



Progression Document - Reading



West Rise Curriculum

At West Rise, we grow Literacy Explorers who...

Know how to develop a love of reading

Are able to read for pleasure

Understand how to read fluently and with confidence

West Rise Aims and Purpose		
Intent	Aims	Character Traits
Children to develop a love of reading, to read for pleasure and be able to read fluently, and with confidence, in any subject	<ul style="list-style-type: none">• 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 literacy heritage	<ul style="list-style-type: none">• Gratitude• Love of Learning• Perseverance / Resilience• Respect• Kindness• Teamwork

National Curriculum

National Curriculum Aims and Purpose		
Purpose of Study	Aims	Attainment Targets
<p>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</p> <p>The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:</p> <ul style="list-style-type: none"> • word reading • comprehension (both listening and reading) <p>It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.</p> <p>Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.</p> <p>Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.</p>	<p>The national curriculum Reading aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ➤ 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 literacy heritage 	<p>By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.</p> <p>By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.</p> <p>They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.</p>

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Subject Content

KS1 - Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading

Year2

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- 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:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - 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.

maintain positive attitudes to reading and understanding of what they read by:

- 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 and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Reading - comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Year 2

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry

- 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
- understand what they read by:
 - 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
 - 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.

- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Progression - Knowledge and Skills

Subject Content	Knowledge and Skills			
Phonics and Decoding	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

Subject Content	Knowledge and Skills			
Common Exception Words	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these	

Subject Content	Knowledge and Skills			
Fluency	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.

Subject Content	Knowledge and Skills			
Comparing, Contrasting and Commenting	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p>

		To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).	To 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. To identify main ideas drawn from more than one paragraph and to	To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates,
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Subject Content	Knowledge and Skills			
	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
Words in Context and Authorial Choice	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

Subject Content	Knowledge and Skills			
	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
Inference and Prediction	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.

Subject Content	Knowledge and Skills			
	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
Poetry and Performance	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect

Subject Content	Knowledge and Skills			
	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
Non- Fiction	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.	To use knowledge of texts and organisation devices to retrieve, record and discuss	To retrieve, record and present information from non-fiction texts.

		To use dictionaries to check the meaning of words that they have read.	information from fiction and non-fiction texts.	To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
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Progression - Vocabulary

Subject Content	Vocabulary			
National Curriculum Statements	Year 3	Year 4	Year 5	Year 6
	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet Using dictionaries to check the meaning of words that they have read Explaining the meaning of words in context Discussing words and phrases that capture the reader's interest and imagination Identifying how language contributes to meaning Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context		Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet Identifying how language contributes to meaning Asking questions to improve their understanding Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	
Ranges of text and genre	Year 3	Year 4	Year 5	Year 6
	Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes		Age appropriate texts: Reading for themselves 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 a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	
Identify vocabulary	Year 3	Year 4	Year 5	Year 6
	Identify patterns in language e.g. repetition, rhyme, alliteration <ul style="list-style-type: none"> Identify and generate words with similar meanings or linked to a specific focus 	Identify and generate words with similar and opposite meanings	Identify figurative language devices	Identify words and phrases that create a particular mood, feeling or attitude including figurative language
Explain the meanings of words	Year 3	Year 4	Year 5	Year 6
	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet <ul style="list-style-type: none"> Explain the meaning of words in given contexts Begin to discuss language to extend their interest in the meaning and 	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet <ul style="list-style-type: none"> Explain the meaning of words in given contexts Discuss language to extend their interest in the meaning and origin of words 	<ul style="list-style-type: none"> Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context Ask questions about vocabulary to improve their understanding 	Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context <ul style="list-style-type: none"> Ask questions to help clarify their understanding of vocabulary

