



Spring Term Curriculum

Religious Education: Values - Grateful & Generous and Attentive & Discerning

Reception

TOPIC 4: Local Church: Community: Celebrating - People celebrate with the parish family.
The children will learn about what a celebration is and how the parish family celebrate.

OTHER FAITHS: Islam - Prayer Mats

TOPIC 5: Eucharist - Relating: Gathering - The parish family gathers to celebrate Eucharist.
The children will learn how and why people gather together and understand the joy of gathering together to celebrate at Mass.

TOPIC 6: Lent/Easter - Giving: Growing - Looking forward to Easter
The children will learn that spring is a time when things begin to grow and understand that Lent is a time to grow in love to be more like Jesus and to look forward to Easter.

Our Values:

Spring 1: Grateful & Generous

Spring 2: Attentive & Discerning



Galilee To Jerusalem

- To recall the feast of the Presentation
- To explain why it is celebrated by Christians around the world and it is known as Candlemas.
- To be able to retell in any form one of the stories they have heard, recognising that these are religious accounts from the Gospel of Luke.
- Make simple connections between Jesus' announcements of his mission and how Christians are called to tell people about God's love today.
- To identify some of the people that encounter Jesus and recognise that he is special.
- To recall the story of Luke 18.15-17 - Jesus blesses little children
- To understand that Christians are called to take care of each other, especially those most in need, such as the poor.
- Identify how Zacchaeus encountered Jesus and recognised that he is special.
- Ask and answer questions about the story of Zacchaeus.
- Reflect on how Jesus is a light for all people and consider how they can bring light to their families and communities.
- Understand how and why Christians are called to follow Jesus and share the Good News with others.

Desert to Garden

- To recall the story of Jesus being tempted in the desert for 40 days.
- Understand that Lent is a special time for praying, fasting and helping others, as Jesus taught us to.
- Understand that fasting in Lent is a way of giving to others (CAFOD family fast day)
- Recall events from Palm Sunday and the big welcomes Jesus received.
- Recall the story of Jesus in the temple and identify the special meaning Jesus was presenting to us.
- Retell the story of the Last Supper.
- Explain the promise Jesus made and why he did this.
- To know and understand what happened to Jesus on Good Friday.
- Recall the events form Holy Week.
- Recognise that the Church teaches us that Jesus suffered, died and rose again.

Recognise that angels bring God's message and are a sign that Jesus is the son of God, truly alive.



Galilee To Jerusalem

- To know and understand what a prophet is and that John the Baptist was a prophet
- To recall the message of John the Baptist
- To explain what people do in our country to fulfil John's message
- To recognise Jesus as a little boy then as a man
- Retell the story of Jesus' Baptism
- To recognise the power of the Holy Spirit during Jesus's Baptism
- To understand what temptation is and give your own examples
- Retell the story of the temptation of Jesus in the desert
- Talk about and describe what it was like for Jesus during this time
- To describe/hotseat how Jesus's disciples felt when they were chosen by Jesus
- Retell and role-play the story of 'Jesus make the wind stop blowing'
- Recall what the disciples learnt from Jesus
- To retell the miracle of how 'Jesus heals a man who cannot walk'
- To understand and explain why Jesus performed miracles
- To understand what a parable is
- To retell the parable of the 'lost Sheep' and understand its meaning
- Imagine you are the lost sheep, describe your experience and feelings

Desert to Garden

- Understand and explain the meaning of Lent
- To know that Ash Wednesday marks the start of Lent
- To recognise that Lent is a time for reconciliation
- Re-enact the story of Jesus going to Jerusalem (LK 19: 28-38)
- Describe how you would be feeling if you were there when Jesus goes to Jerusalem
- Understand why Jesus wanted to go to Jerusalem
- Recall events from the Last Supper
- Attend Mass and recognise the re-enactment of the Last Supper
- To recall events from the crucifixion
- To understand why Jesus forgave his enemies after they killed him
- Explain how Jesus's actions teach us how to live
- Explain what we can learn from Jesus
- Retell/roleplay the resurrection of the Lord
- Recall the events of the resurrection in the role of Peter



- Understand the importance of Holy Week and what it is
- Recall the different events within Holy Week
- Explain why Easter is so important to us

Galilee to Jerusalem

- I can retell in any form, the visit of the Magi
- I can show a simple understanding of what the Kingdom of God is (friends of Jesus living their lives in the way he taught us to)
- I can show knowledge of two parables of Jesus, making links between them to show some understanding of what the kingdom of God is like.
- I can retell the Parable of the Sower, making links between the parable and Jesus' message about the Kingdom of God.
- I can show a simple understanding of a miracle of Jesus showing that it is a sign of the Kingdom and the compassion of Jesus
- I can recall the 'Our Father' prayer and make simple links between the prayer and building the kingdom.
- I know and understand about Therese's mission.
- I can identify ways in which Therese can inspire young people today.

Desert to Garden

- I can retell in any form the story of feeding of the 5000
- I know that this miracle helps us to understand that Jesus is truly God and truly human.
- I can explain the link between the Last Supper and feeding the 500
- I can retell the events of Holy week and understand the importance of the Last Supper
- I understand the various parts of the Mass
- I recognise that the Church teaches that the Eucharist is the meeting point where God gives himself to communicants as food; they receive the Body of Christ and become united in His Body the Church.
- I can retell the parable of the Lost Sheep and understand that God loves everyone
- I understand the significance of the sacrament of reconciliation



Local Church: Community: Celebrating - Life in the local Christian community, ministries in the parish

LF1: Jesus chooses people to work with him.

LF2: The parish community.

LF3: How people within the parish serve the community in church.

LF4: Ministries in the parish - reaching out to the community

LF5: Joining together as a community

LF6: The parish community celebrations

OTHER FAITHS: Islam - The Qur'an

We will learn about the importance of The Qur'an and its key messages

Eucharist - Giving and Receiving

Living in communion

LF1: Greeting: the introductory rite.

LF2: Gathering in love.

LF3: The Penitential Act.

LF4 and LF5: Communion rite.

LF6: The Concluding rite

Lent/Easter - Self Discipline

The family of God in scripture

LF1: How to live during Lent

LF2: Living in God's way.

LF3: Holy Week.

LF4: Good Friday.

LF5: The Empty Tomb.

