**Federation of Penny Acres and Wigley Primary School**

**Curriculum Map Year Cycle B**

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|  | Autumn 1Autumn 2 | Spring 1Spring 2 | Summer 1Summer 2 |
| Termly topics | Chocolate | Invaded Island! | Earth’s Extremes |
| Key Questions/Focus of the topic | What is chocolate?Where does it come from?What is fair trade?How is chocolate made? | How was England formed as a country?Which people/countries invaded England?What did they contribute to our way of life? | Where are the coldest places on Earth? Why are they so cold?What are the hemispheres?What are the polar ice caps?What survives at the pole?What is happening to polar ice caps? |
| Resources, visits and visitors |
| Hook/wow/visits: | Cadbury’s World | Visitor or Yorvik OrVikingschools.comTheatre visit (Horrible Histories) | orienteering |
| Class novel:extracts | Advertisements – chocolate bars (cut out adverts – critical analysis)Chocolate – Non-fictionCharlie and the Chocolate FactoryThis book is not good for youMayan story about chocolate | How to train your dragon seriesBeowulfSir Gawain and the Loathly Lady | Rainbow Bear – Michael MorpurgoShackleton’s JourneyThe Last Polar Bears – lettersRace to the Frozen NorthSky Song- Abi ElphinstoneThe Pole book – Mike Goldsmith/Miranda SmithThe Great Explorer- Chris Judge |
| Modern British Values, Respect and Community Links |
| Modern British Values/PSHE | Fair TradeLiving Wage/fair wageAnti-bullying week | British traditions started in the past/dark agesCrimes and punishment | What can we do to stop Global Warming?Moving on |
| Core Subject Teaching – Cross Curricular |
| English | Chocolate Cake – Michael Rosen (poetry)The Chocolate tree- (stories from other cultures)Persuasive writing – fair trade | How to train your dragon – extended writingBeowulfSir Gawain and the Loathly Lady | Pole Explorers- Biographies/ AutobiographiesMeeting a Yeti.Letters – The last polar bearInstructions – packing a bag. |
| Mathematics  | **Number – Number and Place Value****Y3**Counting on in multiples. Recognise the place value in a 3-digit number.Read and write numbers to 1000 and solve problems.**Y4**Count on and back in multiples, including negatives.Recognise the place value in a 4-digit number.Order, compare, identify, round and estimate numbers to 1000.Solve number problems.Read Roman Numerals to 100.**Y5**Read, write and order numbers to a million including counting forwards and backwards, negative numbers and rounding.Solve number problems.Read Roman Numerals to 1000.**Y6**Read, write and order numbers to a million including counting forwards and backwards, negative numbers and rounding.**Number – Addition and Subtraction****Y3**Add and subtract numbers mentally including a 3-digit number and ones, tens and hundreds.Use formal methods of columnar addition and subtraction, estimating using inverse operations and solve problems including missing number problems.**Y4**Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate, using estimates and inverse operations to check answers. Solve addition and subtraction two-step problems.**Y5**Add and subtract whole numbers with more than 4 digits, including using formal written methods. Use rounding and mental calculations to solve and check answers.Solve addition and subtraction multi-step problems, deciding which operations to use.**Y6**Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.Use estimations to check answers to calculations.R**Multiplication and division****Y3**Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.Write mathematical statements including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.Solve problems, including missing number problems.**Y4**Recall multiplication and division facts for multiplication tables up to 12 × 12.Multiplying by 0 and 1; dividing by 1.Recognise and use factor pairs.Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems.**Y5**Identify multiples and factors.Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers.Multiply numbers up to 4 digits by a one- or two-digit number.Divide numbers up to 4 digits by a one-digit number.Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.Recognise and use square numbers and cube numbersUse their knowledge of factors and multiples, squares and cubes.Solve problems.**Y6**Multiply multi-digit numbers up to 4 digits by a two-digit whole number.Divide numbers up to 4 digits by a two-digit whole number.Perform mental calculations.Identify common factors, common multiples and prime numbers.Use their knowledge of the order of operations to carry out calculations.**Statistics****Y3**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.**Y4**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.**Y5**Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables.**Y6**Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average. | **Fractions****Y3**Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.Recognise unit fractions and non-unit fractions with small denominators.Recognise equivalent fractions with small denominators.equivalent fractions with small denominators.Compare and order unit fractions, and fractions with the same denominators. Solve problems that involve all of the above.**Y4**Recognise and show equivalent fractions.Count up and down in hundredths and divide tenths by ten.Solve problems to calculate quantities, and fractions to divide quantities.Add and subtract fractions with the same denominator.Solve simple measure and money problems.**Y5**Compare and order fractions whose denominators are all multiples of the same number.Identify, name and write equivalent fractions.Recognise mixed numbers and improper fractions and convert from one form to the other.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.