	origin of words • Begin to use dictionaries to check the meaning	• Use dictionaries to check the meaning of words that they have read		
Explain the intended impact of words and phrases on the reader	Year 3	Year 4	Year 5	Year 6
	Discuss words and phrases that capture the reader's interest and imagination	Discuss words and phrases that capture the reader's interest and imagination giving reasons for their choices • Explain why the author has used a particular word or phrase	• Discuss how language contributes to the overall meaning • Discuss how authors use figurative language and the impact of these on the reader • Compare the impact of different language devices within a text	• Explain how words and phrases create a particular mood, feeling or attitude • Consider the impact on the reader of a range of vocabulary and language devices • Compare the impact of language devices across texts
Recognise and explain how language is linked to audience and purpose	Year 3	Year 4	Year 5	Year 6
	• Begin to recognise key vocabulary and language features from different genres and apply to writing.	Recognise key vocabulary and language features from different genres and apply to writing.	Recognise language and vocabulary used by an author for a specific genre and compare to another author, considering impact on reader.	Recognise and compare language and vocabulary features across different text types and between authors and consider impact on reader. • Suggest how language would need to change for different audiences

Progression - Curriculum Links

Subject Content	Curriculum Links
Art and Design	<ul style="list-style-type: none"> ➤ Produce creative work, exploring their ideas and recording their experiences ➤ Become proficient in drawing, painting, sculpture and other art, craft and design techniques ➤ Evaluate and analyse creative works using the language of art, craft and design ➤ Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms <p>Subject Content</p> <ul style="list-style-type: none"> • Pupils should be taught about great artists, architects and designers in history
Computing	<ul style="list-style-type: none"> ➤ Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation ➤ Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems ➤ Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems ➤ Are responsible, competent, confident and creative users of information and communication technology. <p>Subject Content</p> <ul style="list-style-type: none"> • Desktop Publishing - using text to communicate messages clearly • Repetition in Games -listing instructions • Web Page creation -add Content to own web page using a layout to suit a particular purpose
Design Technology	<ul style="list-style-type: none"> ➤ Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world ➤ Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users ➤ Critique, evaluate and test their ideas and products and the work of others ➤ Understand and apply the principles of nutrition and learn how to cook

	<p>Subject Content</p> <ul style="list-style-type: none"> • Design • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Evaluate • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand how key events and individuals in design and technology have helped shape the world <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
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English	<ul style="list-style-type: none"> ➤ 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 literacy 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 			
	Year 3	Year 4	Year 5	Year 6
	<p>The Huge Bag of Worries (where do we belong?)</p> <p>The Ordinary School Boy (Where do we belong?)</p> <p>The First Drawing (Where do we come from?)</p> <p>Stone Age Boy (Where do we come from?)</p> <p>How to Watch a Woolly Mammoth? (Where do we come from?)</p>	<p><i>Voices in the Park</i></p> <p><i>Gorilla</i></p> <p><i>Water Buffalo Days</i></p> <p><i>Kensuke's Kingdom</i></p> <p><i>Bayeux Tapestry Book</i></p>	<p>Journey to the River Sea</p> <p>The Owl</p> <p>Greek Myths</p> <p>Greek Myth Poetry</p> <p>The Island</p> <p>The Bravest Flute</p> <p>Toki</p> <p>Ning Nang Nong</p> <p>Jabberwocky</p> <p>The Highwayman</p>	<p>Flossie's Secret War Diary</p> <p>Marcia Williams</p> <p>Swimming Against The Storm by Jess Butterworth</p> <p>Secrets of the Sun King Emma Carrol</p>

Geography	<ul style="list-style-type: none"> ➤ Develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes ➤ Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time ➤ Are competent in the geographical skills needed to: <ul style="list-style-type: none"> ➤ Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
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	➤ Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.			
	Year 3	Year 4	Year 5	Year 6
History	➤ 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 abstract 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, including written narratives and analyses			
	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> ○ The meaning of 'prehistory' ○ Hunter gatherer survival ○ Sources of evidence ○ Skara Brae ○ Stonehenge ○ The Bronze Age ○ Iron Age art ○ Iron Age hillforts ○ Stone Age to Iron Age houses ○ a depth study linked to one of the British areas of study listed above ○ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ○ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p>Oy, Cave Boy (Where did we come from? Stone Age) Stig of the Dump (Where did we come from? Stone Age)</p>	<ul style="list-style-type: none"> • Britain becoming part of the empire • Roman Emperors <p>Boudica</p> <ul style="list-style-type: none"> • Anglo-Saxon invaders • Anglo-Saxon settlers • Anglo-Saxon villages • Clothing • Alfred the Great • Writing - the runic alphabet • Christianity, religious beliefs • Sutton Hoo • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice <p>Edward the Confessor and his death in 1066</p> <ul style="list-style-type: none"> • a depth study linked to one of the British areas of study listed above • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	<ul style="list-style-type: none"> • the changing power of monarchs using case studies such as John, Anne and Victoria • changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century • the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day <p>a significant turning point in British history, for example, the first railways or the Battle of Britain</p>	<ul style="list-style-type: none"> • Pharoes • Pyramids • Mythology • Daily Life <p>River Nile</p>

Latin

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.

