



Curriculum Skills Map

Year 6

2017-2018

	Autumn Term		Spring Term		Summer Term	
	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Science	<i>Living Things and their Habitats</i>	<i>Evolution and Inheritance</i>	<i>Electricity</i>	<i>Animals including Humans</i>	<i>Science linked to Titanic</i>	<i>Science linked to Titanic</i>
National Curriculum Aims	<p>To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>To give reasons for classifying plants and animals based on specific characteristics</p>	<p>To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>To use recognised symbols when representing a simple circuit in a diagram</p>	<p>To identify the main parts of the human circulatory system</p> <p>To describe the functions of the heart, blood vessels and blood</p> <p>To describe the way in which nutrients and water are transported within animals, including humans</p> <p>To recognise the impact of diet, exercise, drugs and lifestyle on the way our body functions</p>	To identify different forces and their effect	To identify different forces and their effect
Science Skills	<p>Identifying scientific evidence to support or refute ideas</p> <p>Planning different types of scientific enquiry</p> <p>Take measurements using a range of scientific equipment</p> <p>Record data and results</p>	<p>Identifying scientific evidence to support or refute ideas</p> <p>Planning different types of scientific enquiry</p> <p>Take measurements using a range of scientific equipment</p> <p>Record data and results</p>	<p>Identifying scientific evidence to support or refute ideas</p> <p>Planning different types of scientific enquiry</p> <p>Take measurements using a range of scientific equipment</p> <p>Record data and results</p>	<p>Identifying scientific evidence to support or refute ideas</p> <p>Planning different types of scientific enquiry</p> <p>Take measurements using a range of scientific equipment</p> <p>Record data and results</p>	<p>Identifying scientific evidence to support or refute ideas</p> <p>Planning different types of scientific enquiry</p> <p>Take measurements using a range of scientific equipment</p> <p>Record data and results</p>	<p>Identifying scientific evidence to support or refute ideas</p> <p>Planning different types of scientific enquiry</p> <p>Take measurements using a range of scientific equipment</p> <p>Record data and results</p>

	Use test results to make comparisons and set up further fair tests. Reporting and presenting findings from enquiries, including conclusions.	Use test results to make comparisons and set up further fair tests. Reporting and presenting findings from enquiries, including conclusions.	Use test results to make comparisons and set up further fair tests. Reporting and presenting findings from enquiries, including conclusions.	Use test results to make comparisons and set up further fair tests. Reporting and presenting findings from enquiries, including conclusions.	Use test results to make comparisons and set up further fair tests. Reporting and presenting findings from enquiries, including conclusions.	Use test results to make comparisons and set up further fair tests. Reporting and presenting findings from enquiries, including conclusions.
SMSC, British Values, Global Learning links	Endangered species Health – germs and preventing spreading of germs. Handwashing etc	Comparing environmental differences between children can lead to discussion about factors such as exercise and healthy diets. Tolerance Individual liberty	How to stay safe with electricity. How and why we should save electricity. The Nuclear debate – should our country build more nuclear power stations.	Health Focus – diet, exercise, drugs OXFAM WEBSITE- well being		
History	Vikings		Mayans		Titanic	
National Curriculum Aims	Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		Pupils should be taught about a non-European society that provides contrasts with British history Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared		Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
History Skills	I can say where a period of history fits on a timeline. I can place a specific event on a timeline by decade.		I can say where a period of history fits on a timeline. I can place a specific event on a timeline by decade.		I can say where a period of history fits on a timeline. I can place a specific event on a timeline by decade.	

