year group plan together to ensure consistency for all the children in the year group.

Involving Parents/ Carers and Pupils

The views of parents and carers are very important to the school and their responses to questionnaires and feedback from activities in school is used in supporting future planning. Pupil response to the curriculum is collected through interviews with the children, representation on the school council and through questionnaires. Their views and opinions help shape the curriculum we teach every year.

English

ABOUT THE SUBJECT

At Avenue Junior School we believe that literacy and communication are key life skills and that through the curriculum children will be supported to develop the skills and knowledge that will enable them to communicate effectively and creatively with the world at large, through spoken and written language.

The overarching aim for English in the primary curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good - understanding
- develop the habit of reading widely and often, for both pleasure and information

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

YEARS	READING COMPREHENSION	WRITING COMPOSITION & PRESENTATION
LOWER KS2 YEARS 3 & 4	<p>Pupils will be taught to :</p> <ul style="list-style-type: none"> > develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] > understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> > plan their writing by: <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas > draft and write by: <ul style="list-style-type: none"> • composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices > evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

SUBJECTS

YEARS	READING COMPREHENSION	WRITING COMPOSITION & PRESENTATION
LOWER KS2 YEARS 3 & 4 CONTINUED	<ul style="list-style-type: none"> • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting
UPPER KS2 YEARS 5 & 6	<p>Pupils will be taught to:</p> <p>> maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends... 	<p>Pupils should be taught to:</p> <p>> plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

YEARS	READING COMPREHENSION	WRITING COMPOSITION & PRESENTATION
UPPER KS2 YEARS 5 & 6 CONTINUED	<p>...and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>> understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 	<p>> draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader <p>> evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

YEARS	READING COMPREHENSION	WRITING COMPOSITION & PRESENTATION
UPPER KS2 YEARS 5 & 6 CONTINUED	<ul style="list-style-type: none"> • identifying how language, structure and presentation contribute to meaning > discuss and evaluate how authors use language, including figurative language, considering the impact on the reader > distinguish between statements of fact and opinion > retrieve, record and present information from non-fiction > participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously > explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary > provide reasoned justifications for their views. 	<p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> > write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task.



Mathematics



ABOUT THE SUBJECT

At Avenue Junior school we introduce children to mathematic concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum. Our aim is to promote confident attitudes and provide positive experiences of mathematics. We encourage them not to be scared of right and wrong answers but to be confident to attempt questions and understand there is learning through mistakes. In maths lessons we investigate and make sense of the numbers, patterns and shapes they see in the world around them. In our using and applying lessons, our pupils use mathematics to solve problems encouraging them to look for patterns, use logical reasoning, suggest solutions and try out different approaches. Communicating mathematical ideas is explored to enable pupils to explain their ideas using symbols, diagrams and spoken and written language. We teach class maths lessons to ensure all children to experience high order thinking and ideas, stimulating curiosity and fostering creativity.

Expectations of the curriculum

Years 3 & 4

The focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make

connections between measure and number. By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

Years 5 & 6

The focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

YEARS	NUMBER AND PLACE VALUE	ADDITION AND SUBTRACTION	MULTIPLICATION AND DIVISION	FRACTIONS (INC. DECIMALS AND PERCENTAGES)
YEAR 3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 • identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words • solve number problems and practical problems involving these ideas. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit number and ones a three-digit number and tens a three-digit number and hundreds • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • estimate the answer to a calculation and use inverse operations to check answers • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • add and subtract fractions with the same denominator within one whole [for example, $7/7 + 1/7 = 6/7$] • compare and order unit fractions, and fractions with the same denominators • solve problems that involve all of the above.
YEAR 4	<p>Pupils should be taught to :</p> <ul style="list-style-type: none"> • count in multiples of 6, 7, 9, 25 and 1000 • find 1000 more or less than a given number • count backwards through zero to include negative numbers • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1000 • identify, represent and estimate numbers using different representations • round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recall multiplication and division facts for multiplication tables up to 12×12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • recognise and use factor pairs and commutativity in mental calculations • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise and show, using diagrams, families of common equivalent fractions • count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number • add and subtract fractions with the same denominator • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ • find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • round decimals with one decimal place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places • solve simple measure and money problems involving fractions and decimals to two decimal places.

SUBJECTS

YEARS	MEASUREMENT	GEOMETRY - PROPERTIES OF SHAPES	GEOMETRY - POSITION AND DIRECTION	STATISTICS
YEAR 3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/ capacity (l/ml) • measure the perimeter of simple 2-D shapes • add and subtract amounts of money to give change, using both £ and p in practical contexts • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events [for example to calculate the time taken by particular events or tasks]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines. 		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • interpret and present data using bar charts, pictograms and tables • solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.
YEAR 4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Convert between different units of measure [for example, kilometre to metre; hour to minute] • measure and calculate the perimeter of rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares • estimate, compare and calculate different measures, including money in pounds and Pence • read, write and convert time between analogue and digital 12- and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • identify acute and obtuse angles and compare and order angles up to two right angles by size • identify lines of symmetry in 2-D shapes presented in different orientations • complete a simple symmetric figure with respect to a specific line of symmetry. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe positions on a 2-D grid as coordinates in the first quadrant • describe movements between positions as translations of a given unit to the left/ right • and up/down • plot specified points and draw sides to complete a given polygon. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

YEARS	NUMBERS AND PLACE VALUE	ADDITION AND SUBTRACTION	MULTIPLICATION AND DIVISION	FRACTIONS (INC. DECIMALS AND PERCENTAGES)
YEAR 5	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above • read Roman numerals to 1000 (M) and recognise years written in Roman numerals. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • add and subtract numbers mentally with increasingly large numbers • use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • multiply and divide numbers mentally drawing upon known facts • divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) • solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare and order fractions whose denominators are all 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, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$] • 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, $0.71 = 71/100$] • recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • round decimals with two decimal places to the nearest whole number and to one decimal place • read, write, order and compare numbers with up to three decimal places • solve problems involving number up to three decimal places • recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal • solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.

SUBJECTS

YEARS	NUMBERS AND PLACE VALUE	ADDITION AND SUBTRACTION
YEAR 6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • perform mental calculations, including with mixed operations and large numbers • identify common factors, common multiples and prime numbers • use their knowledge of the order of operations to carry out calculations involving the four operations • solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
RADIO AND PROPORTION (YEAR 6 ONLY)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples 	

MULTIPLICATION AND DIVISION	FRACTIONS (INC. DECIMALS AND PERCENTAGES)
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions > 1 • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] • divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] • associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] • identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places • multiply one-digit numbers with up to two decimal places by whole numbers • use written division methods in cases where the answer has up to two decimal places • solve problems which require answers to be rounded to specified degrees of accuracy • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
ALGEBRA (YEAR 6 ONLY)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables.

SUBJECTS

YEARS	MEASUREMENT	GEOMETRY - PROPERTIES OF SHAPES
YEAR 5	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) • understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes • estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] • solve problems involving converting between units of time • use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify 3-D shapes, including cubes and other cuboids, from 2-D representations • know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • draw given angles, and measure them in degrees (o) • identify: angles at a point and one whole turn (Total 360o) angles at a point on a straight line and 1/2 a turn (total 180o) other multiples of 90o • use the properties of rectangles to deduce related facts and find missing lengths and angles • distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
YEAR 6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • convert between miles and kilometres • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • draw 2-D shapes using given dimensions and angles • recognise, describe and build simple 3-D shapes, including making nets • compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

GEOMETRY - POSITION AND DIRECTION	STATISTICS
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • solve comparison, sum and difference problems using information presented in a line graph • complete, read and interpret information in tables, including timetables.
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average.

Science

ABOUT THE SUBJECT

Our science work is organised into six units of work per year group which often have cross-curricular links and complies with the requirements of the National Curriculum.

We aim to encourage children to develop their knowledge and understanding of science through practical activities as much as possible, when the children are encouraged to use a variety of materials and equipment suitable to their age and ability.

We help each child to learn skills of Working Scientifically, including questioning, predicting, testing, investigating, observing measuring, problem-solving and considering and analysing their findings.

These skills are applied to each area of study in science, and where possible will include links to other curriculum areas including Maths, Computing and our work in ICC. We aim to encourage the children's natural curiosity about the world around them, and provide opportunities to explore the immediate environment of the school grounds, local area and other places of interest, to enrich and enhance their science learning.



AREA OF FOCUS	YEAR 3 SKILLS	YEAR 4 SKILLS	YEAR 5 SKILLS	YEAR 6 SKILLS
<p>Working Scientifically</p> <p>PLANNING</p>	<p>Ask relevant questions and use different types of scientific enquiries to answer them</p> <p>Act on suggestions and put forward my own ideas about how to find the answer to a question.</p> <p>Predict what might happen before I carry out any tests.</p>	<p>Ask relevant questions and use different types of scientific enquiries to answer them</p> <p>Put forward my own ideas about how to find the answer to a question.</p> <p>Predict what might happen before I carry out any tests and say why, based on previous experience or scientific understanding.</p>	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables, where necessary.</p> <p>Select the right sort of enquiry to answer the chosen question.</p> <p>In a fair test, understand why you must change one factor / variable and keep the others the same. Begin to determine these</p>	<p>Plan and choose the appropriate type of different scientific enquiries to answer questions, including recognising and controlling variables, where necessary</p> <p>In a fair test, determine which factors / variables to measure, keep the same and which to change</p>
<p>Working Scientifically</p> <p>DOING</p>	<p>Set up and carry out simple practical enquiries, comparative and fair tests. Understand why it is important to investigate things scientifically.</p> <p>Make systematic and careful observations and where appropriate take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</p>	<p>Set up simple practical enquiries, comparative and fair tests. Understand why it is important to investigate things scientifically and what this means.</p> <p>Make systematic and careful observations and where appropriate take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Interpret line graphs.</p>	<p>Set up and carry out practical enquiries with increasing independence and decision making, selecting from materials available for the task.</p> <p>Take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate and understanding the need for this.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>	<p>Independently select appropriate equipment to set up an experiment and take accurate measurements, taking repeat readings where appropriate and understanding the need for this.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Children should be choosing the appropriate graphs themselves and understanding which ways of presenting should be used at which times.</p>

AREA OF FOCUS	YEAR 3 SKILLS	YEAR 4 SKILLS	YEAR 5 SKILLS	YEAR 6 SKILLS
<p>Working Scientifically</p> <p>REVIEWING</p>	<p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Use results to draw simple conclusions, make predictions by extrapolating results where appropriate, suggest improvements and raise further questions</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Use straightforward scientific evidence to answer questions or to support their findings</p>	<p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Use results to draw simple conclusions, say whether this is what was expected and why it may be different. Use scientific language and knowledge to explain their findings scientifically. make predictions by extrapolating results where appropriate, (e.g. the heavier the spring the longer the load.)</p> <p>-Suggest improvements and raise further questions</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Use straightforward scientific evidence to answer questions or to support their findings</p>	<p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Make predictions by extrapolating results where appropriate, (e.g. the heavier the spring the longer the load.)</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Suggest improvements and explain why they would be important and raise further questions.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p>Use test results to plan and set up further comparative and fair tests. Repeat observations and measurements offering explanations for differences encountered. Make predictions by extrapolating results where appropriate, (e.g. the heavier the spring the longer the load progressing to if you had a load of ____ the spring would be ____ because....</p> <p>Understanding that this may not continue indefinitely.)</p> <p>Report and present findings, including conclusions, causal relationships and explanations of and degree of trust in results.</p> <p>Suggest improvements and say why they are important.</p> <p>Describe how experimental evidence and creative thinking can provide a scientific explanation.</p> <p>Identify evidence t used to support or refute ideas or arguments. Make practical suggestions about how working methods can be improved.</p>



Design & Technology

ABOUT D&T

In Design and Technology children are given the opportunity to plan, create and evaluate their designs and ideas with a range of tools and materials including ICT.

They will develop the skills of creative problem solving and learn to work as individuals and members of a team. They learn to look for needs, wants and opportunities, and respond to them by developing a range of ideas and making products.

As they progress through the school they will combine practical skills with an understanding of social and environmental issues as well as an understanding of Enterprise. Through design and technology, all pupils can become discriminating and informed users of products and become innovators in an increasingly technological world.