Subject Content

- Listen attentively to spoken language and show understanding by joining in and responding
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Read carefully and show understanding of words, phrases and simple writing
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Mathematics

- Read easily, fluently and with good understanding.
- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Subject Content

Handwriting

- Increase the legibility, consistency and quality of their handwriting

Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversation, staying on topic and initiating and responding to comments

Reading

- Retrieve and record information

Music	<ul style="list-style-type: none"> ➤ Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians ➤ Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence ➤ Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. <p>Subject Content</p>
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Physical Education	<p>Aims</p> <ul style="list-style-type: none"> ➤ Acquire a wide vocabulary ➤ Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas <p>Subject Content</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversation, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising. Imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentation, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of listener(s) • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication
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Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. • Follow instructions in a range of unfamiliar situations. • Recognise when it is needed and ask for specific additional information to clarify instructions. • Ask questions that relate to what has been heard or what was presented to them. • To begin to offer support for their answers to questions with justifiable reasoning. • Use vocabulary that is appropriate to the topic 	<ul style="list-style-type: none"> • Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. • Follow complex directions/multi-step instructions without the need for repetition. • Generate relevant questions to ask a specific speaker/audience in response to what has been said. • Regularly offer answers that are supported with justifiable reasoning. • Know and use language that is acceptable in formal and 	<ul style="list-style-type: none"> • Listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the groups. • Follow complex directions/multi-step instructions without the need for repetition. • Ask questions which deepen conversations and/or further their knowledge. • Understand how to answer questions that require more 	<ul style="list-style-type: none"> • Make improvements based on constructive feedback on their listening skills. • Follow complex directions/multi-step instructions without the need for repetition. • Regularly ask relevant questions to extend their understanding and knowledge. • Articulate and justify answers with confidence in a range of situations • Speak audibly, fluently and with a full command of Standard English in all situations. • Maintain attention and participate actively in

	<ul style="list-style-type: none"> Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. Take account of the viewpoints of others when participating in discussions. 	<p>informal situations with increasing confidence.</p> <ul style="list-style-type: none"> Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. Begin to challenge opinions with respect. Engage in meaningful discussions in all areas of the curriculum. 	<p>detailed answers and justification.</p> <ul style="list-style-type: none"> Know and use language that is acceptable in formal and informal situations with increasing confidence Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class Ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions. 	<p>collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p> <ul style="list-style-type: none"> Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. <p>Offer an alternative explanation when other participant(s) do not understand.</p>
Religious Education	<ul style="list-style-type: none"> Know about and understand a range of religions and worldviews. Express ideas and insights about the nature, significance and impact of religions and worldviews. Gain the skills needed to engage with religions and worldviews. Are encouraged to learn about religion and explore the beliefs of others; 			
	<p>Year 3</p> <p>Drama - Nativity story Speaking and listening Presentation of work (including spelling of CEW and topic words) Comparison of stories and meaning within them. Hindu Stories</p>	<p>Year 4</p> <p>Speaking and listening Presentation of work (Inc. spelling of CEW and topic words) Hot seating Interviewing Diary entries Instructions</p>	<p>Year 5</p> <p>Speaking and listening Presentation of work (inc. spelling of CEW and topic words Debate Persuasive language Interviewing</p>	<p>Year 6</p> <p>Speaking and listening Presentation of work (inc. spelling of CEW and topic words Poetry Delivering a lesson Debate</p>
Science	<ul style="list-style-type: none"> Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. 			
	<p>Year 3</p> <ul style="list-style-type: none"> To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). 	<p>Year 4</p> <ul style="list-style-type: none"> To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). 	<p>Year 5</p> <ul style="list-style-type: none"> To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. 	<p>Year 6</p> <ul style="list-style-type: none"> To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality.