	<p>I can place features of historical events and people from past societies and periods in a chronological framework.</p> <p>I can describe features of historical events and people from past societies and periods they have studied.</p> <p>I can describe a key event from Britain's past using a range of evidence from different sources.</p>		<p>I can place features of historical events and people from past societies and periods in a chronological framework.</p> <p>I can summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>I can summarise how Britain has had a major influence on world history.</p> <p>I can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.</p> <p>I can describe features of historical events and people from past societies and periods they have studied.</p> <p>I can recognise and describe differences and similarities/ changes and continuity between different periods of history.</p> <p>I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>I can identify and explain their understanding of propaganda.</p> <p>I can describe a key event from Britain's past using a range of evidence from different sources.</p>		<p>I can place features of historical events and people from past societies and periods in a chronological framework.</p> <p>I can summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>I can summarise how Britain has had a major influence on world history.</p> <p>I can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.</p> <p>I can describe features of historical events and people from past societies and periods they have studied.</p> <p>I can recognise and describe differences and similarities/ changes and continuity between different periods of history.</p> <p>I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>I can identify and explain their understanding of propaganda.</p> <p>I can describe a key event from Britain's past using a range of evidence from different sources.</p>	
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SMSC, British Values, Global Learning links	British Empire, heritage Invasion of privacy		Global community		British inventions, machinery, transport, industry	
Geography		<i>Weather and climate</i>		<i>7 Natural Wonders</i>		<i>Natural disasters</i>
National Curriculum Aims		<p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p>		<p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>
Geography Skills		I can confidently explain scale and use maps with a range of scales		I can confidently explain scale and use maps with a range of scales		I can confidently explain scale and use maps with a range of scales

		I can describe how some places are similar or different in relation to physical features I Can make careful measurements and use data I can use maps and aerial photographs to describe what a locality might be like I can give extended descriptions of human and physical features of different places around the world		I can describe how some places are similar or different in relation to physical features I can use maps and aerial photographs to describe what a locality might be like I can give extended descriptions of human and physical features of different places around the world I Can map land use using own criteria I can create sketch maps when carrying out a field study I can use an 8 point compass		I can describe how some places are similar or different in relation to physical features I can use maps and aerial photographs to describe what a locality might be like I can give extended descriptions of human and physical features of different places around the world I can create sketch maps when carrying out a field study I can use an 8 point compass
SMSC, British Values, Global Learning links		<i>Comparing climate zones around the world- sustainability and import/export problems related to weather</i> <i>Poverty</i>		<i>Globalisation</i> <i>British wonders- what makes a world wonder?</i>		<i>Vulnerable areas linked to hazards</i> <i>Globalisation</i> <i>Global Poverty</i> <i>Foreign aid</i> <i>Charity work- red Cross</i>
Computer science	6.1- We are adventure gamers	6.3- We are advertisers	6.2- We are computational thinkers	6.4- We are network technicians	6.6-We are publishers	6.5- We are travel writers
National Curriculum Aims	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>in algorithms and programs.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>in algorithms and programs.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>detect and correct errors in algorithms and programs.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>
Computer science skills	<p>learn some of the syntax of a text-based programming language</p> <p>use commands to display text on screen, accept</p>	<p>think critically about how video is used to promote a cause</p> <p>storyboard an effective advert for a cause</p>	<p>develop the ability to reason logically about algorithms</p> <p>understand how some key algorithms can be</p>	<p>appreciate that computer networks transmit and receive information digitally</p> <p>understand the basic hardware needed for</p>	<p>manage or contribute to large collaborative projects, facilitated using online tools</p> <p>write and review content</p>	<p>research a location online using a range of resources appropriately.</p> <p>understand the safe use of mobile technology,</p>

	typed user input, store and retrieve data using variables and select from a list plan a text-based adventure with multiple 'rooms' and user interaction thoroughly debug the program.	work collaboratively to shoot suitable original footage and source additional content, acknowledging intellectual property rights work collaboratively to edit the assembled content to make an effective advert.	expressed as programs understand that some algorithms are more efficient than others for the same problem understand common algorithms for searching and sorting a list appreciate algorithmic approaches to problems in mathematics.	computer networks to work understand key features of internet communication protocols develop a basic understanding of how domain names are converted to numerical IP addresses.	source digital media while demonstrating safe, respectful and responsible use design and produce a high-quality print document.	including GPS. capture images, audio and video while on location showcase shared media content through a mapping layer.
SMSC, British Values, Global Learning links	World school links via ODDIZZI Safety online	World school links via ODDIZZI Safety online	World school links via ODDIZZI Safety online	World school links via ODDIZZI Safety online	World school links via ODDIZZI Safety online	World school links via ODDIZZI Safety online
RE	Why is Divali celebrated by both Hindus and Sikhs?	What is prayer and meditation?	How can religious meaning be expressed through art?	How can religious meaning be expressed through art?	How do different religions celebrate marriage?	What do people believe happens after someone dies?
Non statutory	Use empathy, critical thought and reflection to evaluate their learning and how it might apply to their own and others' lives. Understanding and responding critically to beliefs and attitudes. Understanding that religious practices	Identify questions and define enquiries, using a range of methods, media and sources feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule	Appreciating that individuals and cultures express their beliefs and values through many different forms. being willing to learn and gain new understanding	Identify questions and define enquiries, using a range of methods, media and sources	Identify questions and define enquiries, using a range of methods, media and sources Understanding and responding critically to beliefs and attitudes. being willing to learn and gain new understanding	Identify questions and define enquiries, using a range of methods, media and sources Use empathy, critical thought and reflection to evaluate their learning and how it might apply to their own and others' lives.