ABOUT COOKING AND NUTRITION

Children will be taught to understand and apply the principles of nutrition and learn how to cook.

AREA OF FOCUS	YEAR 3 SKILLS	YEAR 4 SKILLS	YEAR 5 SKILLS	YEAR 6 SKILLS
Design	<p>to generate ideas for an item, considering its purpose and the user/s to identify a purpose and establish criteria for a successful product.</p> <p>to plan the order of their work before starting</p> <p>to explore, develop and communicate design proposals by modelling ideas</p> <p>to make drawings with labels when designing</p>	<p>how to generate ideas, considering the purposes for which they are designing</p> <p>to make labelled drawings from different views showing specific features, planning using pattern pieces.</p> <p>to develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail</p> <p>to evaluate products and identify criteria that can be used for their own designs</p>	<p>to generate ideas through brainstorming and identify a purpose for their product to draw up a specification for their design including exploded diagrams and pattern pieces.</p> <p>to develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail</p> <p>to use results of investigations, information sources, including ICT when developing design ideas</p>	<p>to communicate their ideas through detailed labelled drawings</p> <p>to develop a design specification including cross sectional and exploded diagrams and prototypes. make use of computer aided design.</p> <p>to explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</p> <p>to plan the order of their work, choosing appropriate materials, tools and techniques</p>
Make	<p>to select tools and techniques for making their product</p> <p>measure, mark out, cut, score, join and finish components with more accuracy</p> <p>to work safely and accurately with a range of simple tools</p> <p>to think about their ideas as they make progress and be willing to change things if this helps them to improve their work</p> <p>to measure, tape or pin, cut and join fabric with some accuracy</p>	<p>to select appropriate tools and techniques for making their product</p> <p>to measure, mark out, cut and shape, join and finish a range of materials, using appropriate tools, equipment and techniques</p> <p>to join and combine materials and components accurately in temporary and permanent ways</p> <p>to work safely and accurately with a range of simple tools</p> <p>to think about their ideas as they make progress and be willing to change things if this helps them to improve their work</p> <p>to measure, tape or pin, cut and join fabric with some accuracy</p>	<p>to select appropriate materials, tools and techniques</p> <p>To measure, mark out, cut and shape, join and finish a range of materials, using appropriate tools, equipment and techniques</p> <p>to use skills in using different tools and equipment safely and accurately</p> <p>to measure, tape or pin, cut and join accurately (time, dry ingredients, liquids)</p> <p>Make modifications as they go along to apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</p>	<p>to select appropriate tools, materials, components and techniques</p> <p>to measure, mark out, cut and shape, join and finish a range of materials, using appropriate tools, equipment and techniques</p> <p>assemble components to make working models to construct products using permanent joining techniques</p> <p>to use tools safely and accurately</p> <p>to measure, tape or pin, cut and join accurately (time, dry ingredients, liquids). Make modifications as they go along</p>

AREA OF FOCUS	YEAR 3 SKILLS	YEAR 4 SKILLS	YEAR 5 SKILLS	YEAR 6 SKILLS
Evaluate	<p>to evaluate their product against original design criteria e.g. how well it meets its intended purpose</p> <p>to disassemble and evaluate familiar products</p>	<p>to evaluate their work both during and at the end of the assignment</p> <p>to evaluate their products carrying out appropriate tests</p>	<p>to evaluate a product against the original design specification</p> <p>to evaluate it personally and seek evaluation from others</p> <p>To evaluate against their original criteria and suggest ways that their product could be improved</p>	<p>to evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests to record their evaluations using drawings with labels</p> <p>To evaluate against their original criteria and suggest ways that their product could be improved</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>
Technical Knowledge	<p>Apply their understanding of how to strengthen and reinforce structures.</p> <p>understand and use simple mechanical systems in their products, Create products with simple moving parts.</p> <p>To include simple electronic components into a product.</p>	<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use simple mechanical systems in their products [for example, gears and pulleys</p> <p>To include simple electronic components such as bulbs, buzzers, motors and switches into a product.</p>	<p>Understanding of how to create strong and reinforced structures from the outset.</p> <p>understand and use simple mechanical systems in their products [for example, gears and pulleys</p> <p>Apply knowledge of computing to monitor and control products.</p>	<p>To explore strengthening and reinforcing techniques in large engineering projects.</p> <p>understand and use simple mechanical systems in their products [for example, gears and pulleys</p> <p>Apply knowledge of computing to program, monitor and control products.</p>
Technical Knowledge	<p>To understand and apply the principles of a healthy and varied diet</p> <p>demonstrate hygienic food preparation and storage Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>To understand and apply the principles of a healthy and varied diet</p> <p>demonstrate hygienic food preparation and storage Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>To understand and apply the principles of a healthy and varied diet to apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>To understand and apply the principles of a healthy and varied diet to apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>

Computing

ABOUT THE SUBJECT

For most of us, technology is essential to our lives, at home and at work. Computing is a subject children must be taught if they are to be ready for the workplace and able to participate effectively in this digital world.

At Avenues we seek to equip our pupils with the skills, knowledge and understanding of computing they will need for the rest of their lives. Through their experiences here, they will learn how computers and computer systems work; they will design and build programs, develop their ideas using technology and create a range of content.

Children will have access to a range of technology including tablets, laptops, computers and cameras. Each week they will have a timetabled session where they will have one-to-one access to laptops and tablets. In addition, they will be able to use technology at other times to enrich their learning across the curriculum.

Through effective teaching of Computing, children will enhance some important skills and qualities; they will solve problems, be creative and imaginative, and develop independence as well as the ability to collaborate. This learning will help our pupils to function as active citizens in the digital future.



AREA OF FOCUS	YEAR 3 SKILLS	YEAR 4 SKILLS	YEAR 5 SKILLS	YEAR 6 SKILLS
<p>Computer Science (CS)</p> <p>*physical systems – to be confirmed</p>	<p>Write programs that accomplish specific Goals</p> <p>Use sequence in programs</p> <p>Work with various forms of input</p> <p>Work with various forms of output</p>	<p>Design programs that accomplish specific goals</p> <p>Design and create programs</p> <p>Debug programs that accomplish specific goals</p> <p>Use repetition in programs</p> <p>Control or simulate physical systems*</p> <p>Use logical reasoning to detect and correct errors in programs</p> <p>Understand how computer networks can provide multiple services, such as the World Wide Web</p> <p>Appreciate how search results are selected</p>	<p>Solve problems by decomposing them into smaller parts</p> <p>Use selection in programs</p> <p>Work with variables Use logical reasoning to explain how some simple algorithms work</p> <p>Use logical reasoning to detect and correct errors in algorithms</p> <p>Understand computer networks, including the internet</p> <p>Appreciate how search results are ranked</p>	<p>Design programmes using computing language (Python)</p> <p>Solve problems using a selection of software/programming.</p> <p>Control or simulate physical systems*</p> <p>Use logical reasoning to detect and correct errors in programs</p> <p>Work with variables Use logical reasoning to explain how some simple algorithms work</p>
<p>Information Technology (IT)</p>	<p>Use search technologies effectively</p> <p>Use a variety of software to accomplish given goals</p> <p>Collect information</p> <p>Design and create content</p> <p>Present information</p>	<p>Select a variety of software to accomplish given goals</p> <p>Select, use and combine internet services</p> <p>Analyse information</p> <p>Evaluate information</p> <p>Collect data</p> <p>Present data</p>	<p>Combine a variety of software to accomplish given goals</p> <p>Select, use and combine software on a range of digital devices</p> <p>Analyse data</p> <p>Evaluate data</p> <p>Design and create systems</p>	<p>Ebedding</p> <p>Combine a variety of software to accomplish given goals</p> <p>Select, use and combine software on a range of digital devices Analyse data</p> <p>Evaluate data</p> <p>Design and create systems</p>

Art

ABOUT THE SUBJECT

Our aim is to ensure that the Art experience is embraced in all areas of the Curriculum as well as focusing on children's technical skills. Children are able to learn new skills and to improve skills already acquired, in two and three dimensional art and design.

We aim to give children new and first hand experience with a variety of media which enables them to express what they observe and imagine in visual form. When working on a project, they learn how to use materials and develop their techniques to become proficient in drawing, painting, sculpture and other art, craft and design techniques.

They are then able to describe and evaluate their work and that of others. Children also experience visits to collections and museums as well as working with visiting artists and organisations within school. They will study great artists and designers as well as traditional art from different cultures and understand how they have contributed to world history and society.



AREA OF FOCUS	YEAR 3 SKILLS	YEAR 4 SKILLS	YEAR 5 SKILLS	YEAR 6 SKILLS
<p>Exploring and Developing Ideas</p> <p>Record from first-hand evidence, experience and imagination for a variety of purposes</p> <p>Question and make thoughtful observations about starting points for work</p> <p>Collect visual and other information to develop ideas, including using a sketchbook</p>	<p>My ideas are shown in my:</p> <p>Drawings, Paintings, Collage work, Textile Work, Printing, Sculpture, and photographs (I am always looking at lines, patterns, textures, shapes and colours)</p> <p>I can recount my work in my Art Sketch Book</p> <p>I write about my ideas, using 'annotation' in my Art Sketch Book</p>	<p>My ideas are shown in my Drawing, Painting, Collage, Textiles, Sculpture, and Photography</p> <p>To help me to communicate my ideas I consider</p> <p>Colour, Pattern, Texture, Line & tone, and Shape & form. (I am able to use these terms correctly when I talk about my work.)</p> <p>I keep notes about the purpose of my work in my Art Sketch Book, using labels, captions and short paragraphs.</p>	<p>In my work:</p> <p>I look at familiar still-life objects to paint and draw</p> <p>My work uses both visual and tactile qualities. Sometimes they are combined in one piece of work</p> <p>My work has a purpose and a meaning. I use:</p> <p>Drawing, Painting, Collage, Print, Digital Media, Textiles, and Sculpture</p>	<p>My work communicates movement as well as still life</p> <p>My 3d work involves:</p> <p>Sculpture, Modelling, Artefact design, Textiles, and Ceramics</p> <p>and I use a number of techniques to represent my ideas</p> <p>My 2d work is refined and I experiment with styles to reflect my ideas.</p>
<p>Investigating and Making</p> <p>Investigate and combine visual and tactile qualities and match them to the purpose of their work</p> <p>Apply and develop use of tools and techniques, including drawing</p> <p>Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods</p>	<p>I investigate:</p> <p>Drawing Collage Textiles Printing Sculpture, and Photos to see how I can best use them to get across my ideas.</p> <p>I experiment with ways of framing images</p> <p>I investigate shapes, patterns and textures</p>	<p>I experiment with different materials and techniques to find the best ones for the purpose of my work</p> <p>I know that art can be both visual and tactile. I choose the best combination for my I am beginning to understand the viewpoints of others by looking at images, people, places and so on from a different angle</p> <p>I can make useful comments on the ideas of others</p> <p>I can describe and explain art from other cultures, and know how artefacts came to be in museums.</p>	<p>I take meaning from:</p> <p>Images, Stories, Drama, Music, the Natural world, and Artefacts</p> <p>to generate ideas for my work</p> <p>I combine: Colour, Pattern, Texture, Line & tone, Shape & form</p> <p>to suit the purpose of my work</p>	<p>I work out which visual information I need and combine this with other information</p> <p>I link the materials I use to the idea that I have</p> <p>I investigate how to organise and combine</p> <p>Line, Tone, Shape, and Colour</p> <p>to represent figures and forms in movement</p>

AREA OF FOCUS	YEAR 3 SKILLS	YEAR 4 SKILLS	YEAR 5 SKILLS	YEAR 6 SKILLS
<p>Evaluating</p> <p>Compare methods and ideas used in their own and others' work and say what they think and feel</p> <p>Adapt work in response to their feelings about it</p>	<p>I work independently or as part of a group when I am observing, investigating or making.</p> <p>I know about art from other cultures</p> <p>I know about artists and craftspeople from other times. I can talk about the similarities and differences between my own and other's work</p> <p>I adapt and improve my own work</p> <p>I keep notes in my Art Sketch Book of how I would change my work.</p>	<p>I adapt and improve my work, thinking about the purpose of the work</p> <p>I suggest improvements to my work and keep notes in my Art Sketch Book</p> <p>I keep notes about the purpose of my work in my Art Sketch Book, using labels, captions and short paragraphs</p>	<p>I look at my own work and that of others, discussing whether it meets the purpose.</p> <p>I keep notes in my Art Sketch Book about how I might develop my work further</p> <p>I learn about the work of others through looking at their work in books, the Internet, visits to galleries and other sources of information</p>	<p>I look very carefully at the methods I use and make decisions about the effectiveness of my methods</p> <p>I compare my methods to those of others and keep notes in my Art Sketch Book</p> <p>I adapt and refine my work to reflect its meaning and purpose, keeping notes and annotations in my Art Sketch Book</p>

History

ABOUT THE SUBJECT

We aim to ensure children are curious about the past. Our teaching in history will support them in gaining a coherent knowledge and understanding of Britain's past and that of the wider world. It will equip pupils to ask perceptive questions, think critically, weigh evidence and arguments, and develop perspective and judgement.

