

## ENGLISH

Pupils will have the opportunity to develop the following skills:

- Read whole novels which are structured in different ways and are of different genres.
- Check understanding of texts through discussion and exploration of the meaning of words in context.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Ask questions to improve understanding of a text.
- Increase familiarity with a wide range of books and books from other cultures and traditions.
- Make predictions about what might happen from details stated and implied.
- Challenge the views of others courteously.
- Use a dictionary and a thesaurus efficiently.
  - Understand how words can be built from root words.
- Review their writing, identify strengths and areas for development for future writing.
- Make changes in vocabulary, grammar and punctuation that need to be made to enhance writing.
- Assess the effectiveness of their writing against the context and purpose.
- Use what they have read, seen and listened to when considering what to write.
  - Identify the audience and purpose of different writing.
  - Write longer passages.
  - Structure and organise writing in a variety of ways.
  - Speak aloud, in group discussion and individually, using Standard English and adapt their language choice to suit their audience.

Pupils will have the opportunity to develop their knowledge about:

- **Main text: Street Child – Berlie Doherty Poetry: The Chimney Sweeper – William Blake The Little Chimney Sweep – Ernestine Northover**
  - Victorian society and the impact it had on children's lives.
  - Dr Barnardo.
  - How to write for a wide range of purposes and audiences.
  - How a narrative is structured for effect.
  - How to use dialogue to advance the action in a narrative and accurately punctuate speech.
  - How a newspaper reports events.
  - A wide range of promotional material and its effects on the reader.
  - Reviews for a range of purposes.
  - The biographies and background of authors, poets, and inspirational figures, and why they are important.
  - How to use grammatical structures that are appropriate to the writing.
  - How to use a range of devices to build cohesion in their writing.
  - The ways in which an author crafts their writing and how to use what they have read to produce their own texts.
  - The grammar and vocabulary requirements of the KS2 curriculum.

Through studying vocabulary & grammar this year, pupils will develop and consolidate their knowledge about:

- Using the full range of taught punctuation accurately and for effect.
  - Marking independent clauses by using a dash accurately.
- Accurately using a colon and semi-colon.
- Using inverted commas to demarcate speech correctly.
- Identifying and using a relative clause.
- Clarifying meaning or avoiding ambiguity by using commas and parentheses.

<b>MATHS</b>	
<p>Pupils will have the opportunity to develop the following skills:</p> <p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> <li>• Multiply up to a 4-digit number by a 1-digit number</li> <li>• Multiply a 2-digit number by a 2-digit number (area model)</li> <li>• Multiply a 2-digit number by a 2-digit number</li> <li>• Multiply a 3-digit and 4-digit numbers by a 2-digit number</li> <li>• Use short division</li> <li>• Divide a 4-digit number by a 1-digit number</li> <li>• Divide with remainders</li> <li>• Understand and explore efficient division</li> <li>• Solve problems with multiplication and division</li> </ul> <p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>• Multiply a unit and non-unit fraction by an integer</li> <li>• Multiply a mixed number by an integer</li> <li>• Calculate a fraction of a quantity and an amount</li> <li>• Finding the whole</li> <li>• Use fractions as operators</li> </ul> <p><u>Decimals and percentages</u></p> <ul style="list-style-type: none"> <li>• Exploring decimals up to 2 decimal places</li> <li>• Calculating equivalent fractions and decimals (tenths and hundredths)</li> <li>• Calculating thousandths as fractions, decimals and on a place value chart</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><u>Multiplication and division</u></p> <ul style="list-style-type: none"> <li>• Written methods of multiplication</li> <li>• Solving multiplication and division problems</li> <li>• Short division</li> <li>• Dividing with remainders</li> <li>• Efficient division</li> </ul> <p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>• Multiplying a fraction</li> <li>• Fractions of a quantity and an amount</li> <li>• Find the whole</li> </ul> <p><u>Decimals and percentages</u></p> <ul style="list-style-type: none"> <li>• Equivalent decimals, fractions and percentages</li> <li>• Ordering and rounding decimals</li> <li>• Calculating percentages</li> </ul>