	<p>are diverse, change over time and are influenced by cultures.</p> <p>being willing to learn and gain new understanding</p>					<p>Understanding that religious practices are diverse, change over time and are influenced by cultures.</p> <p>feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule</p> <p>Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them.</p> <p>Understanding and responding critically to beliefs and attitudes.</p>
RE Skills	I know what may be used as evidence for understanding religion. I can use different sources to gather information.	I know what may be used as evidence for understanding religion. I can use different sources to gather information.	I know what may be used as evidence for understanding religion. I can use different sources to gather information.	I know what may be used as evidence for understanding religion. I can use different sources to gather information.	I know what may be used as evidence for understanding religion. I can use different sources to gather information.	I know what may be used as evidence for understanding religion. I can use different sources to gather information.

	<p>I can identify feelings such as love, forgiveness and sorrow.</p> <p>I can identify key religious values and their interplay with secular ones.</p>	<p>I can draw meaning from artefacts and symbols.</p> <p>I can interpret religious language and texts.</p> <p>I can ponder feelings, relationships, experiences, ultimate questions, beliefs and practices.</p> <p>I can identify feelings such as love, forgiveness and sorrow.</p> <p>I can distinguish between belief, opinion and fact.</p> <p>I can distinguish between features of different religions.</p> <p>I can seek coherent patterns in the various features of religion, connecting different aspects of life into a meaningful whole.</p> <p>I can identify and articulate matters of deep conviction and concern.</p> <p>I can identify key religious values and their interplay with secular ones.</p>	<p>I can draw meaning from artefacts and symbols.</p> <p>I can interpret religious language and texts.</p> <p>I can ponder feelings, relationships, experiences, ultimate questions, beliefs and practices.</p> <p>I can identify feelings such as love, forgiveness and sorrow.</p> <p>I can distinguish between belief, opinion and fact.</p> <p>I can distinguish between features of different religions.</p> <p>I can seek coherent patterns in the various features of religion, connecting different aspects of life into a meaningful whole.</p> <p>I can respond to religious issues through a variety of media.</p> <p>I can identify and articulate matters of deep conviction and concern.</p> <p>I can identify key religious values and their interplay with secular ones.</p> <p>I can debate issues of religious significance with reference to evidence and argument.</p>	<p>I can draw meaning from artefacts and symbols.</p> <p>I can interpret religious language and texts.</p> <p>I can ponder feelings, relationships, experiences, ultimate questions, beliefs and practices.</p> <p>I can identify feelings such as love, forgiveness and sorrow.</p> <p>I can distinguish between belief, opinion and fact.</p> <p>I can distinguish between features of different religions.</p> <p>I can seek coherent patterns in the various features of religion, connecting different aspects of life into a meaningful whole.</p> <p>I can respond to religious issues through a variety of media.</p> <p>I can identify and articulate matters of deep conviction and concern.</p> <p>I can identify key religious values and their interplay with secular ones.</p> <p>I can debate issues of religious significance with reference to evidence and argument.</p>	<p>I can draw meaning from artefacts and symbols.</p> <p>I can interpret religious language and texts.</p> <p>I can ponder feelings, relationships, experiences, ultimate questions, beliefs and practices.</p> <p>I can identify feelings such as love, forgiveness and sorrow.</p> <p>I can distinguish between belief, opinion and fact.</p> <p>I can distinguish between features of different religions.</p> <p>I can seek coherent patterns in the various features of religion, connecting different aspects of life into a meaningful whole.</p> <p>I can respond to religious issues through a variety of media.</p> <p>I can identify and articulate matters of deep conviction and concern.</p> <p>I can identify key religious values and their interplay with secular ones.</p> <p>I can debate issues of religious significance with reference to evidence and argument.</p>	<p>I can draw meaning from artefacts and symbols.</p> <p>I can interpret religious language and texts.</p> <p>I can ponder feelings, relationships, experiences, ultimate questions, beliefs and practices.</p> <p>I can identify feelings such as love, forgiveness and sorrow.</p> <p>I can distinguish between belief, opinion and fact.</p> <p>I can distinguish between features of different religions.</p> <p>I can seek coherent patterns in the various features of religion, connecting different aspects of life into a meaningful whole.</p> <p>I can respond to religious issues through a variety of media.</p> <p>I can identify and articulate matters of deep conviction and concern.</p> <p>I can identify key religious values and their interplay with secular ones.</p> <p>I can debate issues of religious significance with reference to evidence and argument.</p>
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SMSC, British Values, Global Learning links	Value: <ul style="list-style-type: none"> • Freedom • Justice • Rights • Rules • Laws Tolerance Individual liberty	Value: <ul style="list-style-type: none"> • Freedom • Justice • Rights • Rules • Laws Tolerance Individual liberty	Value: <ul style="list-style-type: none"> • Freedom • Justice • Rights • Rules • Laws Tolerance Individual liberty	Value: <ul style="list-style-type: none"> • Freedom • Justice • Rights • Rules • Laws Tolerance Individual liberty	Value: <ul style="list-style-type: none"> • Freedom • Justice • Rights • Rules • Laws Tolerance Individual liberty	Value: <ul style="list-style-type: none"> • Freedom • Justice • Rights • Rules • Laws Tolerance Individual liberty
Music	UNIT 21/22/RECORDERS	UNIT 21/22/RECORDERS	UNIT 21/22/RECORDERS	UNIT 21/22/RECORDERS	UNIT 21/22/RECORDERS	UNIT 21/22/RECORDERS
National Curriculum Aims	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the inter-related dimension of music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To use and understand staff and other musical notations</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To develop an understanding of the history of music</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the inter-related dimension of music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To use and understand staff and other musical notations</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To develop an understanding of the history of music</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the inter-related dimension of music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To use and understand staff and other musical notations</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the inter-related dimension of music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To use and understand staff and other musical notations</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the inter-related dimension of music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To use and understand staff and other musical notations</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To develop an understanding of the history of music</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the inter-related dimension of music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To use and understand staff and other musical notations</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To develop an understanding of the history of music</p>