Our Values:

Compassionate & Loving and Faith-filled & Hopeful



Local Church: Community: Mission - Life Choices

LF1: Good news for the poor

LF2: Jesus begins his mission

LF3: What is a diocese

LF4: The mission of the diocese

LF5: May they all be one

LF6: Other Christian communities - may we all be one

OTHER FAITHS: Islam

We will learn about the important time of Ramadan and the significance of pilgrimage to Muslims

Eucharist: Relating: Memorial Sacrifice - Life Choices

LF1: Remembering the Passover

LF2: The Last Supper

LF3: The Eucharist is a memorial

LF4: The Eucharist is a sacrifice

LF5: Eucharistic prayer II

LF6: Sacrifice in daily life

Lent/Easter: Giving: Sacrifice

LF1: Lent - the opportunity to turn away from evil

LF2: The betrayal of Jesus by Judas Iscariot

LF3: The arrest of Jesus

LF4: The sacrifice of Jesus

LF5: Good Friday - the crucifixion

LF6: Easter Sunday

Our Values:

Compassionate & Loving and Attentive & Discerning



Local Church:

- **Sources** - The Bible, the special book for the Church. Know and understand:
- A wide variety of books and the purpose for which they were written
- The Bible as the story of God's love, told by the People of God
- Acquire the skills of assimilation, celebration and application of the above

Islam - Guidance for Muslims. Understand the five pillars of Islam. Consider:

- - How these Pillars give guidance to Muslims?
- - Which Pillars are about worship and which are about action for others?
- - Why Shahadah is the most important Pillar?

Eucharist: Unity - Enabling people to live in communion. Know and understand:

- What nourishes and what spoils friendship and unity
- The Eucharist challenges and enables the Christian family to live and grow in communion every day
- Acquire the skills of assimilation, celebration and application of the above

Lent/Easter: Death & New Life - Celebrating Jesus' death and resurrection. Know and understand:

- Loss and death bring about change for people
- The Church's seasons of Lent, Holy Week and Easter; the suffering, death and resurrection of Jesus led to new life

Our Values:

- Spring 1: Compassionate & Loving
- Spring 2: Faith-filled & Hopeful



PSHE/Personal, Social and Emotional Development

Reception

Dreams and Goals

- Challenge - I understand that if I persevere, I can tackle challenges
- Never Giving Up - I can tell you about a time I didn't give up until I achieved my goal
- Setting a Goal - I can set a goal and work towards it
- Obstacles and Support - I can use kind words to encourage people
- Flight to the Future - I understand the link between what I learn now and the job I might like to do when I'm older
- Footprint Awards - I can say how I feel when I achieve a goal and know what it means to feel proud

Healthy Me

- Everybody's Body - I understand that I need to exercise to keep my body healthy
- We Like to Move It, Move It! - I understand how moving and resting are good for my body
- Food, Glorious Food - I know which foods are healthy and not so healthy and can make healthy eating choices
- Sweet Dreams - I know how to help myself go to sleep and understand why sleep is good for me
- Keeping Clean - I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet
- Safe Adults - I know who my safe adults are and how to stay safe if they are not close by me

Year 1

Dreams and Goals

- I can set simple goals
- I can set a goal and work out how to achieve it.
- I understand how to work well with a partner.
- I can tackle a new challenge and understand this might stretch my learning.
- I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them.
- I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.

Healthy Me

- I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.
- I know how to make healthy lifestyle choice.
- I know how to keep myself clean and healthy, and understand how germs cause disease/illness. I know that all household products including medicines can be harmful if not used properly.
- I understand that medicines can help me if I feel poorly and I know how to use them safely.
- I know how to keep safe when crossing the road, and about people who can help me to stay safe.
- I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.



Year 2

Dreams and Goals

- I can choose a realistic goal and know how to achieve it
- I can carry on trying even when I find tasks difficult
- I can recognise who I work well with and who it is more difficult for me to work with
- I can work well in a group to create an end product
- I can explain some of the ways I worked well in my group to create an end product
- I know how to share success with other people

Healthy Me

- I know what I need to keep my body healthy
- I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed
- I understand how medicines work in my body and how important it is to use them safely
- I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy
- I can make some healthy snacks and explain why they are good for my body
- I understand which foods to eat to give my body energy

Year 3

Dreams and Goals

- I know about specific people who have overcome difficult challenges to achieve success
- I know what dreams and ambitions are important to me
- I know how I can best overcome learning challenges
- I know that I am responsible for my own learning
- I know what my own strengths are as a learner
- I know what an obstacle is and how it hinders achievement
- I know how to take steps to overcome obstacles
- I know how to evaluate my own learning progress and identify how it can be better next time

Healthy Me

- I know how exercise affects my body
- I know why hearts and lungs are such important organs
- I know that the amount of calories, fat and sugar that we put into our bodies will affect our health
- I know that there are different types of drugs
- I know that there are things, places and people that can be dangerous
- I know a range of strategies to keep myself safe
- I know when something feels safe or unsafe
- I know that bodies are complex and need taking care of



Year 4

Dreams and Goals

- I know what my own hopes and dreams are.
- I know that hopes and dreams don't always come true.
- I know that reflecting on positive and happy experiences can help us to counteract disappointment.
- I know how to make a new plan and set new goals even if I have been disappointed.
- I know how to work as part of a successful group.

Healthy Me

- I know how different friendship groups are formed and how I fit into them.
- I know which friends I value the most.
- I know that there are leaders and followers in groups.
- I know that I can take on different roles according to the situation.
- I know the facts about smoking and drinking alcohol and their effects on health.

Year 5

Dreams and Goals

- I know that I will need money to help me achieve my dreams
- I know about a range of different jobs and about how much people earn from different jobs
- I know a job I would like to do when I am grown up and what I need to do to achieve it
- I know about the dreams and goals of young people in a culture different to mine
- I know that communicating with someone in a different culture means that we can learn from and support each other
- I know some ways that I could support young people at home and abroad to achieve their goals

Healthy Me

- I know the health risks of smoking and how tobacco effects the body
- I know some of the risks of misusing alcohol and how it effects the body
- I know some basic emergency aid procedures and how to get help in an emergency
- I know how the media, social media and celebrity culture promote certain body types
- I know the different roles that food can play in people's lives and how people can develop eating problems, relating to body image pressures
- I know what makes a healthy lifestyle and the choices I can make to be healthy and happy



Dreams & Goals:

I can:

- Know my own learning strengths
- Know how to set realistic and challenging goals
- Know what the learning steps that I need to take are to achieve my goal
- Know a variety of problems that the world is facing
- Know how to work with other people to make the world a better place

Healthy Me:

I can:

- Know how to take responsibility for my own health
- Know how to make choices that benefit my own health and well-being
- Know about different types of drugs and their uses
- Know how these different types of drugs can affect people's bodies, especially their liver and heart
- Know that some people can be exploited and made to do things that are against the law