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and find out how and why contrasting arguments and interpretations of the past have been constructed
Within our topic based approach to learning our planning ensures the progression described above through teaching from British, local and world history



AREA OF FOCUS	KEY ELEMENTS	YEAR 3 SKILLS	YEAR 4 SKILLS	YEAR 5 SKILLS	YEAR 6 SKILLS
<p>A) Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>F) Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p>Chronological understanding Using terminology Ordering and sequencing</p>	<p>Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods.</p> <p>place the time studied on a time line sequence events or artefacts use dates related to the passing of time and language such as BC and AD.</p>	<p>Pupils show a clearer understanding of chronology by their realisation that the past can be divided into different periods of time and are aware that many of these overlap.</p> <p>They recognise some of the similarities and differences between these periods, and their use of dates and terms such as BC and AD, decade, century and millennium.</p>	<p>Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>They use this to describe characteristic features of past societies and periods,</p> <p>Identify changes within and across different periods and begin to give reasons for these.</p>	<p>Pupils show greater factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>They use this to describe characteristic features of past societies and periods and have a greater understanding and appreciation of the events and social, political, religious etc factors which shaped these.</p> <p>Identify changes within and across different periods and the reasons for and results of these</p>
<p>A) Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>B) Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>D) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>Knowledge and understanding of events, people and changes in the past Identifying Describing Explaining Making links and comparisons</p>	<p>They show knowledge and understanding of some of the main events, people and changes studied.</p>	<p>They show knowledge and understanding of some of the main events, people and changes studied.</p> <p>They are beginning to give a few reasons for, and results of, the main events and changes.</p>	<p>They show knowledge and understanding of some of the main events, people and changes studied.</p> <p>They are able to give more detailed reasons for, and results of, the main events and changes.</p>	<p>Pupils show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>They use this to describe features of past societies and periods and to begin to make links between them.</p> <p>They describe events, people and changes.</p> <p>They describe and make links between events and changes and give reasons for, and results of, these events and changes, showing a greater understanding and appreciation of the events and social and political factors which shaped these.</p>

AREA OF FOCUS	KEY ELEMENTS	YEAR 3 SKILLS
E) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	Historical interpretations Identifying Interpreting Explaining events	They identify some of the different ways in which the past is represented
D) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses E) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	Historical Enquiry Enquiry Using sources	They use sources of information to answer questions about the past
C) Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' F) Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	Organisation and Communication Using terminology Selecting Organising Communicating/ deploying	They are making appropriate use of dates and terms and understand that history can be communicated in different ways

YEAR 4 SKILLS	YEAR 5 SKILLS	YEAR 6 SKILLS
They identify some of the different ways in which the past is represented and begin to evaluate the usefulness of these different representations. Start to consider the reliability of sources, beginning to understand concepts such as bias.	They identify different ways in which the past is represented evaluate the usefulness of these different representations, understanding concepts such as bias and evaluating sources as reliable evidence.	They know that some events, people and changes have been interpreted in different ways by different people and suggest the possible reasons for this, evaluating sources of information for reliability and usefulness, thinking about what evidence is available and what it may suggest.
Pose their own questions and use sources of information to answer questions about the past, recognising that it is important to check and cross-reference information gathered with other sources.	Pose their own questions and use sources of information to answer questions about the past, recognising that it is important to check and cross-reference information gathered with other sources. They show some understanding that aspects of the past have been represented and interpreted in different ways and begin to evaluate these for accuracy and bias.	Using their knowledge and understanding, pupils are beginning to evaluate primary and secondary sources of information and identify those that are useful for particular tasks and to answer particular questions. Evaluate sources for reliability. Use their knowledge of a period of history or event to explore and make conclusions about artefacts.
They are making appropriate use of dates and terms and understand that history can be communicated in different ways and that there are different sources of evidence. Begin to make connections with how some international history has influenced our own, such as the legacy of invasion (Romans, Vikings etc).	They are beginning to produce structured work, making appropriate use of dates and terms, understanding there are a range of factors which have influenced history and starting to make connections with how international history has influenced our own and vice-versa.	They select and organise information to produce structured work, making appropriate use of dates and terms, showing an understanding of how cultural, economic, military, political, religious and social factors have had and can have a bearing on events. Make connections with how international history has influenced our own and vice-versa, including terms such as empire, commonwealth etc.

Geography

ABOUT THE SUBJECT

Internationalism plays an important part of our curriculum and encourages the children to think about their place and role in the world, how their lives and the lives of others are affected by the actions of others and world events.

Through our 'creative curriculum,' we study the local area, Great Britain and other countries throughout Europe and the wider world using an integrated approach throughout the school. Our programme of study goes beyond the expectations of the Primary Curriculum.

Through studying different environments throughout the world they are encouraged to find differences and similarities in cultural, social and economic areas.

This is also done through links with International Schools, studying languages and through working on charitable projects such as Water Aid and through our partner school in Malawi.

Our aim is to equip children with a wide range of geographical skills and understanding and to foster a sense of inquiry as well as knowledge of key geographical features. Connections are made with current events such as the Olympics and Football World Cup.



AREA OF FOCUS	KEY ELEMENTS	YEAR 3 SKILLS	YEAR 4 SKILLS	YEAR 5 SKILLS	YEAR 6 SKILLS
Location Knowledge	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p>Locate and name the continents on a World Map.</p> <p>Locate and name the main counties and cities in East Anglia.</p> <p>Locate and name the countries making up the British Isles, with their capital cities. Locate and name main counties and cities in England. Compare 2 different regions in UK rural / urban.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p> <p>Linking with local History, study change in land-use and the city of Norwich over time. Possible links to farming topic.</p>	<p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Locate the main countries of Europe. Identify capital cities of Europe.</p> <p>Compare a region of the UK with a region in Europe – land-use, physical and human geography.</p> <p>Linking with History, compare land use maps of UK from past with the present linking to work on Romans, Iceni and Vikings.</p>	<p>Locate the main countries in North or South America. Locate and name principal cities.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere (links to science and Space). Tropics of Cancer and Capricorn.</p> <p>Identify the position and significance of latitude/ longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Possible links to fair trade and food technology.</p>	<p>On a world map locate the main countries in Africa, Asia and Australasia/ Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in Britain / local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Compare a region in UK with a region in the world with significant differences and similarities. Possible links to current affairs work and to work in history looking at monarchy and Commonwealth.</p>

AREA OF FOCUS	KEY ELEMENTS	YEAR 3 SKILLS	YEAR 4 SKILLS	YEAR 5 SKILLS	YEAR 6 SKILLS
Human and Physical Geography	<p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p> <p>Looking at local settlement and land use over time.</p> <p>Describe and understand key aspects of physical geography, including rivers. Local and UK rivers.</p> <p>Links to country outside of UK – Malawi. Distribution of natural resources. Water.</p>	<p>Human geography including trade links in the Pre-roman and Roman era. Types of settlements in Britain linked to history – Iceni, Romans, Vikings, Anglo-Saxons.</p> <p>Describe and understand key aspects of physical geography including Rivers and the water cycle (links to science and changing state).</p> <p>Work on Volcanoes and earthquakes linking to 'Active Planet' topic. Looking at plate tectonics and the ring of fire.</p>	<p>Human geography including trade .</p> <p>Fair/unfair distribution of resources (Fairtrade) linked in with work on South America and rainforests. (Look at 'Foncho' and bananas resources)</p> <p>Climate zones, biomes and vegetation belts (link to work on Rainforest).</p>	<p>Describe and understand key aspects of physical geography including coasts, mountains and rivers.</p> <p>Distribution of natural resources. Links to trade and industrial revolution / changes during reign of Queen Victoria.</p>
Geographical Skills and Field Work	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn N,S,E,W using a compass, 2 figure grid reference (link to maths / co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans, digital photographs etc. Possible link with 'Norwich River Afternoon' painting to create own sketches / photographs and create modern day versions. Looking at evidence of changes over time in local area</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass. Orienteering challenge. Four-figure grid references. Extend range of symbols recognised / used.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Possible trips to Roman settlements (e.g. Caistor St Edmund).</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. Understand and use a range of different maps, including land-use, topographical, population etc.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area. Possible trips to study rivers / coasts.</p>

Languages

ABOUT THE SUBJECT

At Avenue Junior School, the children have the opportunity to learn French. Languages are taught for an hour a week, typically as two 30 minute lessons, supplemented with revision games and activities integrated into other areas of the curriculum, including PE.

The emphasis is on developing communication skills and building confidence through games, songs and role plays using simple language developing to written language in Years 5 & 6.

We are currently developing links with schools in France, which contextualises the language learning experience and provides the children with opportunities to communicate with native speakers and develop intercultural understanding.

Other languages are also introduced linked to curriculum work, we celebrate the cultural diversity of our school with an annual languages day where all staff and pupils share a range of language experiences. We also explore the origins of the English Language through work in English.



YEAR 3 SKILLS	YEAR 4 SKILLS	YEAR 5 SKILLS	YEAR 6 SKILLS
<ul style="list-style-type: none"> • Repeat words modelled by a teacher; listen and show understanding of single words through physical response • Listen and identify rhyming words and particular sounds in songs and rhymes. • Recognise a familiar question and respond with a simple rehearsed response. Name objects and actions and link words with a simple connective. • Identify individual sounds in words and pronounce accurately in sequence; start to recognise the sounds of some letter strings. • Name nouns and present a rehearsed simple statement. • Read and show understanding of familiar single words. • Join in with actions to accompany familiar songs, stories and rhymes. • Use strategies for memorisation of vocabulary; be familiar with the layout of a bi-lingual dictionary. • Write single familiar words from memory with understandable accuracy (describing people, places, things and actions using a model.) • Be aware of the form of word classes – nouns, adjectives, adverbs, verbs and connectives and be aware of similarities in English. 	<ul style="list-style-type: none"> • Listen and show understanding of short phrases through physical response. • Listen and identify words in songs and rhymes and demonstrate understanding. • Ask and answer several simple and familiar questions with a rehearsed response. Use familiar vocabulary to say simple sentences using a language scaffold. • Read and recognise some letter strings in familiar words and pronounce when modelled; observing silent letter rules and different phonetics. • Make simple rehearsed statements about themselves, objects and people. • Read and show understanding of simple familiar phrases and short sentences. • Say a simple rhyme from memory; join in with words of a song or storytelling. • Use context to predict the meaning of new words; use a bi-lingual dictionary to find the meaning of individual words in the target language and English. • Write simple familiar short phrases from memory with understandable accuracy (to describe people, places, things and actions using a language scaffold.) • Name the gender of nouns; name the words for the indefinite article for both genders and use correctly; say how to make the plural form of nouns; name the 1st and 2nd person pronouns; use the correct form of regular and high frequency verbs in the present tense with 1st and 2nd person pronouns; state the position of most adjectives and demonstrate use; make a positive sentence negative; construct a simple sentence with a noun, verb and adjective. State the differences and similarities with English. 	<ul style="list-style-type: none"> • Ask and answer more complex familiar questions with a scaffold of responses. Ask for clarification and help. • Follow the text of familiar rhymes and songs identifying the meaning of words. • Listen and show understanding of more complex familiar phrases and sentences. • Use familiar vocabulary to say more complex sentences using a language scaffold. • Read and pronounce familiar words accurately using knowledge of letter string sounds as support; observing silent letter rules (applicable in French). • Use a language scaffold to present information and descriptions in simple sentences using familiar and rehearsed language. • Read and show understanding of a complex sentence using familiar language. • Follow the simple text of a familiar song or story and sing or read aloud. Use context and prior knowledge to determine the meaning of words; use a bi-lingual dictionary to identify the word class. • Write familiar complex sentences from memory with understandable accuracy. • Explain the agreement of adjectives and nouns and demonstrate use; be aware of the position of some adjectives in front of a noun; use the correct form of 3rd person singular (plural) of regular and high frequency verbs; name the words for the definite article and use correctly; construct more complex sentences, some with relative clauses; explain and use elision. State the differences and similarities with English. • Write and say a more complex sentence to describe people, places, things and actions using a language scaffold 	<ul style="list-style-type: none"> • Read the text of familiar rhymes and songs and identify patterns of language and link sound to spelling. • Engage in a short conversation using familiar questions and express opinions. • Listen and show understanding of more complex sentences containing familiar words and gist with unfamiliar words. • Manipulate language using a language scaffold to present their own ideas and information in more complex sentences. • Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings; liaison and silent letter rules. • Manipulate language to create and say own sentence using familiar language. • Read and show understanding of a series of complex sentences using familiar language. • Follow a more complex text of a familiar song or story and read aloud; read and understand the gist of an unfamiliar text using familiar language. • Use a bi-lingual dictionary to find the meaning of words in a written material and understand their meaning in its context.