			To develop an understanding of the history of music	To develop an understanding of the history of music		
Music Skills	<i>To sing in 2 parts To work vocally and with pitch instruments on tone sets To play song phrases on pitch percussion To play music with texture To know the music device known as drone To read, sing and learn a new song using notation To sing songs with attention and expression</i>	<i>To sing in 2 parts To work vocally and with pitch instruments on tone sets To play song phrases on pitch percussion To play music with texture To know the music device known as drone To read, sing and learn a new song using notation To sing songs with attention and expression</i>	<i>To sing in 2 parts To work vocally and with pitch instruments on tone sets To play song phrases on pitch percussion To play music with texture To know the music device known as drone To read, sing and learn a new song using notation To sing songs with attention and expression</i>	<i>To sing in 2 parts To work vocally and with pitch instruments on tone sets To play song phrases on pitch percussion To play music with texture To know the music device known as drone To read, sing and learn a new song using notation To sing songs with attention and expression</i>	<i>To sing in 2 parts To work vocally and with pitch instruments on tone sets To play song phrases on pitch percussion To play music with texture To know the music device known as drone To read, sing and learn a new song using notation To sing songs with attention and expression</i>	<i>To sing in 2 parts To work vocally and with pitch instruments on tone sets To play song phrases on pitch percussion To play music with texture To know the music device known as drone To read, sing and learn a new song using notation To sing songs with attention and expression</i>
SMSC, British Values, Global Learning links	<i>Songs from around the world Mutual respect</i>	<i>Songs from around the world Mutual respect</i>	<i>Songs from around the world Mutual respect</i>	<i>Songs from around the world Mutual respect</i>	<i>Songs from around the world Mutual respect</i>	<i>Songs from around the world Mutual respect</i>
PSHE/SEAL/ Citizenship	<i>Respect for the community New beginnings</i>	<i>Diversity and difference Getting on and falling out</i>	<i>Drug Education Going for goals</i>	<i>Healthy lifestyle Good to be me</i>	<i>Community and local environment Health</i>	<i>Myself and others Changes- body awareness</i>
National Curriculum Aims	<p>Pupils to understand what we mean by community.</p> <p>Pupils to be aware that they are part of the community and therefore have some responsibility within their own community</p>	<p>To understand the terms diversity and difference and to realise that differences between people are inevitable, natural and positive.</p> <p>To comprehend the negative impact of prejudice and intolerance</p> <p>To identify examples of possible stereotyping within society</p>	<p>Pupils to understand that all drugs (medicines legal & illegal) have an effect on the brain and body.</p> <p>To understand the consequences of the misuse of drugs, on personal health and the wider social implications of drug using.</p> <p>Pupils to understand that peers, the media and advertisements</p>	<p>Pupils to be aware of the importance of exercise and diet on health and well being and to explore the consequences of inactivity and an unhealthy diet.</p> <p>Pupils to be aware of their own responsibility in the choices they make regarding lifestyles.</p>	<p>To make pupils aware of ecological problems and their own responsibility towards the environment</p> <p>To raise awareness of local, national and global organizations concerned with social and environmental issues</p>	<p>To prepare pupils for the physical and emotional changes brought about by puberty.</p> <p>To enable pupils to understand the process of reproduction.</p>