Art & D&T/Expressive Arts & Design

Reception

Painting and Mixed Media: Paint My World

- I can use paints to make a finger painting.
- I can talk about the marks I have made or make observations about the process.
- I can identify different textures, feelings and colours.
- I can use natural objects to make my own paintbrush.
- I can describe what I think about my paintbrush and identify any problems I may have.
- I can experiment with making different textures and consistencies of mud paint.
- I can talk about my work.
- I can identify different areas of my work influenced by different sections of the music?
- I can use tools to appropriately cut and stick mixed media to make a collage.
- I can make considered selections when creating my transient art piece.
- I can make observations about the work of Megan Coyle.
- I can use tools appropriately, including scissors and glue spreaders, to cut and stick magazine pieces to create my collage.
- I can make considered selections when choosing colours and/or patterns for my collage.
- I can talk about my work and compare it to the photograph?
- I can explore the paint and different techniques when creating.
- I can talk about my work.
- I can talk about how I achieved certain effects.

Textiles: Book marks

- I can demonstrate good fine motor skills when threading that are accurate.
- I can hold my hand steadily.
- I can weave the ribbon independently.
- I can use the beads or ribbons to make a pattern.
- I can use the scissors to cut along the lines, stopping at the correct point.
- I can weave the paper with the correct over-under, under-over technique.
- I can make a pattern with the paper.
- I can hold the needle and push it through the hessian, pulling it out the other side.
- I can persevere when I find something challenging.
- I can begin to sew along a line, even if the stitches aren't straight or close together.
- I can talk about the different bookmark designs and make observations about what I notice.
- I can create a simple design with thought about the materials I will have available to me.
- I can transfer my design to the fabric, keeping the design the same.
- I can hold the needle and push it through the hessian, pulling it out the other side.
- I can persevere when I find something challenging.
- I can begin to sew along a line, even if the stitches aren't straight or close together.
- I can reflect upon my design and my finished bookmark.



Year 1

Sculpture and 3D - Paper play

- I can persevere to roll paper tubes and attach them to the base securely.
- I can make choices about my sculpture, e.g., colour and arrangement of tubes.
- I can shape, overlap and arrange the paper strips in interesting ways to make 3D drawings.
- I can show I can apply a variety of skills in shaping paper (learned in lesson 1 and 2) to my sculpture.
- I can work successfully with others; sustaining effort over a time.
- I can paint with good technique, ensuring good coverage.

Textiles: Puppets

- I can join fabrics together using staples, pins or glue.
- I can design a puppet and using a template.
- I can join the two puppets' faces together as one, aligning the two pieces of fabric.
- I can decorate a puppet to match a design using joining methods.

Year 2

Printing and Mixed Media: Life in Colour

- I can name the primary and secondary colours.
- I can talk about the colour changes I notice and make predictions about what will happen when two colours mix.
- I can describe the colours and textures I see.
- I can try out different tools to recreate a texture and decide which tool works best.
- I can identify different textures in a collaged artwork.
- I can choose what paper to paint on and which tool to try to create a specific texture.
- I can apply my knowledge of colour mixing to match colours effectively.
- I can choose collage materials based on colour and texture.
- I can talk about my ideas for an overall collage.
- I can try out different arrangements of materials, including overlapping shapes.
- I can share likes and dislikes about my work and others.
- I can describe my ideas for developing my collages and choosing materials and tools once I have tried them out.

Mechanisms: Fairground Wheels

- I can design and label a wheel, considering the designs of others and making comments about their practicality or appeal.
- I can consider the materials, shape, construction and mechanisms of the wheel and label the designs.
- I can build a stable structure with a rotating wheel and test and adapt the design as necessary.
- I can follow a design plan to make a completed model of the wheel.



Craft and Design: Ancient Egyptian Scrolls

- I can recognise the importance of Ancient Egyptian art through discussion and questioning.
- I can create a background that considers suitability to draw on; recording colours, patterns and shapes through observational drawing.
- I can produce a selection of sketches that show idea exploration and experimentation of drawing techniques and compositions.
- I can make a final design with a clear purpose.
- I can follow instructions with minimal support, understanding how to make the two layers and tearing paper mostly evenly to work in an organised way.
- I can complete a painted or drawn piece translated from a design idea, possibly making changes from the design in my sketchbook.
- I can paint and draw demonstrating good control of tools and the ability to use colours and materials appropriately.
- I can follow step by step instructions with minimal help and support.
- I can create a zine with a clear subject and fill each page using a range of images and information.

Digital World: Wearable Technology

- I can explain who might use a product; recognising the function of a product.
- I can develop specific criteria so that a product fits the needs of those who will most likely use it.
- I can write a program that initiates a flashing LED panel when a button is pressed; checking code against an example that is correct to check for errors and debug.
- I can create a drawing of a product that represents an idea of how the final product could look; explaining to a user what each feature on the product does using annotations.
- I can describe what is meant by 'point of sale display' and giving an example; following simple design requirements; using computer-aided design software to create a POS badge; evaluating my design.
- I can provide opinions about the quality of the overall design and specific choices that others have made; making decisions about changes I could make to my design based on the feedback of others.



Painting and Mixed Media - Light and Dark

- I can share my ideas about a painting, describing the difference between a tint and a shade.
- I can mix tints and shades by adding black or white paint.
- I can mix tints and shades of my original colour and use these to make one side of a painted object appear dark and one side appear light.
- I can organise my equipment for painting, discussing my choices and my work.
- I can apply my experience with using tints and shades to paint objects in 3D.
- I can try out different arrangements of objects and explain why I chose their composition.
- I can produce a clear sketch that reflects the way my objects are arranged.
- I can show in my final painting that I have understood how colour can be used to show light and dark, and therefore show three dimensions.
- I can paint with care and control to make a still life with recognisable objects.

Mechanical Systems: Making a Slingshot Car

- I can work independently to produce an accurate, functioning car chassis.
- I can design a shape that is suitable for the project and make some attempt to reduce air resistance through the design of the shape.
- I can produce panels that will fit the chassis and can be assembled effectively using the tabs I have designed.
- I can construct the car bodies effectively.
- I can conduct the trial accurately and draw conclusions and improvements from the results.



