

Subject	Content	Outcomes	Effort						
Oracy	<p>We will continuously visit our 'Oracy Rules' and remind ourselves about what oracy looks like in the classroom.</p> <p>This half term, we will build upon and further develop our skills. We will link this to our understanding of effective communication, which includes; looking, listening, turn-taking, body language and thinking time.</p> <p>We will focus and assess objectives from the following strands of Oracy:</p> <ul style="list-style-type: none"> ●Physical (voice and body language) ●Linguistic (vocabulary and language) ●Cognitive (content, structure, clarifying, summarising, self-regulation and reasoning) ●Social and Emotional (working with others; listening and responding; confidence in speaking) 	<ul style="list-style-type: none"> ● I can begin to consider position and posture when addressing an audience. ● I can speak clearly and confidently in a different contexts. ● I can speak with increased confidence in front of a small audience ● I can recite pre prepared material in front of an audience. ● I can recognise when I haven't understood something and tell an adult. ● I can disagree or agree with someone's opinion politely. ● I can answer what, where, when, how and why questions ● I can use joining connectives for longer sentences. ● I can use a wide range of sentence stems to link to other's ideas in group discussion ● I can build on others ideas in discussions. ● I can make connections between what has been said and their own and others' experiences. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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Reading	<p>This half term we will continue to have structured guided reading sessions every day. During these sessions, we will cover a range of fiction and non-fiction texts according to our strengths and prior knowledge.</p> <p>We will focus on developing phrasing and intonation when reading aloud. We will also work on the following comprehension skills:</p> <ul style="list-style-type: none"> - Vocabulary - Retrieval - Inference - Summarising - Predicting 	<p>Year 1</p> <ul style="list-style-type: none"> ● I can predict events and endings ● I can identify the beginning, middle and end of stories ● I can retrieve key information from a text ● I can justify my views using the word because, with some support ● I can take note of punctuation e.g. pausing at a full stop ● I can make links between what I have read and my own experiences ● I can discuss new word meanings ● I can check that the text makes sense and correct inaccurate reading ● I can discuss the significance of events and the title <p>Year 2</p> <ul style="list-style-type: none"> ● I can discuss effective language choices e.g. slimy is a good word there because ● I can make predictions about key events ● I can retrieve specific information from the text ● I can use evidence from a text ● I can explain the difference between fiction and non-fiction ● I can identify the sequence of events e.g. what happened before he fell over? ● I can become familiar with and retell a wider range of stories ● I can discuss and clarify the meaning of new words ● I can discuss my favourite words and phrases ● I can ask and answer questions about a text ● I can predict what might happen based on what I have read so far ● I can participate in discussions about texts, taking turns and listening to others <p>Year 3</p> <ul style="list-style-type: none"> ● I can make predictions based on details in the text ● I can retrieve information from a text where there is competing (distracting) information ● I can refer back to a text for evidence when explaining ● I can identify new vocabulary and sentence structure and discuss it to develop understanding ● I can justify my views about what I have read ● I can explain similarities and differences with my own experiences 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td> </td></tr> <tr><td>Persistence</td></tr> <tr><td> </td></tr> <tr><td>Attainment</td></tr> <tr><td> </td></tr> </table>	Curiosity		Persistence		Attainment	
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		<ul style="list-style-type: none"> • I can summarise the main ideas from a text • I can use a dictionary to check the meaning of what I have read • I can orally retell a wider range of stories • I can begin to identify themes in familiar books 				
<p>Writing</p>	<p>We will focus on extending our sentences using a wider range of co-ordinating and subordinating conjunctions. We will continue to use shape coding to help us structure our writing and maintain consistency.</p> <p>On a daily basis, we will remind ourselves about using finger spaces, capital letters and full stops. Likewise we will work on using our editing skills to make sure that our writing makes sense. We will also develop the use of further punctuation according to our prior knowledge and individual strengths.</p> <p>In our English lessons, we will be studying the following text types:</p> <ul style="list-style-type: none"> • Non-chronological reports • Explanation texts • Myths 	<p>Year 1</p> <ul style="list-style-type: none"> • I can sequence sentences to form short narratives and simple non-fiction texts • I can write simple sentences to recount my experiences • I can punctuate most single-clause sentences with a capital letter and full stop • I can punctuate sentences using question marks or exclamation marks some of the time • I can re-read what I have written to check it makes sense • I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • I can use story language, sentence patterns and sequencing words to organise events e.g. then <p>Year 2</p> <ul style="list-style-type: none"> • I can record ideas sentence-by-sentence • I can use capital letters, full stops, question marks, exclamation marks, commas in a list and apostrophes for contractions (e.g. can't) correctly most of the time • I can expand sentences using co-ordinating conjunctions (and, but, so) and subordinating conjunctions (when, if, that, because) • I can use past and present tense mostly correctly and consistently • I can re-read to check my writing makes sense • I can proof read for spelling and punctuation errors • I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • I can write sentences with different forms; statement, exclamation, question and command <p>Year 3</p> <ul style="list-style-type: none"> • I can consistently use co-ordinating conjunctions (and, but, so) and subordinating conjunctions (when, if, that, because) to join clauses • I can use first or third person consistently • I can link events using a wider range of conjunctions and adverbs e.g. after a while, • I can show an awareness of the reader in proof reading and editing • I can use paragraphs to group related materials • I can use apostrophes to show singular possession e.g. the boy's bag • I can use headings, sub-headings and numbered lists to organise my writing where appropriate • I can use the diagonal and horizontal strokes needed to join some letters • I can use finger spaces between words which reflect the size of the letters 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td>Persistence</td></tr> <tr><td>Attainment</td></tr> </table>	Curiosity	Persistence	Attainment
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<p>Maths</p>	<p>This half term the following areas will be explored in varying depth & breadth according to our prior knowledge:</p> <ul style="list-style-type: none"> • Multiplication and division • Fractions • Time <p>We will use concrete resources alongside pictorial representations to support our understanding of these topics.</p>	<p>Year 1</p> <p>Multiplication</p> <ul style="list-style-type: none"> • I can count forwards and backwards in 2, 5 and 10. • I can complete sequences in 2, 5 and 10 starting at 0 and any other number. <p>Division</p> <ul style="list-style-type: none"> • I can solve one step problems using concrete resources, pictorial representations and arrays <p>Fractions</p>	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td>Persistence</td></tr> <tr><td>Attainment</td></tr> </table>	Curiosity	Persistence	Attainment
Curiosity						
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- I can recognise a half as two equal parts of an object, shape or quantity
- I can recognise a quarter as four equal parts of an object, shape or quantity

