CITY OF ROCHESTER SCHOOL

City of Rochester School Learning Means the World Curriculum

LMTW Curriculum

Key Stage 1 - 4

Intent

- Our personalised, cohesive 'Learning Means the World' (LMTW) curriculum is innovative, forward-thinking, and highly relevant – dealing with tomorrow's issues today. Our curriculum aims to excite and enthuse learners, create purposeful, immersive, and memorable learning, and equip learners to become agents of change, exploring and championing global causes.
- It is devoted to providing pupils with a broad and deep level of learning, developing fully rounded individuals, fuelling creativity, and resulting in positive change. LMTW develops and deepens pupils' skills, knowledge and understanding across the curriculum through a diverse range of themes.
- 'Learning Means the World' reflects the real world. It is a brave, forward thinking, buzzing, relevant curriculum that promotes independence, creativity, and curiosity to help pupils become collaborators, innovators, and leaders. Our curriculum supports pupils in exploring challenging and controversial global and social justice issues
- At the forefront of 'Learning Means the World' are world issues centred around the four Cs of Communication, Conflict, Conservation and Culture:

  - ✓ **Communication**
    The main barrier for all our pupils is communication. They need to be able to make their voices heard, so teaching them how to communicate to different audiences, using a range of methods, is a priority for us across the school. We passionately believe that communication is the key to securing future success, so we want our pupils to see the value of good communication skills. We are committed to developing functional literacy skills, as well as the other more subtle facets of communication, such as understanding body language and features of positive and negative communication. We feel we are best able to develop our pupils' skills in these areas through the strong communication focus in this curriculum model.
  - ✓ **Conflict**
    As pupils are always going to have to deal with conflict throughout life, we need to equip them with the skills to be able to do this well. As well as possessing good inter-personal communication skills, they need to learn how to disagree well. They need to react to conflict in a measured and proportionate way, using self-regulation as a conflict resolution tool. Teaching them empathy, self-awareness, and other viewpoints and perspectives is an important part of this.
  - ✓ **Conservation**
    We also feel that, whilst some individuals are eco-aware, many pupils are egocentric and insular, and don't actually apply their 'head knowledge' when it comes to their role as stewards of our planet. We wanted a more structured approach to developing greater awareness and appreciation of local, national and global conservation issues and initiatives, with pupils understanding how they have an important role to play in global sustainability. There are practical implications for us as a school and we are looking to become more proactive in the area of sustainability.
  - ✓ **Culture**
    As a school that predominantly represents a white British demographic, we want our pupils to understand the wider world and their place in it. We want to challenge mindsets and help them to become more outward facing. Some of our pupils have expressed a desire to travel when they get older, so it is especially important to prepare and equip them for these future experiences by helping them appreciate and understand cultural similarities and differences.

- A wealth of experts in SEN and ASD, have been actively involved in curriculum design. This means that the curriculum is fit for purpose for children with special educational needs.
- We actively and explicitly promote cross-cultural respect, tolerance and understanding, linked to British Values and SMSC through our 'Learning Means the World'.
- Our learning means the world curriculum is hands on and experiential as this is important for children on the autism spectrum for them to be able to make cohesive links that are not abstract a fully immersive experience is required. Each unit has a learning experience embedded and all lessons are delivered with a heavy focus on practical tasks.
- We have designed a curriculum that is as practical and experiential as possible, in order to cater for the specific needs of our pupils, providing them with a wide range of learning opportunities. We want them to become educated and responsible citizens, developing their cultural capital, whilst teaching them all about human creativity and achievement.
- LMTW has been written to empower pupils and boost their confidence. This is achieved by helping pupils to understand their place in the worldwide community, so that they understand their own worth and the worth of others. By championing inclusivity through an accessible and relevant curriculum we promote and celebrate cultural diversity and help our students to understand our inter-connected world and the possibilities open to them within it.