Music

ABOUT THE SUBJECT

Here at Avenue Junior School, we encourage the children to play a variety of tuned and untuned percussion instruments. They are taught the elements of music, such as rhythm, pulse, pitch, harmony and the basis of musical notation in class lessons.

Each class has the opportunity to enhance their composition skills using ICT software. During our annual Performing Arts Week, the children are encouraged to appreciate the diverse musical world by listening to, singing and composing music from all cultures.

Many visitors to school enhance the children's musical experience through a range of musical workshops provided during Performing Arts Week, often involving and celebrating the cultural diversity of the local community.

Children also have opportunities to practise their musical skills through other areas of the creative curriculum. As members of a 'singing school' and part of the 'Sing-up' programme, all children have the opportunity to sing together in year group choirs, which always perform very successfully in the local music festival at St Andrew's Hall.

Further opportunities for singing are given in assemblies, performances and in Christmas and other concerts. The school has an impressive number of children who learn instruments both at home and in school, with a large school orchestra drawn from these children. Each week, many musicians across the school are able to attend ensembles such as String group and Concert band.

Extra provision is made for our 'gifted and talented' musicians to rehearse and perform in separate lunchtime ensembles. Peripatetic members of the Norfolk Music Service visit our school each week, in order to teach the large variety of orchestral instruments for which we offer tuition at school.

AREA OF FOCUS	YEAR 3 SKILLS	YEAR 4 SKILLS	YEAR 5 SKILLS	YEAR 6 SKILLS
<p>Controlling sounds through singing and playing (performing)</p>	<p>I can take part in singing songs as an individual and a group.</p> <p>I can follow instructions on how to sing or play an instrument.</p> <p>I can sing quietly and loudly, taking notice of the instructions of the conductor.</p> <p>I can sing short and long, high and low notes.</p>	<p>I can perform more confidently as part of a group, singing in 1 or 2 parts.</p> <p>I can change the way I play an instrument, learning and applying skills and techniques, to achieve different effects.</p> <p>I can use crescendo and diminuendo.</p> <p>I take turns to try and lead a group.</p>	<p>I can sing or play from memory with confidence.</p> <p>I can perform with expression</p> <p>I can sing in unison and I am beginning to sing in harmony.</p> <p>I maintain my part with awareness of what others are playing.</p> <p>To become more confident in leading a group.</p> <p>I can sing in harmony or in unison.</p>	<p>I sing a harmony part confidently and accurately.</p> <p>I maintain my parts with awareness of what others are playing, adapting if necessary.</p> <p>I perform showing great expression and confidence.</p> <p>I can project my voice clearly.</p> <p>To feel confident and capable of leading and instructing a group.</p>
<p>Creating and developing musical ideas (composing)</p>	<p>I can make a sequence of long and short sounds with some help.</p> <p>I can clap a variety of different patterns</p> <p>I am beginning to use ICT to explore musical ideas.</p>	<p>I demonstrate imagination when composing melodies or rhythms.</p> <p>I can use ICT to compose and organise some of my ideas.</p>	<p>I demonstrate imagination and confidence when making sounds using my voice or a variety of other instruments.</p> <p>I can use ICT to compose, organise and edit my ideas.</p> <p>I appreciate harmonies and work out how drones can be used to accompany singing.</p>	<p>I am confident with the use of music ICT and I am able to make layered compositions.</p> <p>I can use a variety of different musical devices including; melodies, rhythms and chords</p> <p>I appreciate harmonies and work out how drones and melodic ostinati can be used to accompany singing.</p>

AREA OF FOCUS	YEAR 3 SKILLS	YEAR 4 SKILLS	YEAR 5 SKILLS	YEAR 6 SKILLS
<p>Responding and Reviewing (appraising)</p>	<p>I can say whether a song sounds happy or sad.</p> <p>I can reflect upon my work and offer some improvements.</p> <p>I can describe music I hear and compare it with music of contrasting styles</p>	<p>I can identify cyclic patterns</p> <p>I can reflect upon my work, offer some improvements and justify my reasons.</p> <p>I can describe music I hear and compare it with music of contrasting styles and genres using appropriate element vocabulary.</p>	<p>I understand how lyrics reflect the cultural context and have social meaning.</p> <p>I can reflect upon my work, offer some well thought through improvements and justify my reasons.</p> <p>I can describe music I hear and compare it with music of contrasting styles and genres using appropriate element vocabulary.</p>	<p>I understand how lyrics reflect the cultural context and have social meaning.</p> <p>I use this knowledge to enhance my own compositions.</p> <p>I refine and improve my work with confidence and offer explanations for any changes.</p> <p>I can describe music I hear and compare it with music of contrasting styles and genres using appropriate element vocabulary.</p>
<p>Listening and applying knowledge and understanding</p>	<p>I know how some sounds are made and changed.</p> <p>I can use my voice in different ways to help create and effect.</p> <p>I can listen out for different types of sounds.</p> <p>I can identify different instruments within a song.</p> <p>I understand the different cultural meanings and purposes of music</p>	<p>I am beginning to use my own marks and symbols to record my ideas and competitions.</p> <p>I recognise a few of the formal written symbols.</p> <p>I understand the different cultural meanings and purposes of music</p>	<p>I am using a variety of informal and formal signs and symbols to record my work.</p> <p>I recognise a few of the formal written symbols and can suggest the number of beats they represent.</p> <p>I understand the different cultural meanings and purposes of music</p>	<p>I am beginning to recognise and use more of the formal symbols to record my work.</p> <p>I use my musical vocabulary confidently to help me understand how best to combine the musical elements.</p> <p>I understand the different cultural meanings and purposes of music</p>

Personal, Health and Social Education

ABOUT PSHE

Personal, social, health and citizenship education is an integral part of the ethos of Avenue Junior School. We have also allocated a planned curriculum time for PSHE to ensure that the subject is covered according to the Primary Curriculum non-statutory guidance.

The PATHS (Promoting Alternative Thinking Strategies) programme has been adopted for the teaching of most aspects of PSHE in school. We were awarded the Enhanced Healthy School status in 2013.

Our PSHE education programme aims to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

ABOUT SEX & RELATIONSHIP STUDIES

Sex and relationships education is integrated within the curriculum and is always taught with due regard to moral and legal considerations and with the explicit values of family life. The school has made a commitment to ensuring the whole school community recognises, respects and celebrates all the families structures reflected in our society.

A specific programme of SRE takes place annually throughout the school in the summer term. Parents are kept fully informed and may view materials used in advance.

Parents may request that children are withdrawn from sex education teaching beyond that specified in the National Curriculum or they may request to see any plans or any resources that may be used for this topic. Any withdrawal requests must be made in writing to the Head teacher.

DRUGS EDUCATION

Avenue Junior School provides a planned drug education curriculum as part of PSHE that reflects knowledge and understanding, attitudes and personal and social skills.

Our drugs education programme is based upon the principal that increased knowledge and decision-making skills empower children to take responsibility for their own actions.

At Avenue Junior School we have recognised our responsibilities to respond to educate our children about drugs use and we work in partnership with Health Services, Police, The Matthew Project and other agencies to ensure children are given the skills and knowledge to make the right choices and know where to go for help if it is needed.



	YEAR 3 SKILLS	YEAR 4 SKILLS
Autumn 1	PATHS Unit 1 – Enhancing self esteem. Unit 2 – Basic emotions. Unit 3 – Improving self control, self awareness and anger management	PATHS Unit 1 - Getting started. Unit 2 – Feelings and relationships.
Autumn 2	PATHS Unit 4 - Using our thinking skills. Unit 5 – Getting along with others.	PATHS Unit 2 – Feelings and relationships continued.. Unit 3 – Making good decisions.
Spring 1	PATHS Unit 6 – Feelings and relationships. Unit 7 – Getting along with others 2. Unit 8 – Feelings and expectations.	PATHS Unit 4 – Being responsible and caring for others. Unit 5 – Problem solving.
Spring 2	PATHS Unit 9 – Feelings about school. Unit 10 – Feelings in relationships.	PATHS Unit 5 – Problem solving continued.. Problem identification and solution.
Summer 1	Drugs Education Learning about the dangers of smoking. To be aware of the health risks of smoking. To be aware that people make their own choices in life. Keeping safe around the house.	Drugs Education Learning about the dangers of alcohol. To be able to make decisions about alcohol. To understand the implications of addiction. Road safety.
Summer 2	SRE Celebrating differences – different families, same love. 'FREE' DVD – Danni's Story (homophobic bullying) PATHS Unit 11 – endings and transitions.	SRE The meaning of a loving relationship. How a baby is born. Channel 4 DVD on how a baby is made and born. Celebrating differences. 'FREE' DVD – Jake's Story (homophobic bullying)

YEAR 5 SKILLS	YEAR 6 SKILLS
PATHS Unit 1 – Getting started. Unit 2 – Problem solving.	PATHS Unit 1 – Getting back into PATHS. Unit 2 – Study and organisational skills.
PATHS Unit 2 – Problem solving continued.. Unit 3 – Goals and identity.	PATHS Unit 2 – Study and organisational skills continued.. Unit 3 – Conflict resolution.
PATHS Unit 4 – making and keeping friends.	PATHS Unit 4a – Respect. Learning how to respect others in order to gain respect.
PATHS Unit 5 - Being responsible and caring for others	PATHS Unit 4b – Respect . Respect in the community and respecting others.
Drugs Education What are illegal drugs? To be able to make safe and well considered decisions. To know how to face challenging choices.	Drugs Education To understand that people should not be judged on how they look. To understand the impact that the media has on body image. To know that some drugs are illegal and dangerous and the role of the police with this.
SRE The changes in boys and girls during puberty. Channel 4 DVD 'boy's changes' and 'girl's changes'. Celebrating differences. 'FREE' DVD – Linus' Story (homophobic bullying)	SRE The changes in boys and girls during puberty. The importance of a loving relationship with mutual respect. Channel 4 DVD 'boy's changes' and 'girl's changes' and 'let's talk about sex'. Celebrating differences. 'FREE' DVD – Emma's Story (homophobic bullying) PATHS Unit 5 – Endings and transitions

Physical Education & School Sport

ABOUT THE SUBJECT

At Avenue Junior School, we recognise the relationship between physical health and the wellbeing of children. We are committed to providing a wide range of physical activities that motivate and engage our learners. As well as the recommended two hours per week of high quality physical education (P.E) lessons delivered by our staff, at Avenue Junior School we offer clubs and activities both before and after school through our partnerships with Premier Sports and The Sports Factory. From Year 4, the children are taken to the Sportspark at UEA for swimming lessons until they can swim 25m unaided. As part of the National Curriculum for P.E, children learn a broad range of skills which can be adapted to different sports and games.

There will be opportunities for children to represent their school in competitions and activity days with other schools in the county through our links with the Norfolk School Games. In the upper school, children will have the chance to become Avenues Sports Leaders, learning skills in planning and leadership that enable them to run sports groups and clubs for children in the lower school. We aim to create a tradition of participation and a life-long love of sports and games in our children. We hope that this will compliment healthy lifestyles choices as the children grow, and form a solid foundation for them to become happy, well-rounded individuals.