		To identify ways of dealing with prejudice, and identifying ways of celebrating diversity and difference	can influence attitudes, opinions and behaviour. Pupils to understand school rules on drug related incidents and their consequences. To understand that drug use has wider social implications. Pupils are aware of how to access support agencies.			
PSHE/SEAL Skills	<p>To talk and write about their opinions, and explain their views, on issues that effect themselves and society.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>About the range of jobs carried out by people they know and to understand how they can develop skills to make their own contribution in the future.</p> <p>To research, discuss and debate topical issues, problems and events.</p> <p>That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.</p>	<p>To talk and write about their opinions and explain their views on issues that affect themselves and society</p> <p>To recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p> <p>To research, discuss and debate, topical issues, problems and events.</p> <p>To realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities.</p> <p>That there are different types of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.</p>	<p>To talk and write about their opinions and explain their views, on issues that effect themselves and society.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>To research discuss and debate topical issues, problems and events.</p> <p>To realise the consequences of anti social and aggressive behaviours, such as bullying and racism, on individuals and communities.</p> <p>To reflect on spiritual, moral, social and cultural issues using imagination to understand other people's experiences.</p> <p>To resolve differences by looking at alternatives making decisions and explaining choices.</p>	<p>To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p> <p>To recognise the different risks in different situations and then decide how to behave responsibly.</p> <p>To recognise and challenge stereotypes.</p> <p>Feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much</p>	<p>To talk and write about their opinions, and explain their views, on issues that effect themselves and society.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>About the range of jobs carried out by people they know and to understand how they can develop skills to make their own contribution in the future.</p> <p>To research, discuss and debate topical issues, problems and events.</p> <p>That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.</p>	<p>Pupils should be taught to talk and write about their opinions, and explain their views, on issued that effect themselves and society.</p> <p>To recognise their worth an individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p> <p>Pupils should be taught to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p> <p>Pupils should be taught to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.</p> <p>Pupils should be taught about how the body changes as they approach puberty.</p> <p>Feel positive about</p>