Implementation

- Our curriculum is knowledge-rich and skills-based, providing the perfect blend of learning for pupils in a fast-changing and inter-dependent world.
- As well as these four core areas (communication, conflict, conservation and culture), our curriculum also incorporates history-based aspirational Competency Theme Units, which draw inspiration from a range of diverse historical role models like Thomas Barnardo and Ada Lovelace, helping to promote courage, commitment, creativity and a sense of community in our pupils.
- 'Learning Means the World' takes an inter-disciplinary approach to learning and puts great emphasis on curriculum depth. It is 'hands-on', 'minds-on' and 'hearts-on' and makes pupil agency a key feature of the curriculum.
- Classes are organised by stage, not age, and the majority of the pupils are curious, hands-on learners.
- The thematic approach to teaching and learning is designed to support children's natural curiosity, stimulate their creativity, and promote an appetite for, and love of, learning. It is theme based and broken down into the following phases: Pathfinders (KS1 level), Adventurers (upper KS1 level) and Navigators (key stage 2 and 3 level).
- LMTW offers children the chance to engage in deep learning giving them the time they need to reflect, consolidate, and transfer their learning.
- Elements such as our Catalyst Questions, Pupil-Led Activities and Essential Learning Experiences also ensure a greater depth of learning.
- As well as the full breadth of subject coverage, our curriculum includes the use of a breadth of pedagogical approaches and offers a broad range of learning experiences.

Subject Coverage

English
Each thematic unit has literacy elements, including suggested core texts, which cover the broadest range of genres. These are linked to other areas of the curriculum, to provide rich learning experiences. Speaking and Listening is a key focus of our curriculum, highlighted by the 4Cs Communication thread. The Skills Ladder shows the progression of learning from Early Years to Year 6. Our themes are closely linked in to our English curriculum.

Mathematics
Thematic units have a maths links section, covering specific mathematical skills. This is an opportunity for pupils to apply learning through discrete maths lessons into different theme-related contexts. These are linked to other areas of the curriculum, to provide rich learning experiences.

Science
Science is taught directly through thematic units. Science is taught through working scientifically (involving practical investigation, observation and application skills, enquiry, and research) alongside specific taught subject knowledge. Learning takes place both inside and outside the classroom.

Foundation Subjects
The foundation subjects of Art and Design, Design Technology, Geography, History, ICT / Computing, Music and RE are taught through thematic units. Each subject is taught using a combination of specific subject knowledge, subject skills, enquiry and, where relevant, fieldwork. Learning takes place both inside and outside the classroom.

PSHE is taught throughout the themes and is also delivered through the accompanying 3D PSHE Programme.

- Quality Assurance activities include half-termly book monitoring, learning walks, formal and informal lesson observations, including peer to peer observations, pupil surveys, data analysis and curriculum team meetings.
- City of Rochester school ensures that we have the highest learning expectations for our students. Following a consistent approach, to guarantee that teaching styles and resources meet the needs of all our pupils.
- Our approach enables us to focus in on and deliver personalised learning with a multi-sensory method to promote a love for learning.
- LMTW curriculum is delivered to build on learning beyond school.
- Our Skills Ladder is the bedrock of our curriculum model, giving a clear upward trajectory of subject-specific, skills-based learning. Coupled with a system of knowledge progression, called Knowledge Building, this ensures rigour and coverage and provides subject leaders with a clear, birds-eye view of progression.
- Knowledge is sequenced and mapped deliberately with six distinct fundamental learning pillars for each subject using progressive cognitive blocks. These are then applied to each thematic unit in the form of knowledge statements, that increase in complexity through the key stages and provide a big picture of knowledge progression throughout the school.
- Concept Flows give a logical sequence to learning and the Learning Pathways ensure pupils experience clear progression in the defined characteristics of effective learning.

Impact

- Attainment is measured using SIMs and is designed for continuous use. Teachers record the small steps pupils make and use these steps to build a bigger picture of the pupils' learning and achievements.
- Regular feedback is sought from pupils through the School Council (half-termly), pupil surveys, (termly), parent surveys (annually), staff surveys (annually)
- Confidence, Resilience and Success are core values at City of Rochester School. This means that the acquisition of social skills and personal development are of paramount importance to our pupils to life beyond school. Impact is therefore demonstrated through social and linguistic development which the school evidence through case studies.
- The impact of knowledge and skills gained through our LMTW curriculum by learning about world issues centred around the four Cs of Communication, Conflict, Conservation and Culture is:

  ✓ **Communication**

  Pupils will be able to define conflict and explain the key reasons as to why conflict exists. They will also be able to give specific examples of conflict, both past and present, on a local, national, and global scale. On a personal level, they will learn how to handle disagreements constructively and resolve their differences peaceably

  ✓ **Conflict**

  Pupils will be able to communicate in ways that build and maintain positive relationships through focused listening, confident speaking, sharing ideas and explaining clearly. They will know how communication has developed through time and the chronology of technology, now our current main means of communicating. They will also learn how to communicate in an assertive way, avoiding conflict through mutual respect.