	AUTUMN 1	AUTUMN 2	SPRING 1
YEAR 3	Net/Wall (Directing the ball) BASKETBALL TAG RUGBY	Gym (Travelling with a change of direction) Invasion (Passing)- QUIKSTICKS HOCKEY	Invasion (Creating Space) Dance
YEAR 4	Net/Wall (Directing the ball) KORFBALL Outdoor Ed (Follow map and symbol trails.)	Gym (Balance) Invasion (Controlling and receiving) FOOTBALL	Gym (Receiving body weight) Invasion (keeping possession of the ball) HIGH 5 NETBALL
YEAR 5	Net/Wall (Directing the ball) TAG RUGBY	Gym (Bridges) HIGH 5 NETBALL	Invasion (Support play and formations) Swimming
YEAR 6	Net/Wall (Directing the ball) HOCKEY Gymnastics (Counter Balance)	Invasion (Attacking defending) TAG RUGBY Dance (commercial dance video)	Gymnastics (Matching and Mirroring) Invasion (Tactics) FOOTBALL

SPRING 2	SUMMER 1	SUMMER 2
Outdoor Ed (Simple orientation using maps) Gym (Stretching and Curling)	Athletics Striking and fielding TENNIS	Striking and fielding KWIK-CRICKET Athletics
Invasion (Marking and Tackling) QUIKSTICKS HOCKEY Dance	Striking and fielding KWIK-CRICKET Dance	Athletics Striking and fielding ROUNDERS
Invasion (shooting and keeping) QUIK-STICKS HOCKEY Dance (Outer Space)	Athletics Striking and fielding TENNIS	Striking and Fielding ROUNDERS Athletics
Invasion (Teamwork and formations) BASKETBALL Dance	Striking and Fielding x2 ROUNDERS Outdoor Ed (orienteeing)	Athletics Net/Wall (Develop individual shots) TENNIS

Religious Education

ABOUT THE SUBJECT

Religious Education is an entitlement for all pupils and its place in the school curriculum is an acknowledgement of the important role which beliefs and values play in people's lives, regardless of particular religious commitments.

We recognise that our pupils come from a variety of religious and secular backgrounds and welcome this diversity. Religious Education is provided according to the Norfolk Agreed Syllabus (2005).

Our aims are:

- to enable each child to explore the human experiences people share and the questions of meaning and purpose which arise from those experiences;
- to enable pupils to know about and understand the beliefs and practices of some of the great religions of the world, particularly those represented in Norfolk and the UK. Among these, Christianity has a particular place, and is taught in each year of the primary phase;
- to promote respect, sensitivity and cultural awareness by teaching about the religions represented in the region and the country;
- to affirm each child in his/her own family tradition, religious or secular;
- to provide opportunities for spiritual, moral, social and cultural development.

Parents may ask for their child to be totally or partially withdrawn from Religious Education in accordance with the Education Act 1944, sections 25(4) and 30, which was re-enacted in 1988. Reasons for withdrawal do not have to be given.

Teachers may withdraw from Religious Education. Staff are not required to give reasons for withdrawal.



AREA OF FOCUS	YEAR 3 SKILLS	YEAR 4 SKILLS	YEAR 5 SKILLS	YEAR 6 SKILLS
AT1: Considering beliefs and sources	Use religious words and phrases to identify some aspects of religion and say why they are important to their followers.	Describe simply what a believer might learn from religious stories, practices and worldviews.	Describe the impact of religion and belief on people's lives.	Develop their own lines of enquiry and explain how religious sources and evidence are used by religious believers to provide answers to questions about life and morality.
AT1: Exploring comparisons and diversity	Talk about things that some religious people have in common and things that are different.	Describe simply some things that are the same and different for people who follow religions and worldviews.	Through their own lines of enquiry, describe and compare what it is like to belong to different religious groups and worldviews.	Suggest reasons for similarities and differences in beliefs within religions as well as between religions. Consider a range of worldviews relating to questions about life and morality.
AT1: Developing language and expression	Talk about what some religious words or symbols mean.	Use some words and symbols from religions and beliefs appropriately and independently.	Use words and symbols from religions and beliefs correctly when providing descriptions and explanations.	Use an increasingly wide range of vocabulary and symbolism from different religions and worldviews when providing explanations.
AT2: Developing reasoned responses	Give a simple reason to say why they have a particular belief.	Give a reason to say why their beliefs affect their lives and compare with other people's experiences.	Use more than one reason to support their view and begin to make use of principles to support their view about religion or belief. Provide and be open to a simple challenge to their own views.	Give reasons for more than one point of view, providing several pieces of evidence to these views (eg a quotation, personal experience)

AREA OF FOCUS	YEAR 3 SKILLS	YEAR 4 SKILLS
AT2: Considering questions and looking for answers	Talk about the questions a story from a religion or worldview might make them ask.	Ask questions about religion and belief and explore different answers to them.
AT2: Exploring influences and impact	Talk about what is important to them and others, with respect for their feelings.	Identify similarities and differences about things that influence them and others.

YEAR 5 SKILLS	YEAR 6 SKILLS
Ask questions about the meaning and purpose of life, and moral decisions, and suggest answers which take into account the views of religious believers and those who hold a worldview.	Develop their own lines of enquiry and explain some of the challenges a believer may have when following their religion or worldview.
Give reasons why some people inspire or influence them or others.	Explain their own views on life's big questions, referring to who or what inspires or influences them.

Outdoor Learning

ABOUT THE SUBJECT

We value Learning Outside the Classroom as an important part of the children's curriculum experience. Each year group will have the opportunity to enhance their learning by using the school site and local area as well as enjoying trips and visits both within Norwich and further afield. The range of opportunities for Learning Outside the Classroom include activities and visits linked to our wider curriculum, a programme of Forest Schools in years 3-5, Residential Trips in years 4-6 and an extensive range of lunchtime and after school clubs which are run by staff and free to attend. We make regular use of the Plantation Garden grounds following a highly successful project in which the children were involved in the creation and

testing of information boards, child-friendly guide books and activities and lessons linked to Maths, English, Art, Technology and Science. We recognise the importance of links within the community and the positive impact that Learning Outside the Classroom can have on children's learning, engagement, social and emotional development, aspirations and general experience of the world around them. We understand that disadvantaged children often benefit greatly from these opportunities and, as well as supporting families to ensure they are able to access these, actively seek opportunities to further their life experiences.





Indigo Blue Cassidy

THE JACKSONS ALL HERO

MALERCENT

CLEVER MOON

HARRY POTTER

MORTIS'S Boy Overboard

Get our...

Hand-drawn sketches and text on a large sheet of paper, including the words 'The Jacksons' and 'All Hero'.

Hand-drawn sketches and text on a large sheet of paper, including the words 'The Jacksons' and 'All Hero'.

Curriculum Map

Year 3

TERM/ SUBJECT	AUTUMN 1 2 days, 5 weeks, 3 days	AUTUMN 2 7 weeks, 2 days	SPRING 1 2 days, 6 weeks
ENGLISH: SPOKEN, READING, COMPREHENSION & WRITING COMPOSITION	<p>Narrative writing: First to the Top by David Hill.</p> <p>Non-fiction: Writing a survival skills handbook and the diary of an explorer.</p> <p>Poetry: Learning and reciting "The Owl and the Pussycat".</p>	<p>Poetry: Creating calligrams and writing shape poetry.</p> <p>Narrative writing: Reading Stig of the Dump and Stone Age Boy. Writing a story with a Stone Age setting.</p> <p>Non-chronological reports: Reading and investigating the Stone Age settlement Skara Brae.</p> <p>Novel Study (see below)</p> <p>Poetry: Cinquains</p>	<p>Playscripts: Reading and performing The Tempest. Studying plot, characters and setting.</p> <p>Film Literacy: Creating our own animated films of The Tempest.</p> <p>Newspapers: Children will learn about the features of newspaper reports and use these to compose their own.</p>
GUIDED READING	<p>Novel Study: Children will spend two weeks per term exploring a novel and developing key reading skills such as: decoding, inference, retrieval of information, exploring characters, predicting, discussing themes, identifying new vocabulary and the language an author has used.</p>		
VOCABULARY, GRAMMAR AND PUNCTUATION	<p>Capital letters and full stops, question marks, nouns, verbs, adjectives, proper nouns, presentational features</p>	<p>Correct use of a or an, vowels and consonants, conjunctions to express time and place, adverbs, past tense</p>	<p>Past tense, direct speech, inverted commas, word families, headings and subheadings for presentation</p>
SPELLING	<p>The or sound spelt a before l and ll. Soft c. Adding the suffix -y. Adding the suffix -ly.</p>	<p>The n sound spelt kn and gn. The igh sound spelt y. Adding the suffix -ing. Homophones. The j sound.</p>	<p>The o sound spelt a after w and qu. The u sound spelt o, and the or sound spelt ar after w. Adding the suffix -ed. The r sound spelt wr. Adding the suffixes -er or -est.</p>

SPRING 2 5 weeks, 4 days	SUMMER 1 4 days, 4 weeks	SUMMER 2 7 weeks, 3 days
<p>Narrative writing: The Ice Palace In-depth study of the novel, with drama, art, reading and writing activities.</p> <p>Novel Study (see below)</p> <p>Myths: Reading the Chinese myth of Kuang Li. Creating our own myths.</p> <p>Poetry: Haikus.</p>	<p>Novel Study (see below)</p> <p>Recounts: A day in the life of an ancient Egyptian. Writing a diary entry in role as Howard Carter.</p> <p>Instructions: How to make a mummy.</p> <p>Take One Book Week: Each class will spend a full week themed around a quality picture book.</p>	<p>Letters: to the Year 2s.</p> <p>Adventure Stories: Reading and studying adventure stories and creating our own chapter stories.</p> <p>Non-chronological reports: Creating a fact sheet about the Norfolk Broads.</p>
<p>The books we will study are: Goth Girl and the Ghost of a Mouse by Chris Riddell, The Butterfly Lion by Michael Morpurgo, The Iron Man by Ted Hughes and The Firework Maker's Daughter by Philip Pullman.</p>		
<p>Commas in lists, similes and metaphors, formation of nouns using prefixes, use of paragraphs, conjunctions to express time and place</p>	<p>Prepositions, use of the present perfect tense, clauses, subordinate clauses, commas</p>	<p>Present tense, further speech punctuation, verbs for "said", adverbs, fronted adverbials</p>
<p>The ee sound spelt ey. Words ending in -il and words where s makes the zh sound. Adding the suffix -ness. Words ending in -le. Words ending in -el.</p>	<p>Words ending in -al. The ir sound spelt or after w. Adding the suffix -ful. Adding the suffix -less. Contractions and apostrophes</p>	<p>Adding the suffix -ment. Words ending in -tion. Adding the suffix -es. Possessive apostrophes.</p>

TERM/ SUBJECT	AUTUMN 1 2 days, 5 weeks, 3 days	AUTUMN 2 7 weeks, 2 days	SPRING 1 2 days, 6 weeks
MATHS	<p>Number: Place value. Counting in hundreds, representing numbers to 1000, finding 1, 10 and 100 more or less than a given number, ordering numbers, counting in 50s.</p> <p>Number: Addition and subtraction. Adding and subtracting multiples of 100, adding and subtracting 1s, 10s and 100s.</p>	<p>Number: Addition and subtraction. Adding two 3 digit numbers and understanding the concept of "exchange". Subtracting one 3 digit number from another and using exchanging.</p> <p>Number: Multiplication and division. Multiplying and dividing by 3, 4 and 8. Becoming confident with recall and use in problem solving.</p>	<p>Number: Multiplication and division: Multiplying and dividing a 2 digit number by a 1 digit number. Solving problems involving scaling.</p> <p>Measurement: Money Converting pounds and pence, adding money, subtracting money, giving change.</p> <p>Statistics: Pictograms, bar charts and tables</p>
INTERNATIONAL CREATIVE CURRICULUM (INCLUDING HISTORY, GEOGRAPHY, ART, TECHNOLOGY)	<p>An Adventure To Remember: Explorers: The class will become a team of explorers and take part in drama activities, imagining they are exploring different locations around the world. They will learn about continents and countries, famous explorers and will create maps and pieces of artwork. We will also go on journeys to the Plantation Garden and the Scout Hut on Jessopp Road.</p>	<p>Rockin' and Rollin': Stone Age: Studying the lives of early humans and how they survived. An indepth look at the Stone Age settlement of Skara Brae. Using pastels to create images of Stonehenge and cave art. Exploring evidence that helps us understand what happened a long time ago. Visit to Gressenhall to learn more about the Neolithic period.</p> <p>Inspirational Men: Learning about World Men's Day and the lives of inspirational men who can act as positive role models</p>	<p>Super Shakespeare: The Tempest: The children will study the play The Tempest and then use textile skills to create a range of characters for the play. The children will make decisions about how best to stage the play and what materials and techniques they will use. We will then use animation software to write, perform and film our own versions.</p>
SCIENCE	<p>Magnets and Forces: Investigating the strength of different magnets. Designing experiments to find out about the properties of magnets and metals. Using a forcemeter to investigate forces. Using a compass.</p>	<p>Rocks: Testing for permeability and investigating the properties of different types of rocks. Learning about how soil is formed.</p>	<p>Plants: Learning about how plants grow and the different parts of a plant. Investigating the optimum conditions for germination and growth.</p>

