

## Curriculum Cycle A. 2020-2021

	1/2	3/4	5/6
<b>Science</b>	<b>Year 1 units</b> *Plants * Animals including humans * Everyday materials * Seasonal change	<b>Year 3 units</b> * plants * animals * rocks * fossils * light * forces and magnets	<b>Year 5 units</b> *life cycles of plants and animals including changes as humans develop and mature * materials: properties, mixtures, solutions and ir/reversible changes * space: sun, earth, moon * friction: gravity, resistance and mechanical forces
<b>History</b>	* Changes in living memory * Lives of significant historical figures * Significant local people * Key events such as bonfire night	* British history: romans * earliest ancient civilisations	* British history: Anglo-Saxons & Vikings * Ancient Greece
<b>Geography</b>	* Four countries of UK * Seasonal/daily weather patterns (hot and cold areas of the world) * Local and familiar features * Compass directions	* world's countries * Geographical features: rivers, climate, mountains, etc.	*study a region of Europe *countries, cities, regions & features of UK * equator, hemispheres, * Biomes, vegetation belts, land use, economic activity, distribution of resources etc. * fieldwork
<b>Art &amp; Design</b>	* Materials * Drawing * Develop colour, pattern, texture, line, shape, form and space * Learn about craftsman	* use sketchbooks * improve mastery of techniques: drawing, painting and sculpture	* use sketchbooks * improve mastery of techniques: drawing, painting, sculpture * learn about great artists, architects
<b>Design &amp; Technology</b>	* Design products * Share ideas * Use tools and materials * Evaluate * Understand where food comes from	* develop products * use sketches and prototypes * evaluate existing products * use mechanical systems * understand seasonality: prepare & cook savoury dishes	* develop products * analyse and evaluate * use mechanical * cook savoury dishes for a healthy and varied diet
<b>Modern Languages</b>	N/A	* listen and engage * ask and answer questions * speak in sentences using familiar language * develop appropriate pronunciation * show understanding of words and phrases * appreciate stories, songs, poems & rhymes * broaden vocabulary	* listen and engage * engage in conversation, expressing opinion * speak in simple language and be understood * present ideas and info orally * show understanding in simple reading * adapt known language to create new ideas * describe people, places and things * understand basic grammar e.g. gender
<b>Physical Education</b>	* Master basic movement * Team games * Dance	* use running, jumping, catching and throwing in isolation and combination * play competitive games * develop flexibility & control in gym, dance and athletics * compare performances to achieve personal bests * Swimming proficiency (25m)	* use running, jumping, catching and throwing in isolation and combination * play competitive games * develop flexibility & control in gym, dance and athletics * take part in outdoor and adventurous activities * compare performances to achieve personal bests * Swimming proficiency (25m)
<b>Computing</b>	* algorithms * write simple programs * communicate online * recognise use of IT outside of school	* design and write programs * use internet safely and appropriately * collect and present data appropriately	* design and write programs * use sequences, repetition, inputs, variables and outputs in programs * detects and correct errors in programs * understand uses of networks for collaboration and communication * be discerning in evaluating digital content
<b>Music</b>	* sing songs * play instruments * listen and understand to live and recorded music * make music	* use voice and instruments with increasing accuracy, control and expression * improvise and compose music * listen with attention to detail	* perform with control & expression solo and in ensemble * improvise and compose using dimensions of music * listen to detail and recall aurally