  ✓ **Conservation**

  Pupils will be able to define conservation, outline key areas e.g., biodiversity and understand why it is such an important world issue. They will learn how we can live more sustainably, understanding the importance of natural resources and renewable energy. On a personal level, they will learn how they can make a difference by reducing their carbon footprint and behaving in a more environmentally responsible way.

  ✓ **Culture**

  Pupils will be able to define and identify the characteristic features of culture and understand why cultural diversity is important. They will be able to talk about the features of a range of different cultures from around the world, explaining some of their similarities and differences. They will also learn how culture affects perception and influences behaviour.

- Class teachers ensure that students individual outcomes and targets are prioritised across all subjects. Core concepts are revisited, and questions enable the retrieval of sticky knowledge to ensure the pupils fluency and mastery is incrementally improving.
- Teachers have high expectations of all children and provide challenge, stretch and enrichment in learning because they know the starting points of the children and understand the progression required to reach the end goal. This is achieved using a range of assessment and analysis strategies: timely testing, moderation of work, pupil interviews, use of assessment grids and data tracking systems. The results are seen in outcomes of work, feedback from the community and in the pride the children have of themselves and their school.
- Monitoring shows that children are active in their learning, can construct their own knowledge and are able to think flexibly and creatively.
- We are help our pupils make links across themes and subject disciplines, by providing a cohesive, well-planned learning journey. The curriculum is connected in a meaningful way, evidencing clear progression, and demonstrates a consistent approach throughout school.
- Pupils have significant barriers to learning which the school works hard to help pupils overcome. This means that the school works with a wide variety of partners such as medical professionals, curriculum partners, parents/carers, education professionals and the wider community to promote pupil's engagement in learning.

Statutory Guidance – Curriculum

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum. All schools should make provision for personal, social, health and economic

education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

The national curriculum aims to ensure that all pupils:

- Are provided with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.

And that

- There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Links to Other Subjects

'Learning Means the World' takes an inter-disciplinary approach to learning. Our curriculum intertwines subjects to support the development and deepen our pupils' skills, knowledge and understanding through diverse themes.

Our pupils are curious, hands-on learners. We have designed a curriculum across the board that is as practical and experiential as possible, to cater for the specific needs of our pupils, providing them with a wide range of learning opportunities. We want our pupils to become educated and responsible citizens, developing their cultural capital, whilst teaching them all about human creativity and achievement. We are committed to helping our pupils make links across themes and subject disciplines, by providing a cohesive, well-planned learning journey. Our curriculum is connected in a meaningful way, evidencing clear progression, and demonstrates a consistent approach throughout school.

Curriculum Overview

Our curriculum is designed with our children in mind but is subject to change. Units may be moved around to suit children's interests, current affairs and to make better use of resources. If this happens staff, ensure that there is breadth and balance across the year to ensure coverage.

Pathfinders Themes 2021-2022 (Neptune and Sun class)	
Communication **13.09.21 - 21.10.21**	**'Inter-Nation Media Station'** **Media / Broadcasting**
Geography **08.11.21 - 26.11.21**	**'Never Eat Shredded Wheat'**
Culture **29.11.21 - 28.01.22**	**'Come Fly with Me!'** **Arctic Circle**
History **31.01.22 - 25.02.22**	**'Royal Patrons'** **The Story of Queen Victoria and Elizabeth II**
Career's week **28.02.22 - 04.03.22**	**More information to follow**
Conflict **07.03.22 - 29.04.22**	**'Unity in the Community'** **Where I Belong**
Conservation **03.05.22 - 17.06.22**	**'Going Wild!'** **All About Humans and Animals**
History/geography **03.05.22 - 17.06.22**	**'Jurassic Hunter'** **The Story of Mary Anning**