	<p>To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.</p> <p>That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>To explore how the media present information.</p> <p>Where individuals, families and groups can get help and support.</p> <p>Take responsibility (for example, for planning and looking after the school environment; for the needs of others, for identifying safe, healthy and sustainable means of travel when planning their journey to school).</p> <p>Meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers)</p> <p>Develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children</p>	<p>To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.</p> <p>That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.</p> <p>To think about the lives of people living in other places and times, and people with different values and customs.</p> <p>To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help.</p> <p>To recognise and challenge stereotypes.</p> <p>That differences and similarities between people arise from a number of actors, including ethnic, racial and religious diversity, gender and disability.</p> <p>Consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment)</p>	<p>To explore how the media present information.</p> <p>What makes a healthy lifestyle, including the benefits of exercise and healthy eating what affects mental health and how to make informed choices.</p> <p>Which commonly available substances and drugs are legal and illegal their effects and risks.</p> <p>To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.</p> <p>That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and how to ask for help and use basic techniques for resisting pressure to do wrong</p> <p>That their actions affect themselves and others to care about other peoples' feelings and to try to see things from their points of view</p> <p>That differences and similarities between people arise from a number of factors including cultural ethnic racial and religious diversity fender and disability.</p> <p>Make real choices and decisions (e.g. about</p>	<p>responsibility they can take)</p> <p>Make real choices and decisions (for example, about issues affecting health and well being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)</p>	<p>To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.</p> <p>That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>To explore how the media present information.</p> <p>Where individuals, families and groups can get help and support.</p> <p>Take responsibility (for example, for planning and looking after the school environment; for the needs of others, for identifying safe, healthy and sustainable means of travel when planning their journey to school).</p> <p>Meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers)</p> <p>Develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children</p>	<p>themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take).</p> <p>Pupils should be taught the knowledge, skills and understanding to develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, e-mail or letters).</p> <p>Pupils should be taught the knowledge, skills and understanding through opportunities prepare for change (for example transferring to secondary school).</p>
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	<p>with special needs and the elderly; communicating with children in other countries.</p> <p>Find information and advice (for example, through help agencies; by understanding about welfare systems in society)</p>		<p>issues affecting their health and well being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities).</p> <p>Consider social and moral dilemma that they come across in life (e.g. encouraging respect and understanding between different races and dealing with harassment)</p>		<p>with special needs and the elderly; communicating with children in other countries.</p> <p>Find information and advice (for example, through help agencies; by understanding about welfare systems in society)</p>	
<p>SMSC, British Values, Global Learning links</p>	<p><i>Local green belt issues and global issues e.g. deforestation</i></p> <p>To realise and verbalise that actions have consequences.</p> <p>Making decisions about a range of issues.</p> <p>Varied lifestyles in the class and in the community – differences in others and how we feel about the difference.</p> <p>Knows what is socially acceptable in a variety of situations.</p> <p><i>British services e.g. NHS</i></p>	<p>Explore issues around stereotyping (e.g. racial, cultural, gender)</p> <p>Expressing when something is acceptable and when something is not acceptable.</p> <p>How the media and peers impact on forming attitudes</p> <p>Better able to see another’s perspective</p> <p>Being able to describe another’s experience</p> <p>Worldwide cultural differences</p> <p><i>Comparing British values with other countries</i></p>	<p><i>British services e.g. NHS</i></p> <p>Expressing when something is acceptable and when it is not acceptable.</p> <p>Handling some difficult situations e.g. being teased, being bullied, being left out when others are disappointed/angry with you.</p> <p>To realise and verbalise that actions have consequences.</p> <p>How the media and peers impact on forming attitudes.</p> <p>Being able to describe another’s experience</p> <p>Better able to anticipate reactions and consequences.</p> <p>Knows what is socially acceptable in a variety of situations.</p> <p>Know what is risky and unsafe.</p>	<p>To realise and verbalise that actions have consequences.</p> <p>How the media and peers impact on forming attitudes.</p> <p>Making healthy choices regarding food, exercise, and drugs.</p> <p>Recognise and challenge stereotypes e.g. gender.</p> <p>Keeping healthy – exercise, diet, the immune system.</p>	<p><i>Global health issues Epidemics</i></p> <p>Value:</p> <ul style="list-style-type: none"> • Freedom • Justice • Rights • Rules • Laws <p>Appreciate and safeguard natural features and processes.</p> <p>Experience the wonder of nature and human endeavour.</p>	<p>Knowing some ways of supporting self and others in a range of situations.</p> <p>Recognise their own worth and identify positive things about themselves.</p> <p>Body changes in self and others.</p> <p>How babies begin and are born – how they grow.</p> <p>Body changes in boys and girls – why they happen</p>