SPRING 2 5 weeks, 4 days	SUMMER 1 4 days, 4 weeks	SUMMER 2 7 weeks, 3 days
<p>Measurement: Length and Perimeter: Measure lengths, equivalent lengths m and cm, cm and mm, compare lengths, add and subtract lengths, calculate perimeter.</p> <p>Number: Fractions: Unit and non-unit fractions, counting in tenths, tenths as decimals, fractions on a number line, fractions of a set of objects.</p>	<p>Number: Fractions: Equivalent fractions, compare and order fractions, add and subtract fractions.</p> <p>Measurement: Time: Months and years, telling the time to the nearest 5 minutes and the minute, AM and PM, 24 hour clock, finding the duration, measuring time in seconds.</p>	<p>Geometry: Properties of Shapes: Turns and angles, right angles in shapes, compare angles, draw accurately, horizontal and vertical, parallel and perpendicular, recognise, describe and make 2D and 3D shapes</p> <p>Measurement: Mass and Capacity: Measure and compare mass, add and subtract mass, measure capacity, compare capacity, add and subtract capacity</p>
<p>You Are What You Eat: Food and Farming: Learning about the importance of farming to the UK and how land is used. Thinking about the importance of healthy living and learning about different food groups. Learning about food miles and where different food is grown in the world. Comparing UK farming with farming in our partner school in Malawi.</p> <p>Dragons! The children will investigate pneumatics and use their knowledge to design and make a pneumatic dragon</p>	<p>Walk Like An Egyptian: Ancient Egypt: Comparing Ancient Egypt and the Stone Age and the important differences between the two periods. Looking at archaeological evidence and thinking about how the invention of writing helps us to understand more about civilisations. Making canopic jars and papyrus paintings. Visit to Norwich Castle Museum for "A Day With The Ancient Egyptians".</p>	<p>Go With The Flow: The Norfolk Broads: Investigating the Norfolk Broads and finding out about how and why they were formed. Using map work and field trip skills to investigate and map out the River Wensum trail.</p> <p>Inspirational Women: Learning about the lives of inspirational women who changed the world. Finding out about the countries and players taking part in the Women's Football World Cup.</p>
<p>Animals, Including Humans: Finding out about the habitats, diet and skeletons of a range of different animals. Using keys for identification.</p>	<p>Animals, Including Humans: RSE: Learning about gender similarities and differences. Naming body parts using the correct terminology. Understanding how babies need to be looked after and what they can do at different ages.</p>	<p>Light: Learning that shadows are caused by light being blocked. Looking at how shadows change over the course of a day.</p>

TERM/ SUBJECT	AUTUMN 1 2 days, 5 weeks, 3 days	AUTUMN 2 7 weeks, 2 days	SPRING 1 2 days, 6 weeks
MUSIC	Animal Magic: Exploring descriptive sounds	Play it Again: Exploring rhythmic patterns	The Class Orchestra: Exploring arrangements
RE	How do Christians bring hope to the world?	Why do Christians celebrate Christmas?	What is the Hajj and why is it important to Muslims?
PSHE	Getting to know each other; staying safe	Understanding anger and solving problems	Making good choices
FRENCH	Greetings and introduction to French culture	Numbers – learning to count, do simple maths and tell the time	Colours – learning the names of colours and using these in games
COMPUTING	E-Safety and an introduction to the school server; Introduction to programming using “Probots” to begin to understand the key principles and language involved	Introduction to coding: using studio.code.org to introduce the idea of coding and the use of “code blocks”.	Further coding: Using the MIT Scratch program to create animations and games
PE	Tag Rugby, Hockey, Badminton, Tennis, Football, Dance, Athletics, Gymnastics, Outdoor and Adventurous Activities		

SPRING 2 5 weeks, 4 days	SUMMER 1 4 days, 4 weeks	SUMMER 2 7 weeks, 3 days
Dragon Scales: Exploring pentatonic scales	Painting with sounds: Exploring sound colours	Salt Pepper Vinegar Mustard: Exploring singing games
Why do some Christians go on pilgrimage to Walsingham?	Why do Sikhs wear the 5 Ks?	How does belief make a difference to Sikhs?
Understanding our feelings and what actions to take. Keeping friendships and playing fairly	Relationships education: learning about different families; focus on “Everyone is different, everyone is special”	Drug education: learning about smoking. Preparing for change
Days and months – finding out about the French school week and year, birthdays	Pets – learning how to describe pets and talk about pets to others	Family – describing the people in your family, meeting a French family
Lego Wedo: using coding skills to design and make moving Lego models that can be programmed	Using email safely – learning how to send and receive emails and attachments, with awareness of safety	Combining text and graphics to present work and developing internet research skills. Digital literacy (including esafety, searching for information, copyright, Google Sites etc).
Tag Rugby, Hockey, Badminton, Tennis, Football, Dance, Athletics, Gymnastics, Outdoor and Adventurous Activities		

Year 4

TERM/ SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1
ENGLISH: SPOKEN, READING, COMPREHENSION & WRITING COMPOSITION	Drama techniques: The Conquerors. Chronological reports: The battle of Watling street. Book Study: Journey by Aaron Becker	Persuasive Writing - TV toy adverts. Recounts (Pompeii) Refugee picture book – nativity	Story study: Beowulf Old English and word origins. Diversity of the English language.
WRITING ACROSS THE CURRICULUM	Diary entry – Roman Soldier Newspaper reports – Boudicca’s revolt and the Battle of Watling Street.	Diary of eruption of Pompeii. Figurative poetry using metaphor and simile for volcanoes and earthquakes. Writing based on the FWMD.	Recount – a day in the life of an archaeologist: exploring Sutton Hoo.
SPELLING	Recapping suffixes ‘ful’ Recapping suffixes added to words ending in y. (e.g. beauty to beautiful, fly to flies.) Suffixes beginning with a vowel, including ‘ing’, ‘ed’, ‘er’, ‘en’	Suffixes - ‘ly’ used to turn verbs to adverbs. Suffixes - ‘ation’ used to turn verbs to nouns. Suffixes - ‘ous’	Prefixes - un, dis, mis Prefixes - in / im Word endings ‘ture’ and ‘sure’
GRAMMAR, VOCABULARY & PUNCTUATION	Word classes. Persuasive language. Identifying nouns, verbs and adjectives. Powerful and emotive vocabulary. Using a thesaurus. Reported/directed speech. Using inverted commas. Formal/informal language Openers and conjunctions.	Prepositions. Paragraphs. Conjunctions. Apostrophes for omission. Technical language. Formal / informal. Brackets.	Commas for lists. Verbs Adverbs, starting sentences with adverbs and adverbial phrases. Use of commas after adverbial phrases. Punctuating conversations.

SPRING 2	SUMMER 1	SUMMER 2
Play scripts (Shakespeare and Modern Scripts) Figurative Poetry Writing scientifically	Book Study: There’s a boy in the girls’ bathroom by Louis Sachar Exploring different forms of poetry	Non-chronological reports. (linked to science work on habitats) Instructional writing: How to train your dragon by Cressida Cowell
Writing own version of Beowulf adventure using story mountain, building suspense, atmosphere and writing effective action scenes.	Links to habitats and living things. Creating creatures adapted to certain environments for information text: diagram, information, food chains, life cycle, adaptations etc. Create class books of creatures.	Persuasive writing – creating brochures for tourists in computing. Writing up investigations using taught skills about how to write scientifically. Writing clearly and succinctly, using appropriate terminology to avoid ambiguity
Word endings ‘sion’ (‘zhun’ sounds - e.g. division). Word endings ‘tion’, ‘sion’. Word endings ‘ssion’ and ‘cian’.	Word origins. Prefixes including re, sub, inter, super, anti and auto. Ch sounding like a k or sh in words (e.g. scheme, chemist / character, chorus). ei and ey words.	Homophones and near homophones. Possessive apostrophes. ‘ou’ words. Words with y appearing in the middle of the words.
Adjectives and building noun phrases. Different sentence types, commas phrases, clauses. Synonyms Punctuating speech – inverted commas. Nouns, pronouns and avoiding repetition	Word classes, tenses, prefixes/suffixes. Building suspense and atmosphere. Adverbs and adjectives. Compound words. Word roots and origins.	Revise word classes, punctuation and connectives. Apostrophes for omission and possession, including differences between plural and possession.

TERM/ SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1
MATHS	Number and Place Value – Counting and comparing numbers and understanding place value Number: Addition and Subtraction – mental calculations and problem solving Number: Multiplication and Division - mental calculations, multiplying and dividing by 10, 100 and 1000 and problem solving Geometry: Properties of shapes – comparing and classifying 2D shapes	Number: Addition and Subtraction – mental and written calculations and problem solving Number: Fractions – recognising fractions and comparing them including equivalent fractions and multiplying and dividing by 10, 100 and 1000 Measurement – converting and comparing units of measurement Statistics – Interpreting and presenting discrete and continuous data	Number: Multiplication and Division – mental and written calculations and problem solving Geometry: Properties of shapes – symmetry and angles Measurement – Telling the time and converting between analogue and digital clocks Number: Fractions – comparing and ordering decimals
MATHS TIMES TABLES FOCUS	2, 3, 4, 5, 8, 10 (Y3 recap)	9 and 11	6 and 7
EXAMPLES OF MATHS ACROSS THE CURRICULUM	Science - data collection and handling. Taking accurate measurements and calculating averages.	Science - data collection and handling. Taking accurate measurements and calculating averages.	Anglo-Saxon brooches - reflective and rotational symmetry.
INTERNATIONAL CREATIVE CURRICULUM (INCLUDING HISTORY, GEOGRAPHY, ART, TECHNOLOGY	Romans Invasion, Roman Britain and Boudicca's revolt. The Roman Empire and its impact on Britain. What daily life was like for the Romans? What happened when the Romans invaded Britain? In depth study of local history (Boudicca)	Volcanoes / earthquakes. Pompeii A study on volcanoes, tsunamis and earthquakes that have taken place across the world. Artist Study of Katsushika Hokusai Designing and making a model volcano	Anglo-Saxons Settlements, UK place names, use of Ordnance Survey maps. Orienteering. Film making – Beowulf. Life in Saxon Britain. Sewing a Saxon rune bag.

SPRING 2	SUMMER 1	SUMMER 2
Number: Number and Place Value – rounding Number: Fractions – rounding decimals, equivalent fractions and decimals Measurement – area and perimeter and converting and comparing units of measurement including problem solving Statistics – Interpreting and presenting discrete and continuous data	Number: Fractions – multiplying and dividing by 10, 100 and 1000 Number: Addition and Subtraction, Multiplication and Division – mental and written calculations and problem solving including money and measurement Geometry: Properties of Shapes – co-ordinates and translation Measurement: Telling the time – problems involving time	Number: Multiplication and Division – Properties of numbers Number: Fractions – recognising and comparing fractions and decimals, addition and subtraction of fractions, finding fractions of quantities and problem solving involving fractions Statistics - Interpreting and presenting discrete and continuous data
12 and 25	All multiplication and division facts up to 12x12	All multiplication and division facts up to 12x12
Accurate measurements. Data collection, data handling and graphing linked to changes of state experiments.	Problem solving and accurate measurements, perimeter and area – building bug hotels	Investigating a range of questions / statements about ourselves Collecting, recording and analysing data.
The Forgotten Kindertransport Local history study of unaccompanied child refugees fleeing the Spanish Civil War	Conservation and Ecology A conservation and ecology based study of Norfolk and East Anglia. Children will learn about endangered species, local environmental issues and how to manage these.	Habitats Adaptation Environmental Regions Exploring a range of local habitats and learning about the ways in which animals are adapted to these environments.