Drawing - I Need Space

- I can understand and explain what retrofuturism is.
- I can participate in discussions and offer ideas.
- I can evaluate images using simple responses such as 'I like...I don't like...' but may use formal elements to extend ideas.
- I can provide plausible suggestions for how a piece was created.
- I am comfortable to use a different stimulus to draw from.
- I can use past experiences to use a good range of drawing processes.
- I can participate in discussion; suggesting sensible ideas about how the image was produced.
- I can select and place textures to create a collagraph plate applying an understanding of the material, which may be supported by testing.
- I can produce drawings and visual notes that demonstrate using sketchbooks to explore ideas.
- I can generate a clear composition for a final piece; including how it will be drawn.
- I can apply confident skills to make an effective collagraph print.
- I can select tools and drawing techniques with some guidance.
- I can demonstrate a growing independence; able to discuss ways to improve work; willing to seek support or guidance when needed.

Mechanical Systems: Making a Pop-up Book

- I can produce a suitable plan for each page, naming each type of mechanism, input and output and understanding that structures use the movement of the pages to work and mechanisms control movement.
- I can produce the structure of the book and begin to draw and assemble the components necessary for the first structures/mechanisms.
- I can assemble the components for all the required structures/mechanisms and hiding the relevant parts of the mechanisms with more layers using spacers where needed.
- I can use a range of mechanisms and structures to illustrate the story and make it interactive.
- I can use layers to hide mechanical elements and illustrate the story through the use of appropriate materials and captions.



Drawing: Making My Voice Heard

- I can select a good range of imagery presented with annotated notes and sketches.
- I can make relevant comparisons between different styles of art, able to use tools effectively to explore a range of effects.
- I can respond to the meaning of a spirit animal through discussion and drawing.
- I am can generate symbols that reflect my likes and dislikes, with minimal support.
- I can create a tile that is full of pattern, symbols and colours that effectively represents them.
- I can discuss ideas to create light and dark through drawing techniques.
- I can explain the term chiaroscuro.
- I can apply chiaroscuro to create light and form through a tonal drawing.
- I can understand the impact of using techniques for effect.
- I can participate in discussion that examines the similarities and differences between different styles of art.
- I can form my own opinions about what art is, justifying my ideas.
- I can identify an issue or cause and decide what message I want to convey.
- I can understand artist choices to convey a message.
- I can review sketchbook and creative work to develop a drawn image, applying techniques explored throughout the unit.
- I can review and revisit ideas to develop work.

Structures: Playgrounds

- I can communicate five apparatus designs, applying the design criteria and making suitable changes after peer evaluation.
- I can make roughly three different structures from my plans using the materials available.
- I can complete my structure, improving on the quality of making from the previous lesson and applying cladding to a few areas.
- I can secure the apparatus to a base and make a range of landscape features from a range of materials which enhance the apparatus.



History/Understanding the World

Reception

A peak into the past:

- I can describe changes over time
- I can sort photographs from the past and present
- I can begin to recognise the order events happen in
- I can identify toys from the past
- I can compare pictures from the past and present

Adventures through time:

- I can begin to understand the concept of generations
- I can recognise special achievements
- I can recognise some special items associated with kings and queens
- I can understand that the environment around us changes as time passes
- I can compare modes of transport of the past with the present

Year 1

How have toys changed?

- I can discuss a favourite toy.
- I can find out what toys our parents and grandparents played with.
- I can investigate what toys were like up to 100 years ago.
- I can compare toys from the past with modern toys.
- I can investigate how teddy bears have changed over time.
- I can know how toys have changed over time.

Year 2

How did we learn to fly?

- I can find out about the Wright brothers.
- I can develop an understanding of historical significance.
- I can investigate why Bessie Coleman is significant.
- I can develop an understanding of primary sources.
- I can investigate why we remember the Moon landing.
- I can place events on a timeline.



Year 3

Why did the Romans settle in Britain?

- I can understand why the Romans invaded Britain.
- I can create a visual interpretation of Boudica.
- I can understand how Roman soldiers were equipped for war.
- I can understand Roman army battle formations.
- I can make inferences about life in Roman times.
- I can identify the Roman legacy in Britain.

Years 4

How hard was it to invade and settle in Britain?

- I can explain why the Anglo-Saxons invaded Britain.
- I can identify the features of Anglo-Saxon settlements and how they changed from prehistoric times.
- I can make inferences about who was buried at Sutton Hoo and Anglo-Saxon life.
- I can explain how Anglo-Saxons converted to Christianity.
- I can create an interpretation of Alfred the Great.
- I can explain how Anglo-Saxon rule ended.

Year 5

What did the Greeks ever do for us?

- I can understand where and when the ancient Greeks lived.
- I can understand the importance of the Greek gods.
- I can identify similarities and differences between Athens and Sparta.
- I can understand how Athenian democracy worked.
- I can understand the importance of the ancient Greek philosophers.
- I can identify and explain the achievements of the ancient Greeks.

Year 6

What was the impact of World War 2 on the people in Britain?

- I can understand the causes of World War 2.
- I can understand how the Battle of Britain was won.
- I can make inferences about the Blitz using images.
- I can understand the emotions and experiences of children during the evacuation.
- I can evaluate the accuracy and reliability of sources.
- I can identify the impact of WW2 on women's lives.
- I can explain why migrants come to Britain.



Geography/Understanding the World

Exploring Maps:

- I can find and name familiar features on maps
- I can consider shapes and positions of features when making a map
- I can build and describe a model of a familiar place
- I can describe a journey using found objects as prompts
- I can explore a range of maps
- I can apply their knowledge of maps to make their own

Outdoor Adventures:

- I can explore natural objects using the senses
- I can explore and make observations of the world around them
- I can describe the effects of different weather conditions
- I can use the sense to observe and talk about experiences whilst outside
- I can begin to notice some of the features of the changing seasons
- I can begin to recognise seasonal weather conditions

What is the weather like in the UK?

- I can locate the four countries of the UK.
- I can identify seasonal changes in the UK.
- I can identify the four compass directions.
- I can investigate daily weather patterns.
- I can identify daily weather patterns in the UK.
- I can understand how the weather changes with each season.

Why is our world so wonderful?

- I can identify geographical characteristics of the UK.
- I can locate some of the world's most amazing places.
- I can know the names of the five oceans and locate them on a map.
- I can understand how to draw human and physical features on a sketch map.
- I can investigate local habitats and record findings.
- I can understand how to present findings in a bar chart.