Time

- I can measure and begin to record time in seconds, hours and minutes
- I can sequence events in chronological order using the following language: before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening
- I can recognise and use language relating to dates including days, weeks, months and years
- I can tell the time to the hour and half past
- I can draw the hands on a clock to show o'clock and half past

Year 2

Multiplication

- I can understand that multiplication is the same as repeated addition
- I can use arrays to represent multiplication facts
- I can double odd and even numbers
- I can multiply by 10
- I can use symbols to represent multiplication (\times), division (\div) and equals (=) in number sentences

Division

- I can halve numbers
- I can recall and use division facts for the 2, 5 and 10 x table
- I can calculate mathematical statements for the 2, 5 and 10 x table and record these using the \div and = sign
- I can recognise that division is not commutative (it cannot be done in any order)
- I can solve division problems using concrete resources, repeated addition, arrays and my knowledge of the 2, 5 and 10 x table

Fractions

- I can recognise and find, name and write $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, object or quantity
- I can write simple fractions e.g. half of 6 = 3
- I can recognise the equivalence between $\frac{1}{2}$ and $\frac{2}{4}$
- I can compare and order the above fractions
- I can calculate unit fractions of amounts and quantities (concrete or pictorially)

Time

- I can compare and sequence intervals of time
- I can tell and write the time to five minute intervals including quarter past and to
- I can draw the hands on a clock to represent quarter to, quarter past and five minute intervals
- I know the number of minutes in an hour
- I know the number of hours in a day

Year 3

Multiplication

- I can independently write number sentences for known multiplication facts using the correct symbols
- I can use arrays and repeated addition to help me recall number facts
- I can build up the speed of my recall of known multiplication facts
- I can recall multiplication facts in and out of order

Division

- I can recall and use division facts for the 3, 4 and 8 x table

		<ul style="list-style-type: none"> I can calculate mathematical statements for the 3, 4 and 8 x table and record these using the ÷ and = sign I can solve division problems my knowledge of the 3, 4 and 8 x tables e.g. missing number problems <p>Fractions</p> <ul style="list-style-type: none"> I can count up and down in tenths I can recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators I can recognise and show, using diagrams, equivalent fractions with small denominators I can add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$] I can compare and order unit fractions, and fractions with the same denominators I can solve problems that involve all of the above <p>Time</p> <ul style="list-style-type: none"> I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks I can estimate and read time to the nearest minute I can record and compare time in terms of seconds, minutes and hours I can use the following vocabulary: o'clock, am/pm, morning, afternoon, noon and midnight I know the number of seconds in a minute and the number of days in each month, year and leap year I can compare durations of events 				
<p>Science</p>	<p>Science Scientific Investigations Skills: This term we will continue to use investigation skills and enquiry needed for science. We will plan and conduct our own investigations, thinking carefully about how we can make it a fair test.</p> <p>Science Content: Our topic will be 'Living things and their habitats'.</p>	<p>Living things and their habitats</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food <p>Working scientifically</p> <ul style="list-style-type: none"> I can ask relevant questions and use different types of scientific enquiries to answer them I can observe closely, using simple equipment I can set up simple practical enquiries, comparative and fair tests I can identify and classify I can use my observations and ideas to suggest answers to questions I can gather and record data in different ways to help in answering questions I can use scientific vocabulary in context 	<table border="1"> <tr> <td>Curiosity</td> </tr> <tr> <td>Persistence</td> </tr> <tr> <td>Attainment</td> </tr> </table>	Curiosity	Persistence	Attainment
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Central Primary Curriculum Overview 2020-2021