PE	Swimming	Gymnastics	Hockey	Badminton	Orienteering	Athletics
National Curriculum Aims	<p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively</p> <p>perform safe self-rescue in different water-based situations.</p>	<p>use running, jumping, in isolation and in combination</p> <p>develop flexibility, strength, technique, control and balance</p> <p>perform dances using a range of movement patterns</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>develop flexibility, strength, technique, control and balance</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>develop flexibility, strength, technique, control and balance</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>develop flexibility, strength, technique, control and balance</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
PE Skills		<p><i>Fluid movements</i> <i>Take weight on different body parts</i> <i>Can land safely on apparatus</i> <i>Copy and create a sequence</i> <i>Work co-operatively</i></p>	<p><i>Move into space</i> <i>Use key phrases within a team</i> <i>Show understanding of rules</i></p>	<p><i>Correct throwing technique</i> <i>Correct catching technique</i> <i>Perform basic batting position and strike</i></p>	<p><i>Listen and respond to instructions</i> <i>Show they can lead others</i> <i>Work co-operatively</i></p>	<p><i>Demonstrate different long and short running styles</i> <i>Can show accuracy in technique for throwing skills</i> <i>Takes part in competitions with precision, speed, power and stamina</i></p>
SMSC, British Values, Global Learning links	<p><i>British sporting successes, sports heritage</i></p> <p>To realise and verbalise that actions have consequences.</p> <p>How the media and peers impact on forming attitudes.</p>	<p><i>British sporting successes, sports heritage</i></p> <p>To realise and verbalise that actions have consequences.</p> <p>How the media and peers impact on forming attitudes.</p>	<p><i>British sporting successes, sports heritage</i> <i>Rules</i></p> <p>To realise and verbalise that actions have consequences.</p> <p>How the media and peers impact on forming attitudes.</p>	<p><i>British sporting successes, sports heritage</i></p> <p>To realise and verbalise that actions have consequences.</p> <p>How the media and peers impact on forming attitudes.</p>	<p><i>British sporting successes, sports heritage</i></p> <p>To realise and verbalise that actions have consequences.</p> <p>How the media and peers impact on forming attitudes.</p>	<p><i>British sporting successes, sports heritage</i></p> <p>To realise and verbalise that actions have consequences.</p> <p>How the media and peers impact on forming attitudes.</p>

	<p>Making healthy choices regarding food, exercise, and drugs.</p> <p>Recognise and challenge stereotypes e.g. gender.</p> <p>Keeping healthy – exercise, diet, the immune system.</p>	<p>Making healthy choices regarding food, exercise, and drugs.</p> <p>Recognise and challenge stereotypes e.g. gender.</p> <p>Keeping healthy – exercise, diet, the immune system.</p>	<p>attitudes.</p> <p>Making healthy choices regarding food, exercise, and drugs.</p> <p>Recognise and challenge stereotypes e.g. gender.</p> <p>Keeping healthy – exercise, diet, the immune system.</p>	<p>Making healthy choices regarding food, exercise, and drugs.</p> <p>Recognise and challenge stereotypes e.g. gender.</p> <p>Keeping healthy – exercise, diet, the immune system.</p>	<p>Making healthy choices regarding food, exercise, and drugs.</p> <p>Recognise and challenge stereotypes e.g. gender.</p> <p>Keeping healthy – exercise, diet, the immune system.</p>	<p>Making healthy choices regarding food, exercise, and drugs.</p> <p>Recognise and challenge stereotypes e.g. gender.</p> <p>Keeping healthy – exercise, diet, the immune system.</p>
Art	<i>Drawing skills</i>		<i>Mayan Art</i>	<i>Natural wonders Art</i>		
National Curriculum Aims	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Know about great artists, architects and designers in history.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p>		<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Know about great artists, architects and designers in history.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p>	<p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Know about great artists, architects and designers in history.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p>		
Art Skills	<p><i>Colour</i></p> <p><i>Pattern</i></p> <p><i>Line and shape</i></p> <p><i>Tone</i></p> <p><i>Form and space</i></p> <p><i>Texture</i></p> <p><i>Printing</i></p>		<p><i>Colour</i></p> <p><i>Pattern</i></p> <p><i>Line and shape</i></p> <p><i>Tone</i></p> <p><i>Form and space</i></p> <p><i>Texture</i></p> <p><i>Printing</i></p>	<p><i>Colour</i></p> <p><i>Pattern</i></p> <p><i>Line and shape</i></p> <p><i>Tone</i></p> <p><i>Form and space</i></p> <p><i>Texture</i></p> <p><i>Printing</i></p>		
SMSC, British Values, Global Learning links	<p>British artists</p> <p>How the media and peers impact on forming attitudes.</p>					