**Y6**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.Multiply simple pairs of proper fractions.Divide proper fractions by whole numbers.**Decimals and Percentages****Y4**Recognise and write decimal equivalents.Find the effect of dividing a one- or two-digit number by 10 and 100,Round and compare decimals.**Y5**Read and write decimal numbers as fractions. 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 and those fractions with a denominator of a multiple of 10 or 25.**Y6**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.**Measurement****Y3**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.Tell and write the time.**Y4**Convert between different units of measurement.Measure and calculate the perimeter of a rectilinear figure.Find the area of rectilinear shapes by counting squares.Estimate, compare and calculate different measures, including money. Read, write and convert time between analogue and digital clocks and solve problems involving time.**Y5**Convert between different units of metric measurements.Understand and use approximate equivalences between metric units and common imperial units.Calculate and compare the area of rectangles.Estimate volume.Solve problems involving converting between units of time.**Y6**Solve problems involving the calculation and conversion of units of measurement.Use, read, write and convert between standard units, converting measurements of length, mass, volume and time.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. | **Geometry – Properties of Shape****Y3**Draw 2D shapes and make 3D shapes.Recognise angles as a property of shape or a description of a turn.Identify right angles.Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.**Y4**Compare and classify geometric shapes including quadrilaterals and triangles.Identify acute and obtuse angles.Identify lines of symmetry in 2-D shapes.Complete a simple symmetric figure.**Y5**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.**Y6**Draw 2-D shapes.Recognise, describe and build simple 3-D shapes, including making nets.Compare and classify geometric shapes.Illustrate and name parts of circles.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****Y4**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.**Y5**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.**Y6**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.**Measurement****Y3**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.Tell and write the time.**Y4**Convert between different units of measurement.Measure and calculate the perimeter of a rectilinear figure.Find the area of rectilinear shapes by counting squares.Estimate, compare and calculate different measures, including money. 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Calculate, estimate and compare volume of cubes and cuboids.**Ratio and Proportion****Y6**Solve problems involving the relative sizes of two quantities.Solve problems involving the calculation of percentages.Solve problems involving similar shapes where the scale factor is known or can be found.Solve problems involving unequal sharing and grouping.**Algebra****Y6**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. |
| Science | **Wigley****Penny Acres** **LKS2 - Living Things and their Habitats and How Plants Grow**- Asking relevant questions and using scientific enquiries to answer them- Setting up simple practical enquiries, comparative and fair tests- Gathering, recording, classifying and presenting data and findings- Reporting on findings- Identifying differences and similarities- Using evidence to answer questions and support findings - Using results to draw simple conclusions- Using classification keys to group, identify and name living things- Looking at changing environments and the dangers they pose to living things- Functions of different plant parts- What plants need to grow- Pollination, seed formation and seed dispersal**UKS2 - Classifying Organisms and Life Cycles**- Identifying scientific evidence that has been used to support or refute ideas or arguments - Recording data and results of increasing complexity - Reporting and presenting findings from enquiries- Describing differences in the life cycles of different types of animals- Describing the life process of reproduction in some plants and animals- Classifying animals, micro-organisms, and plants based on observable characteristics and giving reasons for this | **Wigley****Penny Acres****LKS2 – Rocks**- Asking relevant questions and using scientific enquiries to answer them- Setting up simple practical enquiries, comparative and fair tests- Gathering, recording, classifying and presenting data and findings- Reporting on findings- Identifying differences and similarities- Using evidence to answer questions and support findings- Using results to draw simple conclusions- Comparing and grouping rocks based on their appearance and physical properties- Describing how fossils are formed - Recognising that soils are made from rocks and organic matter**UKS2 – Earth and Space**- Identifying scientific evidence that has been used to support or refute ideas or arguments (Geocentric and Heliocentric models)- Describing the movement of the Earth and other planets relative to the Sun- Describing the movement of the moon relative to the Earth- Describing the Sun, Earth and moon as approximately spherical bodies- Using the idea of the Earth’s rotation to explain day and night- Identifying the 8 planets in our solar system | **Wigley****Penny Acres** **LKS2 - Electricity and Forces** - Asking relevant questions and using scientific enquiries to answer them- Setting up simple practical enquiries, comparative and fair tests- Reporting on findings- Using evidence to answer questions and support findings- Using results to draw simple conclusions- Identifying