Year 3	<p>Who lives in the Antarctica?</p> <ul style="list-style-type: none">• I can understand the position and significance of lines of latitude.• I can describe the location and physical features of Antarctica.• I can describe the human features of Antarctica.• I can use four-figure grid references to plot Shackleton's route to Antarctica.• I can plan a simple route on a map using compass points.• I can follow instructions involving compass points and map a simple route.
Year 4	<p>Where does our food come from?</p> <ul style="list-style-type: none">• I can explain the impact of food choices on the environment.• I can understand the importance of trading responsibly.• I can describe the journey of a cocoa.• I can map and calculate the distance food has travelled.• I can design and use data collection methods to find where our food comes from.• I can discuss the advantages and disadvantages of buying both locally and imported food.
Year 5	<p>Why do oceans matter?</p> <ul style="list-style-type: none">• I can explain the importance of our oceans.• I can locate and describe the significance of the Great Barrier Reef.• I can explain the impact humans have on coral reefs and oceans.• I can understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.• I can collect data on the types of litter polluting a marine environment.• I can present, analyse and evaluate data collected.
Year 6	<p>Where does our energy come from?</p> <ul style="list-style-type: none">• I know why energy sources are important.• I understand the benefits and drawbacks of different energy sources.• I can understand how energy is generated in the United States.• I can know how energy sources are distributed in an area.• I can explain reasons for choosing an energy source.• I can collect and present data on where to position a solar panel on the school grounds?



Science/Understanding the World

Reception

CHEMISTRY

Objects and Materials

- **Lesson 1: Who lives here?**

WALT: Describe a range of homes and give reasons why different homes are suitable for the people who live there.

- **Lesson 2: Which hat is best to wear today?**

WALT: Give reasons why a particular hat is suitable for a particular type of weather, based on the observable simple properties of the material from which it is made.

- **Lesson 3: What melts?**

WALT: name some materials that melt and describe what they observe during the melting process.

- **Lesson 4: What happens when you mix it?**

WALT: use comparative and descriptive language to talk about what they notice when they mix two or more materials together.

- **Lesson 5: What goes through?**

WALT: talk about the size of an object, how it goes through a sieve and therefore how the sieve can be used to separate objects

Year 1

Our changing world: Sensing Seasons

- What are the four seasons?
- How do the changing seasons affect me?
- What can we see and hear that shows us the seasons are changing (Part 1)?
- What can we see and hear that shows us the seasons are changing (Part 2)?
- What is the weather like today?
- Is the weather the same across the UK?
- How do people prepare for the weather?
- How does the weather change across the seasons?
- What do different kinds of weather look and feel like?

Plant Detectives

- What garden plants can we find around our school?
- What wild plants can we find around our school?
- What is the same and different about the flowers around us?
- What is happening underground beneath our plants?
- What makes a tree a tree?
- What different types of plants, leaves and flowers can be found at a garden centre?



Growing Up

- I can recognise the needs of a human baby for survival
- I can compare features of a baby and a child
- I can classify and describe changes that happen as people grow older
- I can investigate whether older children have bigger heads
- I can find out and record the answers about babies

Taking Care

- I can sort food into different types
- I can sort foods according to their food types
- I can observe the effects of exercise and plan for regular exercise
- I can describe different ways to stay hygienic
- I can present information about staying healthy in a book for younger children

Plants

- I can Describe what we know about the different parts of plants and to ask questions about plants for further investigation
- I can Make detailed observations of the similarities and differences in a variety of leaves, and relate these to the function of leaves
- I can Plan and set up a fair test investigation to find out the effect of removing leaves from a growing plant
- I can Describe in detail the similarities and differences in a variety of roots, and to relate these to the function of roots
- I can present information about the functions of the stem
- I can name the main stages of a flowering plant's life cycle and present them in a sequenced diagram
- I can identify and compare the parts of flowers and describe their functions
- I can describe and model the process of insect pollination
- I can demonstrate understanding of seed dispersal by designing a seed

States of Matter

- I can classify materials as solids or liquids by observing their properties.
- I can plan a fair test investigation to test ideas about melting ice.
- I can collect, present and interpret data about melting ice.
- I can define melting and freezing.
- I can explain observations of air using scientific knowledge about materials.
- I can classify materials as solids, liquids or gases.
- I can collect data to answer a question about drying washing and investigate evaporation.
- I can describe and explain findings from an evaporation investigation.
- I can identify different materials from their boiling point.
- I can identify where condensation is happening.

Year 2

Year 3

Year 4



Year 5

Properties and Uses of Material

I can:

- Compare and group materials
- Explain why certain materials are chosen for particular purposes
- Explore the properties of materials; explore insulation
- Understand what it means for a material to be absorbent, permeable or waterproof

Separating Mixtures and Changing Materials

I can:

- Understand how we can separate mixtures
- Say what happens when we mix liquids and solids
- Say what makes a difference to how quickly sugar or salt dissolves
- Explain how we could clean contaminated water
- Understand reversible and irreversible changes

Year 6

Evolution and Inheritance

I can:

- identify ways in which living things of the same kind vary and to begin to think about why these variations exist
- recognise how organisms can be bred to select particular characteristics in their offspring
- describe selective breeding and evaluate different people's opinions
- observe the effects of the environment on plants and design an experiment to investigate some of these effects
- investigate the effect of environmental variables on plants and interpret the results
- explore ways in which living things are adapted to suit the environments in which they live and to help them survive
- evaluate variables that contribute to the extinction of living things
- describe animal and plant adaptations and explain how the characteristics of the individuals in populations can change over time
- recognise that fossils allow us to study things that have lived in the past and provide evidence of evolution
- describe the process of natural selection



Computing/Understanding the World

Reception

Computing Systems and Networks 2

- I can explore and tinker with hardware to develop familiarity and introduce relevant vocabulary
- I can recognise that a range of technology is used in places such as homes and schools
- I can operate a camera and take pictures.
- I can further develop our photography skills
- I can create a class gallery

Year 1

Online Safety

- I can know what the internet is and how to use it safely
- I can understand different feelings when using the internet
- I can understand how to treat others, both online and in-person
- I can understand the importance of being careful about what we post and share online

Creating Media

- I can understand and create a sequence of pictures
- I can take clear photos
- I can crop, resize and add colour filters in order to improve my photo
- I can search for and import images
- I can create a photo collage

Year 2

Online Safety

- I can understand what happens to information posted online.
- I can know how to keep things safe and private online.
- I can explain what should be done before sharing information
- I can explain why I have the right to say no and deny permission.
- I can understand strategies that will help me decide if something seen online is true or not

Programming 1

- I can decompose a game to predict the algorithms that are used.
- I can understand that computers can use algorithms to make predictions (machine learning).
- I can plan algorithms that will solve problems.
- I can understand what abstraction is.
- I can understand what debugging is.