		* appreciate wide range of live & recorded music * begin to develop understanding of history	* develop an understanding of the history of music including great musicians and composers			
<b>Religious Education</b>	Christianity and Judaism	Christianity and Islam	Christianity and Sikhism			
	Why are these words special? Why are some places special? How can faith contribute to community cohesion? Why are some times special? What can be learned from the lives of significant people? How do I and others feel about the universe around us?					
Speaking and listening 1.Listen and respond 2. Ask relevant qs 3.Use relevant strategies to build their vocabulary 4.Articulate and justify answers, arguments and opinions 5.Give well-structured descriptions, explanations and narratives for different purposes 6.Maintain attention and participate actively 7.Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 8.Speak audibly and fluently 9.Participate in discussions, presentations, performances, role play, improvisations and debates 10.Gain, maintain and monitor the interest of the listener(s) 11Consider and evaluate different viewpoints, 12 Select and use appropriate registers for effective communication	1. I can listen to the teacher in my classroom and ignore other people or noises. I can understand instructions that tell me an order.	1. I can find the most important parts in a spoken question. I can understand long instructions where I have to do several things.	1. I can listen to tricky information and find the important parts. I can understand why I must follow a teacher's instruction and what will happen if I do not do this.	1.I can listen to tricky information, find the important parts and comment on it. I can work out what could happen next even when the teacher has not told me.	1. I can listen to tricky information, find the important parts and respond. I can work out when a message has a different meaning.	1. I can listen to information from different people and compare different points of view. I can recognise when someone does not mean exactly what they say.
	2. I can find things out by asking how and why questions. I can say 'I don't understand' when I'm stuck.	2. I can ask lots of different types of questions to find things out. I can tell someone when and why I don't understand something	2. I can ask relevant questions. I can tell someone when I don't understand all the words that they have used and ask them about it.	2. I can ask a series of questions to have a conversation. I can say when I can't remember certain words and ask for an explanation.	2. I can ask a variety of follow up questions to find out more about the initial answer / information given. I can ask a specific question so that the speaker clarifies what s/he meant.	2. I can understand and use lots of different types of questions. I can ask a specific question to work out what piece of a message I don't understand.
	3. I can sort things into groups and give each group a name. I know what someone is describing when they give me some clues. I can give clues about a word for someone to guess.	3. I can tell someone when I don't understand something and why I didn't understand it. I can talk about words that look or sound the same. I can talk about words that have the same meaning.	3. I try to use new topic vocabulary in my answers.	3. I can tell someone when I can't remember the right word to use. I can ask a question to help me.	3. I can use topic vocabulary accurately in my spoken answers and written work.	3. I try to use 'learning' words when I am talking about my work e.g. co-operate, analyse
	4. I can use a sentence to tell someone when I am not happy.	4. I can explain things using a sentence with 'because' or 'when'.	4. I can give a reason for what I think in a class discussion.	4. I can summarise and explain my group's discussion.	4. I can share information with other people so that they can understand me clearly.	4. I can explain, negotiate and predict possible outcomes.
	5. I can start stories using 'Once upon a time ...' or 'One day, ...' I can talk about the things I need to do so that I can complete a task. I can join sentences using 'and'.	5. I can tell stories that are easy to understand. I can explain how I solved a problem. I can use 'because' or 'when' to make my sentences longer.	5. I can tell stories using conjunctions and include details about who, when and where. I can talk about why I think the character feels a certain way. I can use 'before, after, while' and 'so' to make my sentences longer.	5. I can tell exciting stories using a clear plot and good vocabulary. I can explain things that have happened to me or people I know including how I or other people felt. I can begin my explanations or story sentences with phrases using 'later, before, after, while'.	5. I can tell stories with a subplot. I know how to try to make people agree with me when I am talking to them. I can use long sentences to talk about my ideas.	5. I can tell a story with a subplot and lots of detail with varied vocabulary. I can listen to other people's opinions and share mine. I can use varied and interesting vocabulary to make my sentences longer in a variety of situations.
	6. I can listen carefully when I am in a group.	6. I can listen carefully in a group and take turns in a discussion.	6. I can start a conversation with school visitors or other pupils in my school.	6. I can add to a conversation by explaining my thinking to other people.	6. I can ask questions and make helpful comments to help keep a conversation going.	6. I can share my opinions with other people and listen and

						respond to what they think.
7. I can talk about the things I need to do so that I can complete a task.	7. I can talk about what will happen next in a story or something that happened.	7.I can use words to describe various feelings and find out how other people feel about the same thing.	7.I can discuss what might happen and why.	7.I can share complicated information with other people so that they can understand me clearly. I can persuade people to agree with me by talking to them .	7.I can understand what other people mean or are trying to suggest even if they don't say it literally. I can use language to discuss and agree something.	
8. I can say most speech sounds clearly. I can say words with up to 3 syllables clearly. I can blend sounds out loud to make a short word. I can say the sounds I hear in a word. I can make sentences about what is happening now, what has happened and what will happen.	8. I can say most speech sounds clearly. I can say words with up to 4 syllables clearly. I can make new words by taking some sounds away from a word. I know there are some words I only use with friends.	8.I can say all speech sounds clearly. I can say polysyllabic words clearly. I try to spell words with 4 or more phonemes by listening to the sounds in the words. I can use changes in my voice to make my meaning even clearer.	8.I can identify the sounds in a word; the number of syllables and rhyming words and use this in my reading and spelling. I can talk politely with school visitors.	8.I can identify the sounds in a word, the number of syllables and rhyming words and use this in my reading and spelling. I can talk using standard English when appropriate.	8.I can identify the sounds in a word; the number of syllables and rhyming words and use this in my reading and spelling. I can choose vocabulary appropriate to formal or informal situations.	
9. I can speak clearly in presentations, performances and role plays when I have just got a bit to say.	9. I can listen carefully in a group and take turns in a discussion.	9.I can say something about what other people think.	9.I can take different roles in a group discussion, e.g. leader or note taker.	9.I can listen carefully to others and politely agree or disagree with them. I can use persuasive language when presenting my thoughts and ideas.	9.I can share my opinions with other people and listen and respond to what they think. I can use persuasive language when presenting my thoughts and ideas about topics I am learning about.	
10. I can ask a class visitor questions that I have already thought of.	10. I can talk to others and stay on the same topic. I can let someone else take a turn in a conversation when prompted.	10.I can start a conversation with school visitors or other pupils in my school. I can exaggerate to make my stories more exciting.	10.When I talk to people, I usually know how much information they need. I can make my reading or talking sound more interesting by how I use my voice.	10.I can repeat or re-phrase what I have said to help someone understand me. I can use language to make people laugh.	10.I can share my opinions with other people and listen and respond to what they think. I can use lots of different types of questions in a conversation.	
11. I can make a comment when talking to other people.	11. I can ask questions to find out information and use information from the answers to make my response.	11.I can tell someone when I agree with their opinion and when I don't agree.	11.I can follow complicated information that someone is sharing and remember the important points.	11.I can work out when a message has a different meaning.	11.I can summarise what other people suggest or think and make my own suitable suggestions based on this.	
12. I can use expressions that I hear other people using.	12. I know there are some words I only use with friends.	12.I can use polite language when I am talking to adults.	12.I know lots of phrases that only people my age would use.	12.I can talk using standard English when appropriate.	12I can choose vocabulary appropriate to formal or informal situations.	