appliances that run on electricity - Constructing simple series circuits, and naming the basic parts- Identifying whether a lamp will light or not based on whether or not the lamp is part of a complete loop with a battery- Opening and closing circuits with switches- Recognising conductors and insulators- Comparing how things move on different surfaces- Exploring forces between two objects and magnetic forces at a distance - Repelling and attracting, poles of magnets. **UKS2 – Electricity and Forces**- Planning different scientific enquiries- Controlling variables- Recording data- Reporting and presenting findings - Voltage of cells and the effect these have on bulbs and buzzers- Comparing and giving reasons for variations in how components function (including bulbs, buzzers and switches)- Using recognised symbols when representing a simple circuit in a diagram- Explaining that unsupported objects fall towards the Earth because of gravity- Identifying the effects of air resistance, water resistances and friction- Exploring how some mechanisms allow smaller forces to have a greater effect |
| Computing | **Spreadsheets – Chocolate Enterprise**- Representing data on screen using pictograms, bar charts and graphs- Develop knowledge about how data is used in the world and where it is collected - Use spreadsheets to develop an understanding of simple functions and create a simple budget - Using technology safely, responsibly and respectfully | **Text and Graphics - Poster**- Communicate ideas using text and graphics- Using software to present information- Record and present information using a range of media for a particular audience - Considering good design features and specific layouts when creating media for printing- Using technology safely, responsibly and respectfully | **Coding and Programming** - Programming objects on screen using code- Explaining code in a program and debugging to improve or correct errors- Learning how to use variables in code to change events - Learning how to be more efficient with code using repeat and loop commands - Understanding that objects can be controlled by conditional inputs - Solving problems by decomposing code into smaller parts by using procedures- Comparing and contrasting different coding languages (UKS2)- Building a sequence of instructions (UKS2) |
| Foundation Subjects |
| RE | **Key Question U2.1 Why do some people believe God exists?** Outline clearly a Christian understanding of what God is like, using examples and evidence. • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. • Express thoughtful ideas about the impact of believing or not believing in God on someone’s life. • Present different views on why people believe in God or not, including their own ideas. **Key Question L2.4 Why do people pray?** Describe the practice of prayer in the religions studied. • Make connections between what people believe about prayer and what they do when they pray. • Describe ways in which prayer can comfort and challenge believers. • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. | **Key Question U2.6 What does it mean to be a Muslim in Britain today?** Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. • Describe and reflect on the significance of the Holy Qur’an to Muslims. • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. • Make connections between the key functions of the mosque and the beliefs of Muslims. **Key Question U2.7 What matters most** to Christians and Humanists? Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples. • Describe some Christian and Humanist values simply. • Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. | **Key Question L2.7 What does it mean to be a Christian in Britain today?** Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. • Describe some ways in which Christian express their faith through hymns and modern worship song. • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. **Key Question U2.5: Is it better to express your religion in arts and architecture or in charity and generosity?** Describe and make connections between examples of religious creativity (buildings and art). • Show understanding of the value of sacred buildings and art. • Suggest reasons why some believers see generosity and charity as more important than buildings and art. • Apply ideas about values and from scriptures to the title question. |
| Music | Music partnership | Music Partnership | Music Partnership |
| History | **A non-European society that provides contrasts with British history – Mayan civilisation.**Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives across the period.Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and devise historically valid questions against change, cause, similarity and difference, and significance.How our knowledge of the past is conducted from a range of sources. | **Britain’s settlements by the Anglo-Saxons:****Anglo-Saxon invasions, settlements and kingdoms: place names and village life.****Anglo Saxon Culture****Anglo Saxon invasions, settlements and kingdoms: place names and village life.****Anglo-Saxon art and culture****Christian conversion – Lindisfarne****The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:****Viking raids and invasion.****Resistance by Alfred the Great and Athelstan, the first king of England.****Further Viking invasion and Danegeld.****Edward the Confessor and his death in 1066.**Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives across the period.Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and devise historically valid questions against change, cause, similarity and difference, and significance.How our knowledge of the past is conducted from a range of sources.Develop the appropriate use of historical terms.Construct informed responses that involve thoughtful selection and organisation of relevant historical information. | Geography – longitude and latitudeHemispheres tropicsHuman and physical geographyUsing maps and atlases |