DT		<i>Textiles</i>			<i>Construction</i>	<i>Cookery</i>
<p>National Curriculum Aims</p>		<p>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.</p> <p>Design: Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make: Select from and use a wider range of tools and equipment to perform practical tasks.</p> <p>Make: Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate: Investigate and analyse a range of existing products.</p> <p>Evaluate: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Technical Knowledge: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>			<p>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.</p> <p>Design: Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make: Select from and use a wider range of tools and equipment to perform practical tasks.</p> <p>Make: Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate: Investigate and analyse a range of existing products.</p> <p>Evaluate: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Technical Knowledge: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>Cooking and Nutrition: Understand and apply the principles of a healthy and varied diet.</p> <p>Cooking and Nutrition: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Cooking and Nutrition: Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>

		<p>Technical Knowledge: Understand and use mechanical systems in their products.</p> <p>Technical Knowledge: Understand and use electrical systems in their products.</p> <p>Technical Knowledge: Apply their understanding of computing to program, monitor and control their products.</p>			<p>Technical Knowledge: Understand and use mechanical systems in their products.</p> <p>Technical Knowledge: Understand and use electrical systems in their products.</p> <p>Technical Knowledge: Apply their understanding of computing to program, monitor and control their products.</p>	
DT Skills		<p>measure, mark out, cut and shape materials and components with some accuracy</p> <ul style="list-style-type: none"> • assemble, join and combine materials and components with some accuracy • apply a range of finishing techniques, including those from art and design, with some <p>Accuracy gather information about the needs and wants of particular individuals and groups</p> <ul style="list-style-type: none"> • develop their own design criteria and use these to inform their ideas 			<p>measure, mark out, cut and shape materials and components with some accuracy</p> <ul style="list-style-type: none"> • assemble, join and combine materials and components with some accuracy • apply a range of finishing techniques, including those from art and design, with some <p>Accuracy gather information about the needs and wants of particular individuals and groups</p> <ul style="list-style-type: none"> • develop their own design criteria and use these to inform their ideas 	<i>Where food comes from Preparation, nutrition and cooking</i>
SMSC, British Values, Global Learning links		British engineering and construction			British engineering and construction Foreign trade and travel	Great British food Keeping healthy – exercise, diet, the immune system. Foreign aid Poverty and starvation
MFL	French	French	French	French	French	French
National Curriculum Aims	Listen attentively to spoken language and show understanding by joining in and responding.	Listen attentively to spoken language and show understanding by joining in and responding.	Listen attentively to spoken language and show understanding by joining in and responding.	Listen attentively to spoken language and show understanding by joining in and responding.	Listen attentively to spoken language and show understanding by joining in and responding.	Listen attentively to spoken language and show understanding by joining in and responding.

	<p>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. Read carefully and show understanding of words, phrases and simple writing. 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 and actions orally.</p>	<p>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. Read carefully and show understanding of words, phrases and simple writing. 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 and actions orally.</p>	<p>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. Read carefully and show understanding of words, phrases and simple writing. 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.</p>	<p>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. Read carefully and show understanding of words, phrases and simple writing. 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.</p>	<p>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. Read carefully and show understanding of words, phrases and simple writing. 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 and actions orally.</p>	<p>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. Read carefully and show understanding of words, phrases and simple writing. 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 and actions orally.</p>
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Visits and Visitors						<i>Aerial extreme</i>
Themed days and weeks	<ul style="list-style-type: none"> • Art Day • History of St Helens Week including a dress up day 	<ul style="list-style-type: none"> • Anti-Bullying Week • Healthy Body, Healthy Mind Day • St Andrews Day • Christmas decoration workshop afternoon • Inter-Faith Week • Christmas Shed 	<ul style="list-style-type: none"> • Mad Science day • Cultural day 	<ul style="list-style-type: none"> • Book Week, World Book day and book character dress up • No Pen Wednesday • Easter Bonnet Parade or Easter Diorama 	<ul style="list-style-type: none"> • Past, Present and Future Week. <p>Dress up-Historical character, St Helens theme or futuristic</p>	<ul style="list-style-type: none"> • Singing Celebration • Sports Week/History of St Helens RLFC • Armed Forces Day (KS2) • Poetry Day • Spelling Bee
Charity days	<ul style="list-style-type: none"> • McMillian Coffee morning • Harvest, Food Bank donations 	<ul style="list-style-type: none"> • Children in Need day • Premature baby day • Christmas Jumper day • Willowbrook Hospice • School Fund-Christmas Fayre and Grotto 	<ul style="list-style-type: none"> • Young Carers 	<ul style="list-style-type: none"> • Sports Relief 	<ul style="list-style-type: none"> • School fund-School Gala 	

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