TERM/ SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1
SCIENCE	Scientific Enquiry	Solids, liquids and gases	Electricity
MUSIC	Play it Again Exploring rhythmic patterns.	Class Orchestra Exploring arrangements	Dragon Scales Exploring melodies and scales.
RE	Can one person inspire many? (Gandhi focus)	Why did Mary and Joseph make the journey to Bethlehem?	How does being a Muslim affect your life?
PSHE	Getting to know you. Rules and responsibilities. Exploring feelings and relationships.	Feelings and relationships continued. Making good decisions.	Relationship & Sex Education Growing and changing Body changes and reproduction Puberty Exploring gender roles Respecting body boundaries.
LANGUAGES (FRENCH)	Playtime La recreation	My Home Chez moi	My Town Ma ville
COMPUTING (E-SAFETY WORK ONGOING IN EVERY HALF TERM)	Digital Literacy: E-Safety Researching Roman facts and copying and pasting images Creating PowerPoint presentations about the Romans.	Programming: Using scratch to create a quiz about volcanoes and earthquakes.	Programming: Using a variety of media to create stop motion animations of the story of Beowulf.
OTHER CURRICULUM ACTIVITIES	This year the children in Year 4 will take part in Forest Schools sessions as well as regular cooking lessons.		

SPRING 2	SUMMER 1	SUMMER 2
Sound	Animals including humans. (digestive system, diets, teeth)	Habitats
Painting with Sound Exploring sound colours.	Salt, Pepper, Vinegar, Mustard Exploring signals.	Animal Magic Exploring descriptive sounds.
What does Jesus mean to Christians? What was good about Good Friday?	Why is Shabbat so special for Jews?	How does being a Hindu affect your life?
Drugs Education. Learning about the dangers of alcohol. Making good decisions. Understanding the implications of addiction.	Being responsible and caring for others. Problem solving.	Problem solving continued. Problem identification and solution.
Describing People Decrire les gens	The Body Le corps	Sport Le sport
Programming: Using the online programme 'lightbot' to explore sequencing, repetition and selection in programming. Transferring these skills to using the Beebots to navigate a maze	Digital Literacy: Creating digital posters to raise awareness of local environmental issues. Using social media to raise environmental awareness.	Programming: Using Kodu to design and program their own racing game.
This year the children in Year 4 will take part in Forest Schools sessions as well as regular cooking lessons.		

Year 5

TERM/ SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1
ENGLISH	<p>Kensuke's Kingdom by Michael Morpurgo</p> <p>Children will be taught how to effectively analyse a text, making inferences about the storyline and commenting on specific stylistic choices made by the author. They will aim to use these stylistic choices within their own creative writing.</p> <p>Debating Children will be taught debating and presenting skills through philosophical challenges and discussions.</p> <p>Writing pieces: Balanced argument Letter Soliloquy Description Diary entry Book review Poem</p>	<p>Non Chronological Reports on the world's Rainforests and some of the major issues facing these biomes. (3 weeks)</p> <p>Journey to the River Sea by Iva Ibbotson Short Story (3 weeks)</p> <p>Intro, middle, end Writing pieces: Information Text – animals/plants etc News Report - deforestation Persuasive letter – palm oil Short story</p>	<p>Children's authors J.K Rowling Harry Potter (Trip to Harry Potter Studios) Analyse the effect, content and characters created by J.K Rowling. Discuss the author's stylistic techniques, sharing opinions of how these texts could be improved. Compare the author's written style with a variety of other wellknown children's authors.</p> <p>Instructions Looking at features of different instructions – what is helpful and what is unhelpful. Improving a set of poorly written instructions – Link to a recipe/spell/potion Writing pieces: Description – Diagon Description - Beasts Instructions Biography /Autobiography Suspense writing – Troll (retelling events)</p>
GRAMMAR,	<p>Use of paragraphs Brackets, dashes or commas to indicate parenthesis Figurative language Nouns Extended noun phrases & 1st person Conjunctions & Sentence structure Sentences structures + all above</p>	<p>Verbs - 3rd person Relative clauses Use modal verbs to indicate degrees of possibility Use dialogue, recognise differences between spoken and written speech (contractions) ISPACED to help with starting sentences in a variety of ways. Character profiles and descriptive language using adjectives</p>	<p>Expanded noun phrases Prepositional phrases Use commas to clarify meaning or avoid ambiguity Adverbials of time Use of colon to indicate a list 3rd and 1st person Writing in a chronological order Sentence lengths for effect</p>

SPRING 2	SUMMER 1	SUMMER 2
<p>War of the Worlds A combination of drama, role play and creative writing. Children will analyse and infer details from different sources of information, create characters based on the storyline and produce their own 'first-hand' written account of the story. Journalistic writing – Looking at different newspaper reports, analysing text structure and highlighting main features. Commenting on different styles of report. Writing pieces: Written account (story)</p>	<p>Persuasive Writing Children will study the conventions of letter writing and how to best use persuasive language within their work in order to convince someone of a viewpoint or idea. Links to ICC topic Explanation Texts Children will learn to effectively communicate the purpose and function of their product for the ICC project. . Writing pieces: Persuasive piece Mission Statement (formal) Advert / Leaflet Instructions</p>	<p>Dramatic Conventions Midsummer Night's Dream Children will analyse and interpret the story of a Midsummer Night's Dream. Children will have access to the story in a variety of forms and discuss how the story may vary with each different interpretation. Children will look at examples and features associated with play scripts. Look at stage directions – why and how they are used. Poetic Style In this unit children have the opportunity to hear, read and respond to a range of poems from two contrasting writers. They write and perform their own free verse poems, inspired by those they have read and adapt to develop own style. Writing pieces: Comparison Script Poem</p>
<p>How the author shows not tells ISPACED to help with starting sentences in a variety of ways. Recognise the difference between direct and indirect speech and relate to differences between informal and formal speech structures Use of apostrophes Personal Pronouns Use of hyphens to avoid ambiguity</p>	<p>Recognising vocabulary structures that are appropriate for formal speech and writing – use of the subjunctive tense Rhetorical questions Perfect verbs</p>	<p>Use of brackets and colons in scripts Adverbs Figurative language Use a range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing.</p>

CURRICULUM MAP

TERM/ SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SPELLINGS	Words containing a silent 'b' Words containing-ible	Words containing a silent 't' Words containing -able	Words containing – ibly –ably -ent	Words containing - ence ei	Words containing - ant -ance – ancy -cious	Words containing -cial – tial - tious
MATHS	<p>Number – Place Value: Read, write, order and compare numbers to at least 1,000,000. Count forwards /backwards in Powers of 10. Interpret negative numbers. Round any number up to 1,000,000 to the nearest 10, 100 , 1,000, 10,000 and 100,000. Read Roman Numerals to 1,000 (M) and recognise years.</p> <p>Addition & Subtraction: Add & subtract numbers mentally. Calculate with numbers up to 4 digits using formal written methods. Solve addition and subtraction multi-step problems in context. numbers and solve problems using knowledge of these. Recall prime numbers up to 19.</p> <p>Statistics: Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables and timetables.</p> <p>Perimeter & Area: Measure and calculate the perimeter of composite rectilinear shapes in cm and m. calculate and compare the area of rectangles (including squares), including using standard units, cm² , m² , and estimate the area of irregular shapes</p> <p>Multiplication & Division: Multiply and divide numbers mentally. Multiply and divide whole numbers by 10, 100 and 1,000. Identify multiples and factors. Recognise and use square and cubed</p>		<p>Number – Multiplication & Division: Multiply and divide numbers mentally, drawing upon known facts. Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers. Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context. Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign. Number – Fractions: 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 $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$]. 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 $0.71 = 71/100$]. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. Number – Decimals and Percentages: Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving number up to three decimal places. Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25.</p>	<p>Number – Decimals: Solve problems involving number up to three decimal places. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. Geometry – Properties of Shapes and Angles: Identify 3D shapes, including cubes and other cuboids, from 2D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees (°) Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and $1/2$ a turn (total 180°) other multiples of 90° Geometry – Position and direction: Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. Measurement – Converting units: Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Solve problems involving converting between units of time. Measures Volume: Estimate volume [for example using 1cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]. Use all four operations to solve problems involving measure.</p>		
MATHS ACROSS THE CURRICULUM	Co-ordinates and mapping. Weather - data handling using statistics. Links to America topic.	Statistics work linked to habitat loss and species decline. Graph work based upon climate change data and greenhouse gas emissions	Capacity making potions – link to JK Rowling/Harry Potter Food Miles – link to environment	Ancient Greek Mathematicians How have Euclid and Pythagoras impacted on modern maths?	Money/currency Percentages Inflation rates DT –moving vehicles measuring, 3D shapes from 2D nets	Units of time Days months problem solving length of time – link to Mayans Calendar/ICC (History, Geography, Art, Design Technology, ICT)

TERM/ SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1
ICC (HISTORY, GEOGRAPHY, ART, DESIGN, TECHNOLOGY)	<p>Remarkable Rainforests!</p> <p>Children will learn about and explore these diverse and wonderful regions to establish just how important they are on a local, regional, national and global scale. Mapping skills will continue to be developed with children locating and naming important geographical features. Flora and Fauna – the biodiversity of the rainforest will be explored</p>	<p>Remarkable Rainforests!</p> <p>Deforestation, Palm Oil, Slash and Burn Farming, Eco-tourism and renewable energy are just some of the learning points that will leave children feeling passionate about this topic. Exploring some of the specific habitats and biomes that are needed by some rainforest creatures.</p>	<p>The First Railways</p> <p>Children will learn about the Key Dates in the History of Britain's Railways. Children will learn about the history of steam trains and how they have changed to modern as well as how and why. (Link to industrial revolution). Railway art by Henry Carr, which is linked to Harry Potter.</p>
CROSS CURRICULAR WRITING OPPORTUNITY	Creative writing – link to literacy using vivid vocabulary	Poetry – using similes and metaphors as a means of description.	Advertising the railway Letter to a conductor

SPRING 2	SUMMER 1	SUMMER 2
<p>Space, the Final Frontier.</p> <p>Children will explore the depths of our solar system, learning about the links between our Earth, Sun and Moon. In addition to this they will learn about famous and influential astronomers throughout history and how their ideas impacted on what we know today. Children will learn how day and night are created as well as the changing of the seasons in both the northern and southern hemisphere. Natural phenomena such as lunar and solar eclipses will also be explored. The history of space exploration will also be investigated. Did man really land on the moon?</p>	<p>You're Hired! Enterprise Project</p> <p>Children will learn about the world of business and economics from first hand experiences.</p> <p>Working in small teams, children will have to design, create, market and sell a product of their own invention. They will explore a range of information to inform their designs and by looking at different case studies they will be able to choose the best sales techniques and marketing strategies for their products. All of this has to be done however within the strict financial and time constraints of the Avenues Bank (known for their strict, no-nonsense approach to business!)</p> <p>Link to English – Persuasive Techniques</p>	<p>Mysterious Mayans</p> <p>Who were the Mayans and what have we learnt from them?</p> <p>Children will explore the chronology of the Mayans on a timeline, identifying other historical events to put a perspective on when and for how long this civilisation existed.</p> <p>We will learn and explore many aspects of the Ancient Mayans, including food and farming, warfare, religion and social structure.</p> <p>As part of this unit, children will conduct some research in groups which will culminate in a Mayan Museum at the end of term.</p>
Balanced Arguments/Report Writing – Was the moon landing just a hoax? Children will weigh up the evidence both for and against this question.	Persuasive writing – leaflet on why public should invest in our products – posters etc. USP	Non Chronological Report on Ancient Mayans