Year 3

Online Safety

- I can understand how the internet can be used to share beliefs, opinions and facts
- I can understand the effects that some internet use can have on our feelings and emotional wellbeing.
- I can understand the ways personal information can be shared on the internet.
- I can understand the rules for social media platforms.
- I can share our knowledge of being safe online.

Data Handling: Comparison Cards, Databases

- I can understand the terminology around databases.
- I can compare paper and computerised databases.
- I can sort, filter and interpret data.
- I can represent data in different ways.
- I can sort data for a purpose.

Year 4

Online Safety

- I can describe how to search for information with a wide group of technologies and make a judgement about the probable accuracy.
- I can describe some of the methods used to encourage people to buy things online.
- I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.
- I can explain that technology can be designed to act like or impersonate living things.
- I can explain how technology can be a distraction and identify when I might need to limit the amount of time spent using technology.

Data Handling: Investigating Weather

- I can log data taken from online sources in a spreadsheet.
- I can design a weather station.
- I can : design an automated machine to respond to sensor data.
- I can understand how weather forecasts are made.
- I can use tablets or digital cameras to present a weather forecast.



Year 5

Online Safety

- I can understand how apps can access our personal information and how to alter the permissions.
- I can be aware of the positive and negative aspects of online communication.
- I can understand how online information can be used to form judgements.
- I can discover ways to overcome bullying.
- I can understand how technology can affect health and wellbeing.

Creating Media: Motion Animation

- I can understand what animation is.
- I can understand what stop motion is.
- I can plan my stop motion video, thinking about the characters I want to use.
- I can create a stop motion animation.
- I can edit and assess my stop motion animation.

Year 6

Online Safety

- I can describe issues online that give us negative feelings and know ways to get help.
- I can think about the impact and consequences of sharing online.
- I can know how to create a positive online reputation.
- I can describe how to capture bullying content as evidence.
- I can manage personal passwords effectively.
- I can be aware of strategies to help be protected online.

Creating Media: History of Computers

- I can tinker with sound.
- I can record, edit and add sound effects to a radio play.
- I can understand how computers have changed and the impact this has had on the modern world.
- I can research one of the computers that changed the world and present information about it.
- I can design a computer of the future.



Music/Expressive Arts & Design

Reception

- Build a collection of songs and dances
- Make music in a range of ways
- Explore their interests and create with a range of different medias
- Explore a range of art forms, e.g., movement, dance, drama, music, and the visual arts to express themselves
- Play cooperatively as part of a group to create, develop, and act out an imaginary idea or narrative
- Introduce a storyline or narrative into their play
- Create representations of both imaginary and real-life ideas, events, people, and objects and respond imaginatively to art works and objects, e.g., this music sounds like dinosaurs.

Year 1

In The Groove

Style: Blues, Latin, Folk, Funk, Baroque, Bhangra

- Listen & appraise: How Blue Can You Get; Livin' La Vida Loca; Jai Ho; Lord of the Dance; Diggin' On
- Continue to embed the foundations of the interrelated dimensions of music using voices and instruments
- Learn to sing the song: In the Groove!
- Play instrumental parts within the song
- Improvise using voices and/or instruments within the song
- Perform compositions within the song

Round and Round

Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion

- Listen & appraise: Livin' La Vida Loca; The Imperial March - Darth Vader's Theme; It Had Better Be Tonight; Why Don't You; Oye Como Va
- Continue to embed the foundations of the interrelated dimensions of music using voices and instruments
- Learn to sing the song: Round & Round
- Play instrumental parts within the song
- Improvise using voices and/or instruments within the song



Year 2

I Wanna Play In a Band

Style: Rock

Listen & appraise: We Will Rock You; Smoke on the Water; Rockin' All Over the World; Johnny B. Goode; I Saw Her Standing There

Continue to embed the foundations of the interrelated dimensions of music using voices and instruments

Learn to sing the song: I Wanna Play in a Band

Play instrumental parts within the song

Improvise using voices and/or instruments within the song

Perform compositions within the song

Zootime

Style: Reggae

Listen & appraise: Kingston Town; Shine; I.G.Y.; Fell Like Jumping; I Can See Clearly Now

Continue to embed the foundations of the interrelated dimensions of music using voices and instruments

Learn to sing the song: Zootime

Play instrumental parts within the song

Improvise using voices and/or instruments within the song

Year 3

Three Little Birds

Style: Reggae

Listen & appraise: Jamming; Small People; 54-56 Was My Number; Rom Goot Liver; Our Day Will Come

Learn and/or build on your knowledge and understanding about the interrelated dimensions of music using voices and instruments - Glockenspiels and/or recorders

Learn to sing the song: Three Little Brds

Play instrumental parts within the song by ear and/or from notation

Improvise using voices and/or instruments within the song

Perform compositions within the song

Prepare for the end of unit performance

The Dragon Song

Style: A little bit funky and music from around the world

Listen & appraise: Birdsong; Vaishnava Java; A Turkish Traditional Tune; Aitutoki Drum Dance; Zeboidir

Learn and/or build on your knowledge and understanding about the interrelated dimensions of music using voices and instruments - Glockenspiels and/or recorders

Learn to sing the song: The Dragon Song

Play instrumental parts within the song by ear and/or from notation

Improvise using voices and/or instruments within the song

Perform compositions within the song

Prepare for the end of unit performance



Stop!

Style: Grime, Classical, Bhangra, Tango, Latin Fusion

Listen & appraise: Gotta Be Me; Rodetzky March; Can't Stop the Feeling; Libertango; Mas Que Nada;

Learn and build on your knowledge and understanding about the interrelated dimensions of music using voices and instruments - Glockenspiels

Learn to sing the song: Stop!