				<ul style="list-style-type: none"> To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
<p>S.P.H.E.R.E.</p>	<ul style="list-style-type: none"> Pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact. A sex education programme tailored to the age and the physical and emotional maturity of the pupils. (NB: in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science) 			
	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
	<p>Health: Mental Health H19 Ourselves, Growing and Changing H27, H28, H29, H35, H36 Relationships: Respecting Self and Others R33, R34 Living in the Wider World: Shared Responsibilities L1, L2, L3, L4, L5 Aspirations Work and Carers L25, L26, L28, L30, L31</p>			
	<p>The Huge Bag of Worries (Where do we belong?) The Ordinary School Boy (Where do we belong?)</p>			
	<p>The Boy at the Back of the Class By Onjali Q Rauf A group of 9 year old children and a Syrian refugee; a story of friendship, kindness and perseverance</p> <p>My Brother's name is Jessica by John Boyne A story of a 13 year old trans and bullying and coming to terms with families.</p> <p>Me, My Dad and the End of the Rainbow by Benjamin</p> <p>Dean Heart warming and funny story about family split and secrets within a biracial family</p> <p>The Most Magnificent Thing Perseverance, growth and a girl with her best friend, her dog.</p> <p>The Silence Seeker by Ben Morley A story about an asylum seeker and misunderstanding</p> <p>How to Live Forever by Colin Thompson An interesting book about a boy looking for books that help him live forever.</p> <p>Ways to Live Forever by Sally Nichols A heart wrenching story about Sam who has leukaemia written as his diary.</p> <p>Silly Billy by Anthony Browne A book about worrying and fears</p> <p>A is Amazing by Wendy Cooling A collections of poems about feelings</p> <p>For Every Child UNICEF The rights of the child in words and pictures</p>			

Marvin Gets Mad by Joseph Theobald Being angry and learning to calm down

The Paper Bag Princess Robert Munsch A good story about highlighting stereotypes

Everyone by Christopher Silas Neal A book about feelings and mindfulness

Grace and her family by Mary Hoffman A book about different types of families

The Colour Thief by Andrew Fiesk Peters A story about depression and hope

The Selfish Crocodile by Faustin Charles About selfishness and morals and sharing

What We'll Build by Oliver Jeffers A story about the foundations for life memories to cherish and love

Wilma Unlimited by Kathleen Krull A true story of Wilma Rudolph; perseverance and inspiring

Willy the Wimp by Anthony Browne Bullying and resilience

All Are Welcome by Alexandra Penfold A welcoming school

And Tango Makes Three by Justin Richardson A true story of penguins in a zoo, a story of family and love

Green Lizards and Red Rectangles by Steve Antony A story about war and peace and living together

Green Lizards and Red Rectangles and the Blue Ball " " second part

The Dot by Peter H Reynolds Freedom and making mistakes

Mixed by Arree Chung Love acceptance and understanding

Sully the Seahorse by Natalie Pritchard A rhyming book about self belief

Monty the Manatee by Natalie Pritchard Self discovery and identity

Beautiful Oops Barney Saltzberg Hooray for making mistakes

The Big Book of Families by Mary Hoffman Different families

The Big Book of Feelings by Mary Hoffman Different feelings

10,000 dresses by Marcus Ewert A modern fairy tale of identify, transgender and self belief

The Three Questions by Jon J Muth (Leo Tolstoy) Anxiety, mindfulness and living for the now

The Colour Monster Anna Llenas Moods and links to Zones of Regulation

Sad Book bu Michael Rosen Death and bereavement and remembrance

The Giving Tree by Shel Silverstein Sacrifice, giving and the gift of Love

	<p>Julian Is a Mermaid by Jessica Love Freedom and individuality</p> <p>Julian at the Wedding by Jessica Love Love, celebration, acceptance, gay wedding</p>
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Year 3 Overview