<ul style="list-style-type: none"> <li>● Order and compare decimals</li> <li>● Round decimals to the nearest whole number, to 1 decimal place</li> <li>● Understand percentages</li> <li>● Calculate percentages as fractions and decimals</li> <li>● Calculate equivalent fractions, decimals and percentages</li> </ul> <p><u>Perimeter and area</u></p> <ul style="list-style-type: none"> <li>● Measuring and calculating the perimeter of rectangles and rectilinear shapes</li> <li>● Measuring and calculating the perimeter of polygons</li> <li>● Measuring and calculating the area of rectangles</li> <li>● Measuring and calculating the area of compound shapes</li> <li>● Estimating the area</li> </ul> <p><u>Statistics</u></p> <ul style="list-style-type: none"> <li>● Draw line graphs</li> <li>● Read and interpret line graphs</li> <li>● Read and interpret tables</li> <li>● Read and interpret two-way tables</li> <li>● Read and interpret timetables</li> </ul>	<p><u>Perimeter and area</u></p> <ul style="list-style-type: none"> <li>● Calculating the perimeter of polygons</li> <li>● Calculating the area of compound shapes</li> </ul> <p><u>Statistics</u></p> <ul style="list-style-type: none"> <li>● Draw and interpret line graphs</li> <li>● Interpreting tables and timetables</li> </ul>
<b>SCIENCE</b>	
<p>Pupils will have the opportunity to develop the following skills, working scientifically:</p> <ul style="list-style-type: none"> <li>● Use a wider range of methods to record results and data with increasing accuracy, including labelled scientific diagrams and models, as well as tables, bar graphs and line graphs.</li> <li>● Distinguish between fact and opinion.</li> <li>● Continue to learn about how scientific ideas have developed over time, finding out about the work of influential scientists.</li> <li>● Become more independent in designing own enquiries and experiments and will outline the key variables when designing a fair test, considering how to effectively control them.</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b>Life Cycles</b> (<i>continued from previous term</i>)</p> <ul style="list-style-type: none"> <li>● Life on earth</li> <li>● Human life cycle</li> <li>● Puberty</li> </ul> <p><b>Materials and their properties</b></p> <ul style="list-style-type: none"> <li>● Material properties</li> <li>● Conductors</li> <li>● Absorbent materials</li> <li>● Water resistance</li> </ul>

<ul style="list-style-type: none"> <li>• Become more confident in using the results of experiments to make predictions and suggest further research questions.</li> <li>• Report findings orally and in writing, and learn how to use relevant scientific language and illustrations to communicate ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Porosity</li> <li>• Solids, liquids and gases</li> <li>• Changing state</li> <li>• Dissolving</li> <li>• Separating mixtures</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Germination</li> <li>• Flower structure</li> <li>• Insect pollination</li> <li>• Wind pollination</li> <li>• Seed dispersal</li> <li>• Plant life cycles</li> <li>• Photosynthesis</li> </ul>
<b>ART/DT</b>	

<p>Pupils will have the opportunity to develop the following skills:</p> <p><b><u>Under the Sea and Chinese new year</u></b></p> <ul style="list-style-type: none"> <li>● Line Drawing.</li> <li>● Imaginative Drawing.</li> <li>● Blending techniques when drawing.</li> <li>● Sculpture design.</li> <li>● Sculpture techniques.</li> <li>● Construction.</li> <li>● Scientific Drawings and observational drawings of nature and the environment.</li> <li>● Use of drawing when recording information and ideas.</li> <li>● Collage – using recycled materials to create 2D and 3D images.</li> <li>● Collage – Applying layers and texture to a piece of work.</li> <li>● Line – creating calligraphy writing and working on lie forming an Ink painting – Using ink and paint to create effects when painting.</li> <li>● Collage – Layering tissue paper to create a stained glass window.</li> <li>● Origami – Changing a 2D form to a 3D form</li> <li>● Sculpture – Creating a Chinese dragon mask</li> <li>● Ink painting – Chinese scroll painting.</li> <li>● Calligraphy – Chinese calligraphy.</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b><u>Under the Sea and Chinese new year</u></b></p> <ul style="list-style-type: none"> <li>● Imagination and design - Utilising their imagination to further develop their art skills.</li> <li>● Collaborative working with peers - Working as a class to produce a sculpture.</li> <li>● Drawing and developing ideas.</li> <li>● Construction and sculpture techniques - designing and creating a 3D sculpture based on their drawings and ideas.</li> <li>● Repurposing materials - using recycled materials to create a 3D sculpture.</li> <li>● Scientific Drawing - Learning about scientific observational drawings and capturing living organisms in their natural habitat.</li> <li>● Using a 2D object to create a 3D object- Sculpture techniques - learn about construction technique to create sturdy sculptures.</li> <li>● Using Recycled materials for construction Learning about the environment and the importance of repurposing materials.</li> </ul> <p>Students will be learning about environmental sciences and learning about scientific drawings. They will be studying the work of Charles Darwin, David Attenborough and the artist Jason DeCairnes Taylor.</p>
<p><b>COMPUTING</b></p>	
<p>Pupils will have the opportunity to develop the following skills:</p> <p><b>Scratch - Programming, sequencing and repetition</b></p> <ul style="list-style-type: none"> <li>● Designing, writing and debugging programs that accomplish specific goals, including controlling or</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b><u>Information Communication</u></b></p> <ul style="list-style-type: none"> <li>● Using technology safely, respectfully and responsibly.</li> <li>● Recognising acceptable/unacceptable behaviour.</li> <li>● Identifying a range of ways to report concerns about content and contact.</li> </ul>