Play instrumental parts within the song by ear and/or from notation

Improvise using voices and/or instruments within the song

Perform compositions within the song

Prepare for the end of unit performance

Lean On Me

Style: Gospel

Listen & appraise: He Still Loves Me; Shackles; Amazing Grace; Ode To Joy Symphony; Lean On Me

Learn and/or build on your knowledge and understanding about the interrelated dimensions of music using voices and instruments - Glockenspiels and/or recorders

Learn to sing the song: Lean on Me

Play instrumental parts within the song by ear and/or from notation

Improvise using voices and/or instruments within the song

Perform compositions within the song

Prepare for the end of unit performance



Make You Feel My Love

Style: Pop ballads

Listen & appraise: Make You Feel My Love by Bob Dylan - Adele version; Make You feel my Love - Bob Dylan version; So Amazing by Luther Vandross; Hello by Lionel Richie; The Way You Look Tonight by Jerome Kern; Love Me Tender by Elvis Presley

Learn and build on your knowledge and understanding about the interrelated dimensions of music using voices and instruments - Glockenspiels

Learn to sing the song: Make you feel my love

Play instrumental parts within the song by ear and/or from notation

Improvise using voices and/or instruments within the song

Perform compositions within the song

Prepare for the end of unit performance

The Fresh Prince of Bel Air

Style: Old school hip hop

Listen & appraise: Fresh Prince Of Bel-Air by Will Smith; Me, Myself And I by De La Soul; Ready Or Not by The Fugees; Rapper's Delight by The Sugarhill Gang; U Can't Touch This by MC Hammer; It's Like That by Run DMC

Learn and/or build on your knowledge and understanding about the interrelated dimensions of music using voices and instruments - Glockenspiels and/or recorders

Learn to sing the song: The Fresh Prince of Bel Air

Play instrumental parts within the song by ear and/or from notation

Improvise using voices and/or instruments within the song

Perform compositions within the song

Prepare for the end of unit performance



Benjamin Britton - A New Year Carol

Style: Western, Classical, Gospel, Bhangra

Listen & appraise: I Mun Be Married on Sunday; Fishing Song

Learn and/or build on your knowledge and understanding about the interrelated dimensions of music using voices and instruments - Glockenspiels and/or recorders

Learn to sing the song: A New Year Carol

Play instrumental parts within the song by ear and/or from notation

Improvise using voices and/or instruments within the song

Perform compositions within the song

Prepare for the end of unit performance

You've Got a Friend in Me

Style: The Music of Carole King

Listen & appraise: The Loco-Motion; One Fine Day; Up On the Roof; Will you Still Love Me Tomorrow; A Natural Woman

Learn and/or build on your knowledge and understanding about the interrelated dimensions of music using voices and instruments - Glockenspiels and/or recorders

Learn to sing the song: You've Got a Friend in Me

Play instrumental parts within the song by ear and/or from notation

Improvise using voices and/or instruments within the song

Perform compositions within the song

Prepare for the end of unit performance



PE/Physical Development

Reception

Dance 'til You Drop

- To develop the ability to adapt a known dance.
- To develop the ability to share my ideas about how to adapt a dance.
- To share opinions and give my own ideas about how to adapt and alter a simple dance.

Gymnastics - Jumping Jacks

- To develop the ability to jump in a range of ways from one space to another.
- To control my body when jumping and balancing.
- To create a sequence using a jump and a balance.
- To develop the ability to roll in a range of ways.
- To control my body when rolling in a range of ways.
- To perform a sequence with confidence and control.

Year 1

Dance

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Master basic movements and perform dances using simple moving patterns.

Invasion Games

- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. To travel in different ways with control.



Dance

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Master basic movements and perform dances using simple moving patterns.

Multi-Skills Bat and Ball

- To develop balance and coordination when holding a racket to hit a ball.
- To master basic movements and apply these in a range of activities.
- To hold a racket correctly to hit a ball.
- To develop balance and coordination when hitting a ball back to a partner.
- To hit a ball that has been thrown underarm.
- To develop balance and coordination.
- To master basic movements and apply these in a range of activities, making use of a practised tactic.
- To practise and use a simple tactic.
- To develop balance and coordination when using a cricket bat.
- To hold a cricket bat correctly and use it to hit a ball.
- To develop balance and coordination.
- To master basic movements and apply these in a range of activities using a variety of cricket skills.
- To practise a range of cricket skills.
- To develop balance and coordination when applying bat and ball skills.
- To combine my skills to play a competitive team game.

Swimming



Swimming

Dance

- To perform dances using a range of movement patterns in the context of creating a dance inspired by rainforests.
- To create a short dance, inspired by rainforests.
- To perform dances using a range of movement patterns in the context of creating a dance inspired by the weather in rainforests.
- To adapt movement phrases to vary the length of a dance.
- To perform dances using a range of movement patterns in the context of creating a dance inspired by rainforest animals.
- To combine movement phrases of different speeds in a dance.
- To perform dances using a range of movement patterns in the context of creating a dance inspired by rainforests and deforestation.
- To use dance vocabulary to evaluate and improve a dance performance.
- To perform dances using a range of movement patterns in the context of creating a dance inspired by features of rainforests.
- To develop movement phrases to create a dance sequence that represents the rainforest.
- To perform dances using a range of movement patterns in the context of creating a dance inspired by features of rainforests.
- To use dance vocabulary to improve the sequence and performance of a dance.

Net and Wall Games: Tennis

- To use effective footwork, movement and positioning in the context of net and wall games.
- To use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of aiming for a target in net and wall-based games.
- To roll and throw a ball accurately.
- To use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance in the context of net and wall game racket skills.
- To develop ball control when using a racket.
- To use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance in the context of the learning the forehand technique in net and wall-based games.
- To hit a ball accurately using the forehand technique.
- To use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance in the context of the learning the backhand technique in net and wall-based games.
- To use the backhand technique in different ways.
- To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of net and wall-based games.
- To understand and demonstrate the basic principles of attacking and



Dance

- To perform dances using a range of movement patterns in the context of the Roman Empire.
- To combine and perform movement phrases to represent facts about the Roman Empire.
- To perform dances using a range of movement patterns in the context of the Roman army.
- To compose and perform movement sequences with expression.
- To perform dances using a range of movement patterns in the context of the Roman Colosseum.
- To link and combine movement phrases.
- To perform dances using a range of movement patterns in the context of the burial of Pompeii following the eruption of Vesuvius.
- To work as part of a group to develop a longer dance that tells the story of Pompeii.
- To perform dances using a range of movement patterns in the context of the Roman festival of Saturnalia.
- To perform a dance with precision and control.

Hockey

- To develop flexibility, strength, technique and balance in the context of passing and receiving in hockey.
- To pass and receive the ball in hockey.
- To develop flexibility, strength, technique and balance in the context of passing and receiving in
- To dribble with the ball in hockey.
- To develop flexibility, strength, technique and balance; play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending in the context of dribbling in hockey.
- To learn the technique for the Indian dribble.
- To develop flexibility, strength, technique, control and balance; play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending, in the context of tackling in hockey
- To know how to tackle an opponent
- To develop flexibility, strength, technique, control and balance; play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending, in the context of tackling in the context of taking penalty shuffles in hockey.
- To aim for a target.
- To take a penalty shuffle.
- To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending, in the context of playing in a mini hockey tournament.
- To apply the hockey skills, I have learnt in a game.