Subject		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art & Design / Design Technology		What is a landscape?	What is a landscape? What was Stone Age art like?	How do you make a Bell Beaker? What is a mosaic?	How do you make a Roman shield?	How do you make a Roman shield?	How do you make a bag for a journey?
Computing		Unit 1 - Computing systems and Networks Developing Online Safety Guidelines (Home Learning)	Unit 2 - Creating Media 1 Social & Emotional Wellbeing and Developing Resilience (Word Processing)	Unit 3 - Programming 2 Responsible Internet Use	Unit 4 - Data and Information Keeping Information Safe	Unit 5 - Creating Media 2 Digital Citizenship	Unit 6 - Programming 2 Playing Games and Having Fun
English	Narrative	A Journey to West Rise Stories in Familiar Settings <i>The Huge Bag of Worries / Changes / Once Upon an Ordinary School Day</i> Descriptive Writing <i>Stone Age Boy</i>		Roman Myths <i>The Orchard Book of Roman Myths</i> The Power of Reading <i>Escape from Pompeii</i>		News Reports <i>Escape from Pompeii / The Roman Record</i> Persuasive Writing <i>The Promise / The Journey</i>	
	Non-Fiction	Letters <i>Stuck / The Hueys in It Wasn't Me</i> Instructional Writing <i>How to Wash a Woolly Mammoth</i>		Informational Texts <i>The Secrets of Stonehenge</i> Instructional Writing		Descriptive Writing <i>Little Red Riding Hood / Into the Forest</i>	
	Poetry	Humorous Poems Creating Images				Journey Poetry	

	<i>Spellings</i>	Suffixes / Prefixes Homophones 'ei' sound / 'i' sound spelt 'y' / Words ending with the 'g' sound spelt 'gue' / 'k' sound spelt 'que' Year 3 Statutory words		Suffixes / Prefixes Homophones 's' spelt 'ch' / 'k' sound spelt 'ch' Year 3 Statutory words		Suffixes Homophones Year 3 Statutory words 'i' sound The '^' sound spelt 'ou'	
	<i>Class Reader</i>	Oi, Cave Boy!		Romans on the Rampage		Oliver and the Seawigs	
Geography / History		Where in the World is West Rise? (Geography skills)	Where in the World is West Rise? (Geography skills) Where do we come from? (Stone Age to Iron age)	Where do we come from? (Stone Age to Iron age) How did the Romans impact us in Britain? (The Romans)	How did the Romans impact us in Britain? (The Romans)	How did the Romans impact us in Britain? (The Romans) Where are we going to? (Geography skills)	Where are we going to? (Geography skills)
Latin		Meet the Family	Meet the Family	Meet the Family / Romans & Britons	Romans & Britons	Romans & Britons / Food, Glorious Food	Food, Glorious Food

Mathematics		Number: Place Value Number: Addition & Subtraction Number: Multiplication & Division		Number: Multiplication & Division Measurement: Money Statistics Measurement: Length & Perimeter Number: Fractions		Number: Fractions Measurement: Time Geometry: Properties of Shape Measurement: Mass & Capacity	
Music		Music Appreciation / Sing & Sign	Music Appreciation / Christmas	Glockenspiels	Glockenspiels	Recorders	Recorders
Physical Education		Football	Handball	Hockey	Netball	Tennis	Rounders
		Cricket	Gymnastics	Dance	Gymnastics	Athletics	O.A.A.

Religious Education	Tribes and Judaism	Festivals of Light	Parables & Fables	Easter	Hinduism	Sikhism
Science	Forces & Magnets	Light & Dark	Rocks	Animals including Humans	Plants	Plants
S.P.H.E.R.E.	Character Trait - Perseverance P.S.H.E. - Aiming High R.S.E - Self Esteem & My Feeling	Character Trait - Gratitude P.S.H.E. - T.E.A.M. R.S.E - My Body	Character Trait - Respect P.S.H.E. - Diverse Britain R.S.E - My Relationships	Character Trait - Kindness P.S.H.E. - Be Yourself R.S.E - Gender Sterotypes	Character Trait - Teamwork P.S.H.E. - It's My Body R.S.E - Body Parts-My Body	Character Trait - Love of Learning P.S.H.E. - Money Matters R.S.E - Asking for Help & Surprises. Keeping Secrets