Summer Forest

<p>Art & Design</p>	<p>In DT we will use our prior knowledge of construction to create a variety of vehicles that could travel across continents.</p> <p>Children will be shown how to use a variety of materials to construct transport vehicles including K-new, Lego and paper.</p> <p>We will practise following instructions to create vehicles and talking about their features.</p> <p>Finally we will design, build and evaluate our own vehicles.</p>	<p><u>DT</u></p> <ul style="list-style-type: none"> · Design: I can use examples of different products and find out what different people think about them · Design: I can talk about a product and point out its features · Design: I can say what I like or dislike about a product · Design I can assemble different materials into a finished product · Resistant Materials: I can assemble construction kits · Resistant Materials: I can roll paper to create tubes · Resistant Materials: I can create models with wheels and axis 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td>Persistence</td></tr> <tr><td>Attainment</td></tr> </table>	Curiosity	Persistence	Attainment
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<p>Computing</p>	<p>In Computing, we will be learning about programming and how computers can be programmed.</p> <p>We will start by recapping concepts such as algorithms and practicing with bee bots. However, we will move quickly to something more advanced; Scratch Jr on iPads is an introductory programming language app that enables us to create our interactive stories working on programming blocks to make the characters move. This is a more advanced step of coding.</p>	<ul style="list-style-type: none"> ● Children begin to understand what an algorithm is. ● Children begin to create and debug simple programs. ● Children begin to describe the link between algorithms and programming. ● Children can create simple algorithms. ● To understand what algorithms are and how they are used to program. ● To predict the behaviour of simple programs and algorithms ● To create and debug simple programs 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td>Persistence</td></tr> <tr><td>Attainment</td></tr> </table>	Curiosity	Persistence	Attainment
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<p>History / Geography</p>	<p>This half term, we will be learning about significant women who have contributed to National and International achievements.</p> <p>Children will begin to compare these women and analyse how their contributions to the world are still present in our everyday lives.</p>	<ul style="list-style-type: none"> ● I can describe and compare the life of significant women from history. ● I can describe how these women contributed to national/international achievements ● I can describe differences and similarities between women from 2 different periods ● I can distinguish between Primary and Secondary sources ● I can infer what life was like in the past using a range of sources ● I can begin to share own point of view using a number of known facts. 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td>Persistence</td></tr> <tr><td>Attainment</td></tr> </table>	Curiosity	Persistence	Attainment
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<p>Music</p>	<p>This half term we will be carrying on with the work your child already started with 'The Voices Foundation'.</p> <p>We will continue to develop the following skills: Phrase, dynamics, pitch, tempo and rhythm.</p>	<ul style="list-style-type: none"> ● I can watch and then perform simple time rhythm phrases ● I can improvise simple time rhythm phrases ● I can identify different phrases lengths ● I can identify if the phrases are the same length throughout a musical piece ● I can develop an interest in using percussion through exploration ● I can make percussion louder or quieter and explain how to do that 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td>Persistence</td></tr> <tr><td>Attainment</td></tr> </table>	Curiosity	Persistence	Attainment
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<p>Physical Education (PE)</p>	<p>We will continue to have weekly PE lessons with Miss Evans.</p> <p>In Physical Education we will be exploring competitive games.</p>	<ul style="list-style-type: none"> ● I can stand side on to a pitcher holding a bat ● I can follow the ball with my eyes ● I can hit a ball with a tennis racquet (3 out of 5 balls) ● I can hit a ball with a tennis racquet (3 out of 5 balls) ● I can hit a ball with a rounder bat (3 out of 5 balls) ● I can hit a ball with a rounder bat (3 out of 5 balls) ● I can catch a tennis ball with a chest catch 	<table border="1"> <tr><td>Curiosity</td></tr> <tr><td>Persistence</td></tr> <tr><td>Attainment</td></tr> </table>	Curiosity	Persistence	Attainment