Gymnastics

- Develop flexibility, strength, technique, control and balance by learning and performing a range of different jumps and leaps.
- To accurately perform a cat leap full turn and a stag leap.
- Develop flexibility, strength, technique, control and balance by learning and performing a range of rolls.
- To accurately perform a dive forward roll and a pike backward roll.
- Develop flexibility, strength, technique, control and balance by learning and performing different vaulting movements.
- To accurately perform a straddle over vault.
- Develop flexibility, strength, technique, control and balance by learning and performing a round-off.
- To perform a round-off.
- Develop flexibility, strength, technique, control and balance by choosing effective linking moves to create sequences of movement.
- To independently plan a sequence of gymnastics movements that are creatively linked together.
- Develop flexibility, strength, technique, control and balance by choreographing and performing a routine in a pair or group.
- To perform a gymnastics sequence in a pair or group in time to music.

Dance

- To perform dances using a range of movement patterns in the context of creating a dance inspired by the theme of environmental issues.
- To use transitions to link movements together smoothly.
- To perform dances using a range of movement patterns in the context of planning a dance inspired by the theme of environmental issues.
- To use spatial awareness and demonstrate this skill effectively in a dance.
- To perform dances using a range of movement patterns in the context of planning a dance inspired by the theme of environmental issues.
- To demonstrate an ongoing motif throughout a dance.
- To perform dances using a range of movement patterns in the context of planning a dance inspired by the theme of environmental issues.
- To demonstrate variations in timing throughout a dance.
- To perform dances using a range of movement patterns in the context of planning a dance inspired by the theme of environmental issues.
- To demonstrate strong, expressive movements throughout a dance.
- To perform dances using a range of movement patterns in the context of planning a dance inspired by the theme of environmental issues.
- To combine movements to create a fluent sequence.



Dance

- To respond to stimuli, improvising freely using a range of controlled movements.
- To perform a variety of dance techniques with accuracy and consistency.
- To work with a group to create appropriate dance movements to fit with different musical stimuli.
- To represent objects and actions through a dance phrase.
- To select and use a range of movements to create a dance phrase that demonstrates my ideas.
- To suggest and make improvements to my group's dance phrase, based on peer feedback.

PE Leadership

- To lead others during the PE lesson, demonstrating different leadership skills including respect and giving clear instructions.
- To lead others during the PE lesson, demonstrating different leadership skills including confidence, positivity and directing others.
- To lead others during the PE lesson, demonstrating different leadership skills including adaptability, safety and good communication.
- To lead others during the PE lesson, demonstrating different leadership skills including emotional intelligence, resilience and motivating others.
- To recognise and demonstrate a range of leadership skills during problem-solving activities.
- To learn about different leadership skills including encouragement, decision making and evaluating.
- To plan and lead a physical activity for a selected group of children.

Year 6

M.F.L. - Spanish/Communication and Language

Reception

- To answer the register using expressions like 'Happy New Year', 'Good morning' and 'I am here' in Spanish.
- To recognise the colours in Spanish and show understanding through a physical response.
- To repeat the colours in Spanish with accurate pronunciation.
- To join in with some of the words of a song about colours from memory.

Year 1

I can

- To ask and answer questions about my name, age (revision) and where I live.
- To understand and react to classroom instructions.
- To name classroom objects.



Year 2	<ul style="list-style-type: none">• To express opinions about different food and provide adjectives to justify responses• To explain when I like to choose different food or drinks dependant on the weather.• To talk about my immediate and extended family.• To use adjectives to describe family members.
Year 3	<ul style="list-style-type: none">• To talk about which hobbies I enjoy - with whom, where and why.• To ask my classmates about their hobbies using the question words: why, with whom, when and where.• To express opinions about school subjects.• To discuss which stationery items (revision) might be required for each school subject.
Year 4	<ul style="list-style-type: none">• To listen and show understanding of short phrases through physical response.• To listen and show understanding of more complex familiar phrases and sentences.• To listen and show understanding of more complex sentences containing familiar words and unfamiliar words.• To recognise a familiar question and respond with a simple rehearsed response.• To ask and answer several simple and familiar questions with a rehearsed response.• To ask and answer more complex familiar questions with a scaffold of responses.• To ask for clarification and help.• To engage in a short conversation using familiar questions and express opinions.• To name objects and actions and link words with a connective in a simple rehearsed statement.• To use familiar vocabulary to say simple sentences to give information using a language scaffold.• To use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold.• To manipulate familiar language to present own ideas and information in more complex sentences.• To repeat vocabulary modelled accurately.• To retain many of the words learnt within each topic.• To use vocabulary from different topics to extend sentences.• To use accurate pronunciation and intonation so that others can understand.



Year 5

- To listen and show understanding of short phrases through physical response.
- To listen and show understanding of more complex familiar phrases and sentences.
- To listen and show understanding of more complex sentences containing familiar words and unfamiliar words.
- To recognise a familiar question and respond with a simple rehearsed response.
- To ask and answer several simple and familiar questions with a rehearsed response.
- To ask and answer more complex familiar questions with a scaffold of responses.
- To ask for clarification and help.
- To engage in a short conversation using familiar questions and express opinions.
- To name objects and actions and link words with a connective in a simple rehearsed statement.
- To use familiar vocabulary to say simple sentences to give information using a language scaffold.
- To use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold.
- To manipulate familiar language to present own ideas and information in more complex sentences.
- To repeat vocabulary modelled accurately.
- To retain many of the words learnt within each topic.
- To use vocabulary from different topics to extend sentences.
- To use accurate pronunciation and intonation so that others can understand.

Year 6

- To listen and show understanding of short phrases through physical response.
- To listen and show understanding of more complex familiar phrases and sentences.
- To listen and show understanding of more complex sentences containing familiar words and unfamiliar words.
- To recognise a familiar question and respond with a simple rehearsed response.
- To ask and answer several simple and familiar questions with a rehearsed response.
- To ask and answer more complex familiar questions with a scaffold of responses.
- To ask for clarification and help.
- To engage in a short conversation using familiar questions and express opinions.
- To name objects and actions and link words with a connective in a simple rehearsed statement.
- To use familiar vocabulary to say simple sentences to give information using a language scaffold.
- To use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold.
- To manipulate familiar language to present own ideas and information in more complex sentences.
- To repeat vocabulary modelled accurately.
- To retain many of the words learnt within each topic.
- To use vocabulary from different topics to extend sentences.
- To use accurate pronunciation and intonation so that others can understand.