Year 4 Overview

Subject		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art & Design / Design Technology		Landscapes	Vikings	Georgia O'Keefe	Pop up books	Bayeux Tapestry	
Computing		Google Classroom	Scratch	Programming - Repetition in Shapes	Data and Information - Data Logging	Creating Media 2 - Photo Editing	Programming - Repetition in Games
English	<i>Narrative</i>	Fronted adverbials Word class Story Writing Recounts Setting & Character Nouns or pronouns Punctuating dialogue; role play and retelling Editing and improving Reading comprehension		Apostrophes & Determiners Pronouns Editing and improving		Fronted adverbials Conjunctions Descriptive devices Retelling Reading comprehension Recount Similes, metaphors and alliteration Diary entry Plan and write Alternative ending to Kensuke's Kingdom	
	<i>Non-Fiction</i>	Letter Writing Persuasive Writing		Newspaper report - Viking invasion News report - Water Buffalo Days		Battle of Hastings drama	

	<i>Poetry</i>	Acrostic Poems Sensory Poems		Poetry Anthology - Haiku, conversation, acrostic and simile		
	<i>Spellings</i>					
	<i>Class Reader</i>	Gorilla Voices in the Park King Arthur and the Knights of the Round Table The girl who stole an elephant		Beowulf How to Train your Dragon Water Buffalo Days		Kensuke Kingdom
Geography / History	How and why is my local are changing?	Who were the Anglo-Saxons?	Who were the Anglo-Saxons? / What did the Vikings want and how did Alfred help to stop them getting it?	What did the Vikings want and how did Alfred help to stop them getting it? / Why do some earthquakes cause more damage than others?	Why do some earthquakes cause more damage than others? / What happened at the Battle of Hastings? / Trip to Battle Abbey	How can we live more sustainably?
Latin	Revision of previous year Chapter 3 Work, Work, Work Minimus Workbook p6-7 Song: Ba La Laniger Story: Rufus et vespa		Chapter 4 School Minimus Workbook p8-9 Song: Story: Corinthus et fabula		Chapter 6 Off to Town Minimus Workbook p12-13 Song: Ardet Roma Play: Shopping in York	
Mathematics	Number: Place Value Number: Addition and Subtraction Measurement: Length and Perimeter Number: Multiplication and Division		Number: Multiplication and Division Measurement: Area Number: Fractions Number Decimals		Number: Decimals Measurement: Money Measurement: Time Statistics Geometry: Properties of Shape Geometry: Position and Direction	
Music	Mamma Mia	Christmas	Glockenspiel Stage 2	Lean on Me Blackbird	Stop!	Reflect, Rewind and Replay

Physical Education	Cricket	Gymnastics	Dance	Gymnastics	Athletics	OAA
	Football Swimming	Handball Swimming	Hockey Swimming	Netball	Tennis	Rounders
Religious Education	Tribes and Buddhism	Paganism People of faith	Food and Fasting	Christianity	Pilgrimages	Signs and symbols
Science	States of Matter	Sound	Electricity		Living things and their habitats	Animals including humans
S.P.H.E.R.E.	Think positive Growth mind set, resilience, mindfulness My feelings Emotions and empathy	Respecting Rights R & R Respecting school Digital Wellbeing Body parts and appropriate touch My body	One World (human rights, inequality, climate change, charity My relationships	VIPs Making friends and falling out My beliefs - Similar Different identity	Growing up Puberty, relationships, families Marriage Arranged marriage Forced marriage	Safety First (online safety, road safety, dares and medicine Asking for help Peer pressure