Pathfinders- Neptune and Sun

Communication Focus **'Inter-Nation Media Station'** **Media / Broadcasting** 6 weeks 13.09.21 - 21.10.21	**Geography Focus** **'Never Eat Shredded Wheat'** 3 weeks 08.11.21 - 26.11.21	**Culture Focus** **'Come Fly with Me!'** **Arctic Circle** 6 weeks 29.11.21 - 28.01.22	**History Focus** **'Royal Patrons'** **The Story of Queen Victoria and Elizabeth II** 3 weeks 31.01.22 - 25.02.22	**Careers Week** 1 week 28.02.22 - 04.03.22	**Conflict Focus** **'Unity in the Community'** **Where I Belong** 6 weeks 07.03.22 - 29.04.22	**Conservation Focus** **'Going Wild!'** **All About Humans and Animals** 6 weeks 03.05.22 - 17.06.22	**History/Geography Focus** **'Jurassic Hunter'** **The Story of Mary Anning** 3 weeks 20.06.22 - 08.07.22
"Inter-Nation Media Station" is a thematic unit all about media and broadcasting. There is a key subject focus on history, through which pupils will learn about early methods of communication, leading to the invention of both the television and radio. Pupils will develop confidence in oracy, through opportunities to work on their own broadcasts. ***Essential learning experience: Visit a local radio or TV station*** **History** I can use different sources of information to find out about the past. I can find out about the lives of significant people and events from the past and present. I can use episodes from stories about the past, identify the difference between past and present. I can make a personal link to the past by exploring artefacts and images. I have learnt about how news was shared in the past. I know about the ways in which news is shared today, compared with in the past. I understand the meaning of the term's 'media' and 'broadcasting'. I can recognise some of the advantages and disadvantages of present-day media coverage. **Art** ***Drawing and Painting*** I can explore the use of line, shape, and colour. I can explore a variety of tools and techniques including the use of different brush sizes and types. I can make changes to my own work **Drama** I can use different voices in acting. I can pretend to be a character, demonstrating emotion through actions and language.	Know that places change over time and that there is often a range of evidence to show this. Know some human geographical features in the focus area and describe them. Know some physical geographical features in the focus area and describe them. Know and understand simple vocabulary related to place. Name and locate some key places in their own country and countries in the wider world. Identify basic differences and simalarities between a range of locations and environemnts. Explore and discover where di-erent foods come from Recognise and observe main human and physical features Communicate in different ways using simple geographical information and vocabulary Use globes, maps and plansGe9 Make simple plans	***"Come Fly with Me! Arctic Circle" is a thematic unit based on the Arctic region and surroundings, with a key focus on geography. Pupils will learn about the location, weather, and climate in the Arctic, as well as the wildlife that lives there. Inuit people, their traditions, and customs, will also be studied.*** ***Essential learning experience: Go ice skating*** **Geography** Recognise and observe main human and physical features Recognise different types of weather and climate Communicate in different ways using simple geographical information and vocabulary Use globes, maps, and plans I know what the Arctic Circle is, and I can locate it on a map. I understand about the weather and climate in the Arctic Circle. I have found out about animals and plants and how they survive the harsh conditions found in the Arctic. I know about the Inuit people group and their customs and traditions. I have learnt about the Aurora Borealis (Northern Lights). **Science** **Seasons / Materials** I know the names of, describe weather associated with and observe changes across the four seasons. I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, and describe and compare how their simple physical properties vary. I can group together a variety of everyday materials based on their simple physical properties. I have found out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching. I can distinguish between an object and the material from which it is made and compare the uses of a variety of everyday materials.	***"Royal Patrons" is a competency-based thematic unit with a history focus, comparing the lives of Queen Victoria and Queen Elizabeth II. Elizabeth is a direct descendant of Queen Victoria, her great-great-grandmother, and both are recognised sources of inspiration whose legacies will live on.*** Fit people and events into a chronological framework. Identify examples of growth and change over time Recognise why actions and events happened Understand and use language related to the measurement of time. Identify different ways in which the past is represented Know about similarities and differences between societies, including beliefs	Focus on personal development, exploring different jobs, SCERTS.	