| Geography | **Locate the world’s countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.**Using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Describe and understand key aspects of 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. | **They should develop their use of geographical knowledge, understanding and skills to enhance their locational place knowledge.** | **The location and characteristics of a range of the world’s most significant and human physical features.**Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.Use the eight points of the 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.Physical geography, including: climate zones, biomes, and vegetation belts, rivers, mountains and the water cycle. Identify the position and significance of latitude, longitude. Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night). |
| Art and Design | **Drawing – Chocolate Wrappers** - Generating ideas in sketchbooks- Appraising own and others’ work- Learn about great artists (Andy Warhol, Wayne Thiebaud, Roy Liechtenstein)- Using different tools and surfaces- Controlling line, shape and value to create form with drawing tools- Perspective, scale, proportion and order- Shading techniques  | **3D Design – Clay Dragon Eyes**- Generating ideas in sketchbooks- Appraising own and others’ work- Using different tools and surfaces- Transferring 2D shape and texture to 3D form- Moulding and joining techniques (slipping and scoring)- Colour theory including mood - Painting on a 3D surface | **Painting – Water** - Generating ideas in sketchbooks- Appraising own and others’ work- Learn about great artists (Hokusai, Monet, Maggi Hambling, Van Gogh, Tarisse King)- Using different paints, painting tools and surfaces- Controlling line, shape and pressure with painting tools- Creating textures with painting techniques- Colour mixing (tertiary colours, hues, value and intensity)- Describing and exploring composition |
| Design technology | **Structures – Shell Structures (LKS2) and Frame Structures (UKS2)** - Research and develop design criterion to create a functional, appealing product- Selecting tools and materials- Measuring, marking, cutting and shaping and finishing materials- Making strong structures - Reinforcing and strengthening a frame (UKS2) | **Mechanisms – Levels and Linkages (LKS2) and Cams (UKS2)** - Research and develop design criterion to create a functional, appealing product- Selecting tools and materials- Measuring, marking, cutting and shaping and finishing materials- Creating movement with levers/linkages and cams- Evaluating products- Working safely | **Mechanisms – Pneumatics (LKS2) and Pulleys/Gears (UKS2)**- Research and develop design criterion to create a functional, appealing product- Selecting tools and materials- Measuring, marking, cutting and shaping and finishing materials- Creating movement with pneumatics and pulleys or gears- Evaluating products- Working safely |
| French / Languages | Chocolate* explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
* develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
* read carefully and show understanding of words, phrases and simple writing
 | Places around BritainLes Quatre Amis* listen attentively to spoken language and show understanding by joining in and responding
* explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
* engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
* speak in sentences, using familiar vocabulary, phrases and basic language structures
* develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
* present ideas and information orally to a range of audiences
* appreciate stories, songs, poems and rhymes in the language
 | Weather* read carefully and show understanding of words, phrases and simple writing
* 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 and actions orally and in writing
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| **Ongoing Skills:**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. |
| PSHE | **Being me**LKS2 L7 – Exploring different kinds of responsibilities at school and in the community.L9 – Identify what being part of a community means.L11 – Appreciate the range of identities in the UK.R10 – Listen and respond respectfully.R13 – Identify that differences and similarities between people arise from a number of factors.UKS2L7 – Exploring different types of responsibilities at school and in the community.L9 – Identifying what being part of a community means.R13 – Identifying that differences and similarities between people arise from a number of factors.**Being safe** LKS2H2 – Understanding how to make informed choices.H10 – Exploring how to recognise, predict and assess risks in different situations.H11- Understanding that increased independence brings increased responsibility to keep themselves safe.H15 – Understanding how rules can keep them safe.H15 – Identify where and how to get help.H21 – Developing strategies for keeping physically and emotionally safe in different situations.H22 – Understanding the importance of protecting information particularly online.H23, H24, H25 – Understanding how to become digitally responsible.UKS2H2 – Understanding how to make informed choices.H10 – Exploring how to recognise, predict and assess risks in different situations.H11- Understanding that increased independence brings increased responsibility to keep themselves safe.H15 – Explaining how rules can keep them safe.H15 – Identifying where and how to get help.H16 – Understanding the term ‘habit’.H21 – Developing strategies for keeping physically and emotionally safe in different situations.H22 – Understanding the importance of protecting information particularly online.H23, H24, H25 – Understanding how to become digitally responsible. | **Difference and Diversity**LKS2R10- identifying how to listen and respond respectfully to a wide range of people.R13 – Recognising the differences and similarities between people, but understand that everyone is equal.R14- Recognise the nature and consequences of discrimination.R16- Recognising and challenging stereotypes.UKS2R10- identifying how to listen and respond respectfully to a wide range of people.R13 – Recognise the factures that make people the same or different.R14- Recognise the nature and consequences of discrimination.R16- Recognising and challenging stereotypes.R17 – Understanding the correct use of the terms sex, gender identity and sexual orientation.