Year 5 Overview 2021-2022

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Art & Design / Design Technology	Jeannie Baker Cuckmere painting	Drawing skills Rainforest Toys	Greek Patterns Greek Vases	Greek Columns Clay Tiles	Quentin Blake Mayan Deities	Mayan Jewellery	
Computing	Computing systems and network - sharing information	Creating media 1 - vector drawing	Programming 1 -selection in physical computing	Data and information - flat file databases	Creating media 2 - video editing	Programming 2 - selection in quizzes	
English	Narrative	The Journey to the River Sea Descriptive writing Writing narratives		Greek Myths	The Island The Bravest Flute Toki		
	Non-Fiction	Deforestation Persuasive writing		Greek God/Goddess Fact-File Historical Recount	Historical Recount		
	Poetry	The Owl Performance Poetry Writing own poetry		Greek Myth Poetry	Ning Nang Nong Jabberwocky The Highwayman		
	Play Scripts			Baucis and Philemon It's All Greek To Me			
	Additional	Reading Comprehension tasks Speaking and Listening - discussion and debate					
	Grammar	Relative clauses, modal verbs, adverbials of time and number, expanded noun phrases, use of commas to clarify meaning or to avoid ambiguity,		Converting nouns or adjectives into verbs using suffixes, verb prefixes, indicating degrees of possibility using adverbs,		Devices to build cohesion within a paragraph, punctuation - brackets, dashes or commas to indicate parenthesis	

	<i>Ongoing Grammar</i>	Plural and possessive s, apostrophes for possession and contraction, fronted adverbials, punctuation of direct speech, punctuation, consistent use of tense throughout writing, clause, subordinate clause, adverbs, commas, complex sentences, conjunctions, nouns Paragraphing, imperative, determiner, Standard English, Verbs, formal language, audience, preposition, pronouns, relative clause, modal verb, relative pronoun, apostrophes, complex & compound sentences, purpose				
Mathematics	Number: Place Value Number: Addition and Subtraction Statistics Number: Multiplication and Division Measurement: Perimeter and area	Number: Multiplication and division Number: Fractions Number: Decimals and percentages	Number: Decimals Geometry: Property of shape Geometry: Position and direction Measurement: Converting units Measurement: Volume			
Geography & History	What is a River?	What is a Rainforest?	Who were the Ancient Greeks?	Who were the Ancient Maya?		
Latin	Chapter 7 and 8 The Military Machine Clean and Healthy		Chapter 8 and 9 Clean and Healthy A Soldier's Life		Chapter 9 and 10 A Soldier's Life The Romantic Ring	
Music	Charanga- Livin' on a Prayer	Christmas concert	Make You Feel My Love	Greek play songs	The Fresh Prince of Bel Air	Reflect, Rewind and Replay
Physical Education	Cricket	Gymnastics	Dance	Gymnastics	Athletics	OAA
	Tag Rugby/Swimming	Handball/Swimming	Hockey/Swimming	Basketball	Tennis	Rounders
Religious Education	Hinduism	Religious Journeys	Violent and Non-violent Protest Inspirational People	St David's Day The Easter Story	Holy Books	Islam

Science	Living Things and their habitats Evolution and Inheritance Classification		Earth and Space	Properties and Changes of Materials		Forces
S.P.H.E.R.E. (Social, Personal, Health, Economic, Relationship Education) And Relationship and Sex Education	Perseverance	Gratitude	Respect	Kindness	Teamwork	Love of Learning
	Aiming High Raising Aspirations and enterprise Puberty	Team collaboration and team working - including rights around the world Puberty - my body	Diverse Britain communities and making a positive contribution + see extremism and Prevent My relationships	Be Yourself self-esteem, assertiveness and emotions My beliefs & gender identity	It's my body making healthy choices, sleeping well, drugs Personal information	Money matters being critical consumers, budgeting Asking for help

Year 6 Overview

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art & Design / Design Technology	Sketching Sketching, tone shading, proportions of a figure use of colour Keith Haring	Drawing figures DT - make periscopes (Science - light) Ravillious - famous artists Henry More clay sculptures and sketching and evaluation Propaganda posters	Storms and Shipwrecks Turner Water colours Persuasive imagery	Maths in Art Tessellation patterns Piet Mondrian MC Escher	Egyptian Art Hieroglyphs DT pyramids Canopic jars Sarcophagus posters	Production props Costume Design
DT	Cookery in Forest School					
Computing	esafety internet communication Spreadsheets surveys pivot	eSafety surveys 3D programming	esafety 3D programming	esafety sensing	esafety webpage creating	esafety variables
English	Narrative Lion and Unicorn by Shirley Hughes Little Ships of Dunkirk by Louise Borden Carrie's War by Nina Bawden Once by Maurice Glietzman Boy in the Striped Pyjamas by John Boyne Letters from the Lighthouse by Emma Carroll Friend or Foe by Michael Morpurgo		The Arrival Eric Tan The Tempest by William Shakespeare The Lighthouse Swimming Against The Storm by Jess Butterworth Kraken - Greek myth Shackleton's Journey by William Grill		Secrets of the Sun King Emma Carroll Production story / text	