***"Unity in the Community" is a thematic unit about the area you live in, with a geography focus. Pupils will develop their geographical skills, local knowledge and understanding through learning about their school, the features of its grounds, the surrounding area and how it has changed over time. They will be taught all about the importance of acting responsibly within both the school and the wider community.*** ***Essential learning experience: Have a treasure hunt around the local area*** **Geography** I can explore and discover the interesting features of the local environment. I can recognise and observe main human and physical features. I can express my own views about features of the environment. I can communicate in different ways using simple geographical information and vocabulary. I can use simple field work skills. I can use globes, maps and plans. I can make simple plans. I have learnt about the geography of the school and the key human and physical features of its grounds and immediately surrounding environment. I can use aerial photographs and plan perspectives to recognise landmarks and basic physical features of the local area. I know the key human features of the local area, including appropriate vocabulary such as city, town, house, office and shop. I know the key physical features of the local area, including appropriate vocabulary such as beach, coast and forest. I know how to locate the school on a map. I have learnt about how places have become the way they are and how they are changing. I can recognise changes in the environment and identify how the environment may be improved and sustained I have learnt about significant historical events, people and places in the locality. **Science**	***"Going Wild" is a thematic unit based around humans and animals, with a science focus. Pupils will look at humans and animals, beginning with characteristics of living and non-living things through to classifying birds, fish, amphibians, reptiles, and mammals. There will be a particular focus on looking after animals and pupils will learn about extinction, wildlife conservation, habitat destruction and endangered species.*** ***Essential learning experience: Visit to a zoo / farm/Look after a living thing in class*** **Science** **Living Things** I can suggest what might happen and perform simple tests. I can explore using my senses and record findings in simple ways. I can collect evidence to try to answer a question. I can make simple comparisons through observation. I can identify and classify based on simple criteria. I understand the difference between things that are living and things that have never been alive. I know that animals, as well as humans, have offspring, which grow into adults. I have learnt about the basic needs of animals, as well as humans, for survival (which are water, food, and air). I can identify and name a variety of common animals that are birds, fish, amphibians, reptiles, and mammals. I can describe and compare the structure of a variety of common animals. I can identify and name a variety of common animals that are carnivores, herbivores, and omnivores. I know that some animals are endangered, the reasons why and what is being done to preserve these species. **Art** **Painting** I can make marks in print with a variety of objects, including natural and made objects. I can recognise pattern in the environment, and I can build a repeating pattern **Dance** I can explore basic body actions. I can explore movement skills and create movement patterns in response to stimuli. I can respond to different stimuli, copy, and explore basic body actions and movement patterns.	***"Going Wild" is a thematic unit based around humans and animals, with a science focus. Pupils will look at humans and animals, beginning with characteristics of living and non-living things through to classifying birds, fish, amphibians, reptiles, and mammals. There will be a particular focus on looking after animals and pupils will learn about extinction, wildlife conservation, habitat destruction and endangered species.*** Fit people and events into a chronological framework. Identify examples of growth and change over time Recognise why actions and events happened Understand and use language related to the measurement of time. Identify different ways in which the past is represented Know about similarities and differences between societies, including beliefs to know and be able to retell the life story of Mary Anning To know what the main achievements of Mary Anning were To understand the contribution Mary Anning made to the study of fossils To understand the way in which the past impacts on the presentTo understand the importance of courage and commitment