<p>simulating physical systems; solve problems by decomposing them into small parts.</p> <ul style="list-style-type: none"> <li>● Using sequence, selection, and repetition in programs work with variables and various forms of input and output.</li> <li>● Using logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs.</li> <li>● Selecting, using and combining a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating, presenting data and information.</li> </ul> <p><b>Vector Drawing -</b></p> <ul style="list-style-type: none"> <li>● To start creating vector drawings.</li> <li>● Using different drawing tools to help them create images.</li> <li>● Recognising that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object.</li> </ul>	<ul style="list-style-type: none"> <li>● Selecting, using, and combining a variety of software (including internet services) on a range of digital devices.</li> <li>● The use of print screening and pasting to evidence work.</li> <li>● Touch typing and ways to develop their own skills.</li> <li>● Using School360 to access work, complete work and submit work.</li> </ul> <p><b><u>Computer Science:</u></b></p> <ul style="list-style-type: none"> <li>● Exploring the concept of repetition in programming using the Scratch environment.</li> <li>● How to design and create a game which uses repetition, applying stages of programming design throughout.</li> </ul> <p><b><u>Digital Literacy:</u></b></p> <p>Throughout the year students will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● Their self-awareness by reflecting critically on their behaviour and its impact on others.</li> <li>● Their awareness and exploration of e-safety knowing how to behave responsibly online and how to access help.</li> </ul>
<p><b>FOOD &amp; TEXTILES</b></p> <p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● To thread a needle.</li> <li>● Using a needle carefully and correctly.</li> <li>● To design and make a cross stitch bookmark.</li> <li>● To evaluate their ideas and products against a given criteria.</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <p><b>Textiles: cross stitch bookmark</b></p> <ul style="list-style-type: none"> <li>● How to work safely within the textile classroom.</li> <li>● How to thread a needle.</li> <li>● How to perform a basic cross stitch.</li> <li>● How to create a design using only cross stitch.</li> </ul>

GEOGRAPHY	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● How to complete a field sketch.</li> <li>● Compare OS maps to aerial photographs.</li> <li>● Interpret geographical data (floods).</li> <li>● Read and interpret rainfall maps.</li> <li>● Use fieldwork to observe, measure, record and present the physical features in the local area using sketch maps, plans and graphs and digital technologies.</li> </ul>	<p><b>Why are rivers important?</b> Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● Rivers: flooding, deposition, erosion, transportation, river landforms.</li> <li>● The water cycle.</li> <li>● River uses.</li> <li>● Flood data for Bellingham.</li> <li>● How to carry out fieldwork safely and effectively.</li> </ul>
HISTORY	
<p>pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Provide an opinion about a source</li> <li>● Use sources to recall evidence from the past</li> <li>● Retell stories about the past and identify why events happened</li> <li>● Describe key characteristics of times studied</li> <li>● Place events in chronological order</li> <li>● Know key dates of events studied in relation to present day</li> <li>● Identify periods of change</li> <li>● Talk and ask valid questions about past events</li> <li>● Develop the appropriate use of historical terms</li> <li>● Demonstrate knowledge through extended written answers</li> <li>● Address historically valid questions about change, cause, similarity and difference, and significance</li> </ul>	<p><b>What is the most significant thing the Anglo Saxons left behind?</b> Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● Reasons for Roman withdrawal</li> <li>● Reasons why the Saxons invaded</li> <li>● Where the early Anglo-Saxons lived</li> <li>● Staffordshire Hoard</li> <li>● Anglo-Saxon names of places</li> <li>● Anglo-Saxon homes, food and leisure</li> <li>● Anglo-Saxon culture, art and music</li> <li>● The spread of Christianity in Britain</li> </ul>