	<i>Non-Fiction</i>	Grammar Biography writing reports and recounts description letter writing		Titanic Speech description Argument and debate Grammar and revision newspapers		Egyptian topic books Newspaper reports Play scripts Diary Letter writing	
	<i>Poetry</i>	Blackout Poetry Battle of Britain		Storms/ compass/environment poetry		Egyptian poetry	
	<i>Spellings</i>	No Non-sense Spellings Block 3 Autumn -ible -able -fer statutory words homophones-cious -tious statutory		Non-sense Spellings Block 3 Spring -ough - statutory -cial -tial homophones suffix prefixes		No Non-sense spellings Block 3 Summer Statutory -ant - ance - ancy Root words -ent - ence - ency homophones	
	<i>Class Reader</i>	Flossie's Secret War Diary Marcia Williams +Personal class readers		Swimming Against The Storm by Jess Butterworth +Personal class readers		Secrets of the Sun King Emma Carrol +Personal class readers	
<i>Geography / History</i>		<i>Why do we have Wars?</i> WW2 assessment Map work Invasions Dunkirk Axis and Allies Evacuation	<i>Why do we have Wars?</i> Rationing Propaganda Women at War Holocaust Battle of Britain Enigma End of the War	<i>How is climate change affecting the world's oceans and people? How does the ice melting in Antarctica change the oceans?</i>	<i>How do we look after our environment and save energy? Water? Oil? Resources?</i>	<i>Is it ever right to take things that don't belong to you?</i>	<i>Is it ever right to take things that don't belong to you?</i>
<i>Latin</i>		Minimus Burials	Minimus Stories	n/a SATs revision	n/a SATs revision	n/a Party Planning and production	n/a Party planning and production
<i>Mathematics</i>		Place Value Rounding Negative numbers 4 operations Factors multiples Prime Indices BIDMAS Fractions - four operations of fractions Geometry & position Christmas Shop		decimals percentages algebra conversion perimeter volume area ratio revision		Statistics property of shapes money and consolidation and transition to secondary school maths	
<i>Music</i>		Happy - Charanga	Big Sing	Charanga	Charanga	Charanga	Charanga
		Bench Ball & Rugby	Gymnastics	Dance	Gymnastics	Athletics	O A A

Physical Education	Cricket	Handball	Hockey	Basketball	Tennis	Rounders
Religious Education	Humanists Remembrance	Christmas Round the World	Philosophy	Philosophy	Philosophy	Philosophy
Science	Light <i>How does light travel? Light travelling in straight lines</i> Light sources and shadows Reflection Refraction	Electricity Symbols Voltage effect of varying of components	Inventions & Inventors	Inventions & Inventors	Living Things and their Habitats Life cycles Reproduction plants and animals	Animals including Humans Old age Human circulatory system diet nutrients Exercise drugs and healthy lifestyle
S.P.H.E.R.E.	Perseverance On line safety Growth Mind set Mindfulness Rights and Responsibilities Peer Mediation My Body Body Image Self esteem Philosophy Healthy survey	Gratitude Online safety Rights & Respecting School Digital wellbeing My body My beliefs Body parts Consent Safety Road Safety	Respect Online safety 'Relationships' Climate change energy use Puberty my body mental health resilience Healthy bodies Water safety	Kindness Online safety Conflict Peer pressure dares Sexual intercourse reproduction Conception Sun safety	Teamwork Online safety Growing up Puberty My Relationships Beliefs Reproduction Aspirations Transition	Love of learning Online safety Prevent What to do in an emergency Drugs alcohol Gambling gaming Money debt finances my rights Asking for help Healthy eating Talking risks Transition