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Personal, Social, Health, Citizenship Education (PSHCE)	The next Jigsaw piece is 'Changing Me'. The children will complete the lessons and cover objectives that are appropriate to their year group.	<p><u>Year 3:</u></p> <ul style="list-style-type: none"> • I can describe how I feel when my ideas are challenged • I can take on what others are saying and know it is okay to change my mind • I can list some changes that happen in animals and humans between conception and growing up • I understand that in animals and humans, the baby grows inside a mother's uterus • I understand what a baby needs to live and grow • I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies • I can identify how boys' and girls' bodies change on the inside and on the outside during the growing up process • I can tell you why changes inside and outside our bodies are necessary for making babies when we grow up and can use correct words to name those changes • I can think about my ideas about parenting and family roles and consider whether I may need to challenge these • I can express how I might feel if I had a new baby in my family • I can articulate feelings about next year, start to think about changes I will make and know how to go about achieving them <p><u>Year 4:</u></p> <ul style="list-style-type: none"> • I know how the circle of change works and can apply it to changes I want to make in my life • I can identify changes that have been /may continue to be outside of my control that I learnt to accept • I can list strategies to deal with physical /emotional changes during puberty • I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm • I appreciate unique things about me • I can identify personal / physical traits inherited from my birth parents • I can correctly label the internal /external parts of male / female bodies necessary for making a baby • I can describe how a girl's body changes to have babies as an adult, and can name the body parts / processes important for this. • I understand that having a baby is a personal choice and express feelings about having children as an adult • I can reflect on changes I would like to make next year and can describe how to go about achieving them • I can express my fears about changes outside of my control and know how to manage these feelings <p><u>Year 5:</u></p> <ul style="list-style-type: none"> • I can identify what I am looking forward to about becoming a teenager • I understand that becoming a teenager brings growing responsibilities • I can express how I feel about the changes that will happen to me during puberty and can list strategies I can use to manage my emotions • I am aware of my own self-image and how my body image fits into that • I understand the importance of looking after yourself physically and emotionally during puberty 	<table border="1"> <tr> <td>Curiosity</td> </tr> <tr> <td> </td> </tr> <tr> <td>Persistence</td> </tr> <tr> <td> </td> </tr> <tr> <td>Attainment</td> </tr> <tr> <td> </td> </tr> </table>	Curiosity		Persistence		Attainment	
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		<ul style="list-style-type: none"> I can describe how boys' and girls' bodies change during puberty, mentioning key vocabulary /processes I understand that intercourse can lead to conception and that this is how babies are often made I can explain different ways in which a family might be able to bring a baby /child into their lives I can describe what I am looking forward to in Year 6 and what changes I want to make in order to become a responsible Year 6 and teenager <p>Year 6:</p> <ul style="list-style-type: none"> I can share feelings about babies' development /growth I am aware of the importance of a positive self-esteem and what I can do to develop it I know that sharing ./being asked to share certain things in person or via the internet is against the law I understand that by law noone can ask me to do anything with /to my body that I do not like I understand that respect is the foundation of any good relationship, that people should respect my boundaries and that I have the right to express what I like /don't like I can reflect on how my body image affects my self-worth I can counter negative thoughts to build self esteem I can describe changes to how I should / could look after myself before, during and after puberty, and explain their importance for my well-being I can use scientific terminology to describe body parts / processes relating to bodily change during puberty I can explain how a baby develops from conception to birth I can describe strategies to prepare myself emotionally for secondary school transition and for handling my concerns 							
<p>Religious Education</p>	<p>This half term we will continue to learn about the Christian and Jewish faith by focussing on role models and charity.</p> <p>Children will do this by identifying key religious figures featured in the Torah and Bible and how this can impact the faith.</p> <p>In addition, we will link their understanding of the characteristics and values of key figures and how this is implemented within the school values.</p>	<ul style="list-style-type: none"> I can name religious figures that feature in the Torah and Bible. I can compare religious figures from both Jewish and Christian faiths. I can explain what the lives of religious figures can teach believers today I can explain how Jews and Christians follow the example of religious figures. I can link the values of key religious figures to our school values. I know how Jewish and Christians charities reflect core religious beliefs and values 	<table border="1"> <tr> <td>Curiosity</td> </tr> <tr> <td> </td> </tr> <tr> <td>Persistence</td> </tr> <tr> <td> </td> </tr> <tr> <td>Attainment</td> </tr> <tr> <td> </td> </tr> </table>	Curiosity		Persistence		Attainment	
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Dates to remember		Things to remember	
		Monday	Bring in your completed weekend news Planner/reading book/home school book
		Tuesday	Planner/reading book/home school book
		Wednesday	Planner/reading book/home school book
		Thursday	Bring in your completed homework Planner/reading book/home school book
		Friday	Spelling test today Planner/reading book/home school book