MFL – FRENCH	
<p>Pupils will have the opportunity to practise listening, speaking, reading and writing by developing the following skills:</p> <ul style="list-style-type: none"> <li>● Asking and answering basic questions in pairs and in larger groups</li> <li>● Giving short presentations using familiar vocab and phrases practised in class</li> <li>● Listening to authentic French, including songs</li> <li>● Pronouncing sounds and words (phonics)</li> <li>● Writing in short 1st and 3rd person sentences to give key information</li> <li>● Understanding key information when reading short texts and listening to short excerpts.</li> <li>● Continuing to use a bilingual dictionary, equipping them as a more independent French learner.</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● Basic vocabulary such as: saying where are from, who is in their family (including pets), what people (and animals) look like</li> <li>● Classroom instructions and phrases</li> <li>● Continue to develop knowledge of numbers, including how to tell the time (to the nearest half hour)</li> <li>● Essential grammar, including recognising masculine and feminine nouns.</li> <li>● Wider Francophone culture; learning about French speaking countries</li> <li>● Francophone Christmas traditions, especially New Year traditions (la galette des rois) and Easter celebrations</li> </ul>
MUSIC	
<p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Describing musical elements when listening to music</li> <li>● Identifying different types of keyboard instruments by sound and sight</li> <li>● Improvising, using a keyboard instrument</li> <li>● Reading and performing simple musical rhythms</li> <li>● Basic vocal techniques</li> <li>● Singing as part of a group</li> <li>● Singing in parts</li> <li>● Singing with confidence</li> <li>● Increase familiarity with a wide range of music and songs from a range of cultures and traditions</li> </ul>	<p>Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● A range of keyboard instruments</li> <li>● The inner workings of a piano</li> <li>● Famous pieces using different types of keyboards</li> <li>● Composers who have used keyboard instruments</li> <li>● A range of musical genres</li> <li>● Folk music from around the world</li> <li>● Simple musical rhythms</li> </ul>
PE	
<p>Pupils will have the opportunity to develop the following skills:</p>	<p>Pupils will have the opportunity to develop their knowledge about:</p>



**Hockey**

- Dribble a ball with control
- Demonstrate a legal tackle in a game
- Demonstrate a push and a hit with control
- Beat an opponent with the ball

**Gymnastics**

- Control in movement
- Contribute ideas to your group and work cooperatively with others
- Develop own routine based on what has been learnt in lessons

**Badminton**

- Demonstrate an underarm and flick serve
- Play a forehand shot
- Perform a rally with a partner
- Return a ball that is fed to you

**Orienteering**

- Complete a basic orienteering course
- Plan a basic course with help
- Identify markers on the map

**Hockey**

- Ball Familiarisation
- Passing
- Dribbling and turning
- Turning
- Shooting

**Gymnastics**

- Travelling
- Shape
- Unison
- Flight
- Balance
- Counter tension
- Rolls
- Sequences

**Badminton**

- Introduce the Grip and ready position
- Introduce the Overhead/Underarm Clear
- Introduce the Drop shot
- Introduce the Smash
- Doubles and singles tactics

**Orienteering**

- What orienteering is
- The names of some symbols on a map

PSHE	
<p>pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Appreciate the contributions made by different people in different jobs.</li> <li>● Encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.</li> <li>● Place someone into the recovery position.</li> <li>● Demonstrate how to get help in emergency situations.</li> <li>● Describe the different roles food can play in people's lives.</li> <li>● Explain how people can develop eating problems (disorders) relating to body image pressures.</li> </ul>	<p>– pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● Dreams and Goals – pupils will have the opportunity to develop their knowledge about:</li> <li>● Their dream lifestyle.</li> <li>● Jobs and careers.</li> <li>● Steps in achieving their dream job.</li> </ul> <p>Dreams and goals from young people in other cultures.</p> <ul style="list-style-type: none"> <li>● Charity fundraising.</li> </ul> <p>Healthy Me - pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● Smoking.</li> <li>● Alcohol.</li> <li>● Emergency aid - what to do in an emergency.</li> <li>● Body image.</li> <li>● Relationships with food.</li> </ul>
RELIGIOUS EDUCATION	
<p>Pupils will have the opportunity to develop the following skills:</p> <p>Pupils will have the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>● Explain how religious beliefs can shape the lives of individuals and contribute to society.</li> <li>● Explore the rituals and ceremonies which mark important points in life.</li> <li>● Share their opinion or express their own belief with respect and tolerance for others.</li> <li>● Explain why individuals and communities may have similar and differing values.</li> <li>● Consider the links between stories, beliefs, teachings and other sources of wisdom.</li> </ul>	<p><b>To finish assessment (Judaism to begin 20/10/22)</b></p> <p>pupils will have the opportunity to develop their knowledge about:</p> <p><b>Judaism: Why do members of the Jewish community value their identity?</b> Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● Key features of worship.</li> <li>● Synagogues.</li> <li>● Significance of the Star of David.</li> <li>● Jewish rituals.</li> <li>● The importance of belonging to a faith community.</li> <li>● The Jewish law of 'tzedakah'.</li> </ul>

<ul style="list-style-type: none"> <li>● Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences.</li> </ul>	<p><b>Christianity: Why do Christians act on poverty and injustice?</b> Pupils will have the opportunity to develop their knowledge about:</p> <ul style="list-style-type: none"> <li>● Religious duties in helping the poor, using examples of Jesus.</li> <li>● Key historical figures: Florence Nightingale, Dr Barnardo, Martin Luther King, as well as contemporary figures: Marcus Rashford.</li> <li>● Christian charities.</li> <li>● Long term impacts on global society.</li> </ul>
--	---