**Being Responsible** L1 – Research, discuss and debate topical issues.L2 – Identify why rules are needed in different situations.L3, L4 – Understanding that there are human rights to protect everyone.L7 – Explore rights and responsibilities, rights and duties at home, school, community, and the environment.L8 – Explore how to resolve differences and respect others’ points of view.L9 – Explore what being part of a community means and how they belong.UKS2L1 – Research, discuss and debate topical issues.L2- Identify why rules are needed in different situations.L3, L4 – Understanding that there are human rights to protect everyone. | **Relationships**LKS2R2 – Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships.R3 – Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.R4 – Recognising different types of relationship.R7 – Understanding that actions affect themselves and others.R9 – Understanding when it is right to ‘break a confidence’ or ‘share a secret’.R10 – Listening and responding respectfully.R21 – Understanding personal boundaries.UKS2R2 – Recognising what a healthy relationship is.R3 – Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.R4 – Recognising different types of relationship, including those between acquaintances, friends, relatives and family.R5, R6 – Understand the true meaning behind civil partnerships and marriage.R12- Resolving conflicts. R20 – Recognising that forcing anyone to marry is a crime.R22 – Understanding about confidentiality and about times when it is necessary to break confidence.**Money Matters** LKS2L10 – Identify the role of voluntary and charity groups.L12 – Understanding different values and customs.L13 – Exploring how to manage money.L13 – Explaining the importance of money in people’s lives and how money is obtained.L14 – Understand the concepts of interest, loan, debt and tax.L16 – Understanding enterprise and begin to develop enterprise skills.UKS2L13 – Understand how finance plays an important part in people’s lives.L13 – Understand about being a critical consumer.L14 – Developing an understanding of the concepts of interest, loan, debt and tax.L15 – Identify how resources are allocated and the effects of individuals, communication and the environment.L16 – Developing enterprise skills.L18 – Critiquing how social media presents information.R15 – Recognising and managing dares. |
| PESwimming all year | **Football**Play competitive games, modified where appropriate [for example, football], and apply basic principles suitable for attacking and defending,**Apparatus or Multi-Sports**Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. | **Movement - Advertisements and dances**Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns.Compare their performances with previous ones and demonstrate improvement to achieve their personal best.**Rugby**Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. | **Net and Wall games****Striking and Fielding games**Use running, jumping, throwing and catching in isolation and in combination.Play competitive games, modified where appropriate [for example, cricket, rounders and tennis], and apply basic principles suitable for attacking and defending.Develop flexibility, strength, technique, control and balance. |
| * swim competently, confidently and proficiently over a distance of at least 25 metres
* use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
* perform safe self-rescue in different water-based situations.
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| Homework Opportunities |
| Homework  | Chocolate paintingRead a Roald bookThe mysterious chocolate maker has asked you a question.The answer is CHOCOLATE.What is the question?Try to write 10 questions.Science – Changing MaterialsUse the link below to conduct this experiment at home – ask a parent first.<http://www.thenakedscientists.com/HTML/experiments//exp/fastest-melting-ice/>(Google – kitchen science – fastest melting ice)Write up your findings in your homework book.Chocolate and the MayansImagine you have just discovered cacao – chocolate. Write a story about either finding the cacao bean for the first time or write a short poem about the taste of chocolate. | The history topic this term is about the Vikings. We will be exploring about the last Viking/Saxon kings – Edward the Confessor and Harold Godwinson but there were other famous Viking kings/leaders. Can you research one of the following: Cnut (or Canute) the Great, Harald Harefoot, Eric Bloodaxe, Ethelred the Unready, Edmund Ironside. This could be in the form of a Biography, Power point presentation or even a picture of the Viking leader.Make a Viking house or LongshipDraw or make a Viking ArtefactWrite a letter in runesDesign a Viking/Saxon outfit | Find out about another famous explorerMake a model of the country you would like to travel to. Accompany with 5 factsTrapped in ice- write a storyMake a vehicle/mode of transport for your expedition. |