TERM/ SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1
SCIENCE	Adaptation – Life Cycles Plants Key learning points: Name and explain the functions of some parts of a flower; describe the processes of pollination, fertilisation, seed dispersal and germination	Adaptations – Life Cycles Animals Living things need to reproduce if the species is to survive and recognise stages in the growth and development of humans. Anti-smoking Drugs education Sex and Relationships Education	Forces Key leaning points: identifying forces using arrows, investigating upthrust in different liquids, investigating air resistance
ICT	Using the internet Cyber safety – Search engines, social media and email. Focussed research - how to skim and scan texts. How to create and effective PowerPoint presentation.	Coding Children will use Scratch and learn how to code in order to create their own animation.	Coding Children will use Microsoft's Kodu as a tool to create, design and code their on control based game.
RE	What can the Sagrada Familia tell us about the Life of Jesus?	What difference does reading the Bible make to Christians?	What difference does reading the Qur'an make to Muslims?
PSHE	PATHS Getting Started	PATHS Problem Solving Say No to Bullying	PATHS Goals & Identity

SPRING 2	SUMMER 1	SUMMER 2
Space Children will explore the phases of the moon and how the tides are influenced by the moons gravitational pull as it rotates around the earth. They will also explore how solar events such as flares and black spots can impact upon the global climate and weather.	Properties of Materials. Key learning points: testing materials for durability and friction and insulating properties.	Healthy living Exercise to stay healthy Balanced diet. Sleep
Control & Modelling Lego WeDo Using programming skills to make physical models move.	Spreadsheets Learning how to use Excel Databases Using databases to organise and search for information.	iPads Children will use Imovie to create their own Mayan inspired film or film trailer. These will be watched and evaluated towards the end of the unit.
How special is the relationship Jews have with God?	Islam: Why does having a faith make a difference to Muslims? Special Places The Hajj	Humanism: Explore ideas of humanism and discover similarities and differences to major world religions.
PATHS Making and Keeping Friends	PATHS Being Responsible and Caring for Others	SRE Changes

TERM/ SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
FRENCH	As part of French this year, children will be exploring the following topics: Holidays, Eating Out, Hobbies, School Trips, Seasons and the Environment. They will take part in a combination of spoken and written activities to help embed new language and grammar. Children will also continue to recap vocabulary that they have learnt in Years 3 and 4 such as numbers, greetings, months and birthdays.					
PE	In Games the children will participate in a half term of the following: Invasion games, Hockey and Rugby. In the summer term they will all participate in Athletics and Summer Games. In other PE lessons this year the children will be covering gymnastics, dance, swimming and outdoor and adventurous activities.					
COOKING	Children will continue to build on the excellent cooking that they have done in Years 3 and 4. They will learn about healthy eating and the importance of a balanced diet. Furthermore, good food hygiene practices will also be reinforced. Children will learn to cook a variety of mainly savoury foods with the hope that they feel inspired to cook and bake at home. Soup, flatbreads, sausage rolls, fajitas are all on the menu this year!					

Year 6

TERM/ SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1
ENGLISH WRITING	<p>Chronological reports Looking at the organisational features and style of a newspaper report. Producing reports about the Battle of Hastings.</p> <p>First person recounts Creating diary entries based on our knowledge of historical features we have studied in ICC.</p> <p>Poetry Writing narrative poetry based on 'The Highwayman' by Alfred Noyes.</p>	<p>Shakespeare Exploring the works of William Shakespeare. Looking in depth at Macbeth. Investigating the author's style and techniques. Writing a biography, witches' chant, soliloquy and rap.</p> <p>Producing an in depth character study. Drama activities performing in role as one of the characters.</p>	<p>'Holes' by Louis Sachar Identifying language and organisational features. Identify the devices the author uses to engage the reader. Analyse the structure of the text and character development. Producing a range of written pieces demonstrating an understanding of the characters and themes in the novel.</p>
GRAMMAR & PUNCTUATION	Colons, semi-colons, ellipsis, formal and informal language.	Brackets, colons and semi-colons, phrases and sentences, accurate use of commas and hyphens	Determiners, subjunctive mood, correct use of inverted commas, single dashes, tenses, subject and object, passive and active voice.
READING	<p>Novel Study Children will spend half a term exploring a novel, and using this to improve key reading skills such as: inference, retrieval, predicting, summarising, identifying themes, identifying how language contributes towards meaning and providing reasoned justifications of the children's own views. The books studied will be: Skellig by David Almond Clockwork by Phillip Pullman The Silver Sword by Ian Serraillier Animal Farm by George Orwell The final book will be studied during summer 2.</p>		

SPRING 2	SUMMER 1	SUMMER 2
<p>Stories with Flashbacks Immerse pupils in visual and written narratives including 'The Man with the Yellow Face' by Anthony Horowitz and 'The Piano' by Aidan Gibbons. Pupils use these to inspire their own flashback stories.</p> <p>Poetry Poems in different forms including free verse and using everyday sayings. Memorising and performing poetry in small groups.</p> <p>Duxford inspired writing Producing leaflets, diaries and letters from fighter pilots.</p>	<p>Non-chronological reports Writing reports linked to our ICC work about the Shang Dynasty. Take one book Each class in school will theme their week's lessons around a chosen novel. Factfiles Inventing imaginary creatures and creating factfiles of information about</p>	<p>Persuasive writing Investigating the features and style of this type of writing in order for the pupils to write their own persuasive piece based on Disney's 'Cars'. Writing in response to film Using film clips (including 'Mr W' and 'Nightshift') to inspire writing from different genre including narrative and</p>
Nouns and noun phrases, verbs, adjectives, adverbs, prepositions and conjunctions.	Apostrophes, word families, bullet points, synonyms, antonyms.	Prefixes and suffixes, recap of grammar learnt over the key stage.
<p>Non-Fiction Distinguishing fact and opinion. Exploring how structure and presentation contribute towards meaning. Poetry Exploring the effect intonation, tone and volume has when performing poetry.</p>	<p>Revision Class teachers will revisit some of the key reading skills that children still need to practice, ready for SATs in May. Poetry Learning a range of poems and reciting them by heart.</p>	<p>Novel Study Children will study the final Year 6 novel (see Autumn term).</p>

TERM/ SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SCIENCE	<p>Animals including Humans Identifying the main parts of the human circulatory system. Recognising the impact diet, exercise and drugs have on the body. Looking at how water and nutrients are transported within animals.</p>	<p>Electricity Associate the brightness of a lamp with the number of voltage cells used in a circuit. Compare and vary how components function (such as bulbs, buzzers, switches). Use circuit symbols when drawing circuit diagrams.</p>	<p>Evolution and inheritance Recognising that living things change over time and that fossils provide clues to this. Recognising that living things produce offspring that vary and are not identical to their parents. Identifying how plants and animals evolve over time to adapt to their environment.</p>	<p>Light Recognise that light appears to travel in straight lines. Understand that objects are seen because they reflect light into the eye. Explain why shadows have the same shape as the object that cast them.</p>	<p>Sex and Relationships Education (SRE) Puberty, changes, personal hygiene, different families and different relationships. (more information about our SRE curriculum will be provided nearer the time)</p>	<p>Living things and their habitats Classifying living things (including plants, animals and micro-organisms) based on their characteristics.</p>
MATHS	<p>Number and Place value Counting and comparing numbers to 10 million, understanding place value. Rounding and negative numbers. Addition, subtraction, multiplication and division Mental and written calculations using the four operations. Identifying multiples, factors and prime numbers. Problem solving.</p>	<p>Fractions Comparing and ordering fractions. Using knowledge of factors to simplify fractions. Adding, subtracting, multiplying and dividing fractions. Using equivalence between fractions, decimals and percentages. Problem solving. Geometry Describing position on a grid using all 4 quadrants. Drawing, reflecting and translating shapes on co-ordinate grids</p>	<p>Number – decimals Place value to three decimal places. Multiplying by 10/100/1000. Multiplying decimal numbers by whole numbers. Division where the answer has up to 2 decimal places. Number- percentages Solve problems involving percentages and use equivalence between percentages, fractions and decimals. Number – algebra Use simple formulae, generate and describe linear number sequences and solve problems with two unknowns.</p>	<p>Measure – converting units Use, read, write and convert between standard units of measurement (length, mass, volume and time) Measure – perimeter and area Calculating and problem solving with area, perimeter and volume of regular and irregular shapes. Number – ratio Solve problems involving the use of ratio (by multiplying and dividing) Understanding scale factors</p>	<p>Geometry – properties of shapes Draw shapes accurately. Measure and calculate missing angles within shapes. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Name and illustrate the parts of a circle and their relation with each other. Problem solving Solving problems using the full range of the maths curriculum.</p>	<p>Statistics Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average. Investigations Using our knowledge of maths to solve and investigate maths problems within real life contexts.</p>

TERM/ SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1
INTERNATIONAL CREATIVE CURRICULUM (INCLUDING HISTORY, GEOGRAPHY, ART & TECHNOLOGY HISTORY/ GEOGRAPHY/ PSHE/ DRAMA	The Tudors Looking at the War of the Roses and using timelines to introduce the Tudor period. What was the Battle of Bosworth and what did it mean for England? Henry VIII and his six wives. Religious attitudes and what was Henry VIII's relationship with the church. Queen Mary and Lady Jane Grey. Tudor exploration and use of technology in map making. Francis Drake – hero or pirate? Children will research the Spanish Armada and the reasons for its eventual failure.		Rivers deep, mountain high Making structures to help traverse mountains, locating the major mountain ranges of the UK and the world. Using watercolours to paint images of mountains. Exploring how rivers are formed and how local rivers influence wildlife and the local population.
ART/ DESIGN & TECHNOLOGY	Creating a portrait gallery by looking at the work of Archimbaldo and other artists	Using cam-wheels to produce a Victorian fairground ride. Cooking a croque-monsieur while following instructions in French.	War time cooking – what meals were made during rationing?
RE	What difference might a belief in Heaven make to a Christian?	What can art tell us about the Muslim view of the world?	If life is a journey does it ever end? (Hinduism)
COMPUTING (digital literacy, including e-safety, searching for information, copyright, google sites etc.)	Games designers Children use programming blocks to design, build and evaluate a simple 'maze' style game.	Animated stories Children build on their programming skills by using scratch to create an animated version of Macbeth.	Lego Wedo Using Lego Wedo to build an algorithm to control a physical object.

SPRING 2	SUMMER 1	SUMMER 2
The Battle of Britain What is the Battle of Britain and how did it shape the future of the country? What is the 'blitz spirit'? How did people keep themselves safe? Children will learn about the events leading up to the Battle of Britain and the legacy left from the attacks. Visit to Duxford.	The Shang Dynasty A short unit of work exploring who the Shang people were and how they lived. What influence have they left on modern China? Me, myself and I Sex and relationships education, family diversity, body image, gender stereotyping and challenging stereotypes.	Is Norfolk disappearing? Exploring coastal erosion and why it happens. Conducting field work to see the impact that erosion is having on Norfolk. Lights, camera, action! Learning dance routines and songs for the end of year production. Creating props, costumes and scenery to support the production.
Cubist portraits in the style of Picasso	Cooking a range of savoury foods, using various techniques. Considering what a healthy diet looks like.	Producing a Jabberwocky mask by choosing our own medium and justifying that choice.
What would the world be like if everyone followed the ten commandments?	How does being a Buddhist affect your life?	What is the meaning of the Progressive Revelation to the Baha'is?
Radio station Planning and creating a radio broadcast using various apps.	Broadcasting Creating a movie for new Year 3 starters, using a choice of technology.	Understanding networks and the internet.

TERM/ SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1
PSHE/PATHS	Getting back into PATHS	Study and Organisations Skills	Conflict Resolution
FRENCH	In France French cities and tourist attractions. French foods. Cooking a simple French recipe.	Actions Prepositions, common verbs and simple adverbs.	My family How to talk about household tasks and family based weekend activities. Sentences in the past and present tense.
P.E.	Netball/ Gymnastics	Ultimate Frisbee/ Badminton	Football/ Dance

SPRING 2	SUMMER 1	SUMMER 2
Respect	Sex and Relationships Education (SRE)	Drugs Education/ Endings and Transitioning
A weekend with friends How to talk about activities we like to do with our friends. How to invite someone to an activity.	The future Using the future tense to talk about what we are going to do. How to use 'aller' in third person sentences.	Jobs Using a conversation structure to say what we want to do as a job. Learning how to say a selection of job titles and workplace.
Outdoor adventurous challenges/ Strength and fitness.	Athletics/ Cricket	Tennis/ Rounders