I can reflect on the situation or character both in and out of role and can respond to other characters in role. **Music** I can recognise how sounds can be made and changed, creating and choosing sounds in response to given starting points. I can respond appropriately to musical instructions and can use my voice confidently in different ways. Computing **Multimedia** I can select, use, and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating, and presenting data and information. I can organise and adjust communication according to the needs of the audience and the technology, including taking account of the quality and content of the communication. **Maths** Generate and explore questions that require the collections and analysis of information Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer questions about totalling and comparing categorical data Measure and begin to record time (hours, minutes, seconds) Compare and sequence intervals of time **English** To recognise some of the advantages and disadvantages of present-day media coverage To understand the meaning of the term's 'media' and 'broadcasting'		**Art** **Collage / 3D Form** I can investigate using a wide variety of media, including card, fabric, plastic, tissue, magazines, crepe paper etc. I can respond to ideas and make changes to my own work. I can use a variety of techniques e.g., weaving, fabric crayons, sewing. I can manipulate materials in a variety of ways e.g., rolling, kneading, and shaping. **Dance** **Drum Dancing** I can explore basic body actions and movement skills and create movement patterns in response to stimuli. I can respond to different stimuli, copy, and explore basic body actions and movement patterns. I can recognise how my body feels when still and when exercising. I can observe performances and say why I like / dislike it. I can create, practice, and repeat my own movement phrases with a beginning, middle and end. **Music** **Inuit Throat Singing** I can use my voice confidently in different ways. I can explore how sounds can be made and changed. I can recognise how sounds can be made and changed. I can identify the beat in different pieces of music. I can respond appropriately to musical instructions **Computing** **Multimedia** I can identify common uses of information technology beyond school. I can use technology purposefully to create, capture, organise, store, manipulate, retrieve, and present digital content. I can try alternatives using a range of tools and techniques to alter text, images, and sounds. I can use ICT to communicate with unknown audiences. I can plan, discuss, and review work developed using ICT to improve it. **Maths** Compare, describe, and solve practical problems for time (quicker, slower, earlier, later) Measure and begin to record time (hours, minutes, seconds)			I know and can describe the basic structure of a variety of common flowering plants. I know and can describe how seeds and bulbs grow into mature plants. I have learnt that plants need water, light, and a suitable temperature to grow and stay healthy. I can name and identify a variety of common wild and garden plants, including deciduous and evergreen trees. I know how animals obtain their food from plants and other animals, using the idea of a simple food chain, and can identify and name different sources of food. **Art** **3D Form** I can respond to ideas, making changes to my own work. I can manipulate materials in a variety of ways e.g., rolling, kneading, folding, and shaping. **Dance** I can copy and explore basic body actions and movement skills, creating movement patterns in response to stimuli. I can create, practise, and repeat my own movement phrases with a beginning, middle and end. **Music** I can recognise and explore how sounds can be made and changed, identifying long and short sounds in music. I can respond appropriately to musical instructions. I can create and choose sounds in response to given starting points. **Speaking and Listening** I can organise what I say, giving relevant details and using appropriate vocabulary to make main points clear too the listener. I can remember what I have heard, asking questions to clarify meaning. **Computing** **Computer Science** I can recognise and understand that algorithms are implemented as programs on digital devices, executed by following precise and clear instructions. I can use the 'repeat' (loop) and 'when' (conditional statement) command within a series of instructions. I can plan a short 'story' for a sprite and write the commands for this. I can edit and refine a sequence of commands. **Maths** Measure and begin to record time (hours, minutes, seconds) Investigate, create, and use whole number scales to measure in an ever-increasing context	Recognise how my body feels when still and when exercising. I can observe a performance and say why I like/dislike it. I can create, practise, and repeat my own movement phrases with a beginning, middle and end Evaluate their movement phrases using dance vocabulary. **Drama** I can reflect on the situation or character both in and out of role. I can respond to other characters in role and pretend to be a character, demonstrating emotion through actions and language. **Drama** I can reflect on the situation or character both in and out of role. I can respond to other characters in role and pretend to be a character, demonstrating emotion through actions and language. **Speaking and Listening** I can organise what I say, giving relevant details and using appropriate vocabulary to make main points clear to the listener. I can reflect on how talk varies in different circumstances and for different listeners. **Computing** **Multimedia** I can use technology purposefully to create, capture, organise, store, manipulate, retrieve, and present digital content. I can combine written text with graphics, tables, sound and images and present work appropriately. I can plan, discuss, and review work developed using ICT to improve it. **Maths** Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems Investigate, create, and use whole number scales to measure in an ever-increasing context Choose and use appropriate standard units to estimate and measure temperature (°C) to the nearest appropriate unit Choose and use appropriate standard units to estimate and measure capacity (litres/ml) to the nearest appropriate unit Compare and order lengths, mass, volume/capacity and record the results using >, < and Combine amounts to make a particular value Read, write, and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	

		Compare and sequence intervals of time Tell the time to the hour and half past the hour and draw the hands on a clock face to show these time **English** Listen to a range of stories from other cultures, some based on Inuit tradition and folklore. Search for clues. How would the pupils know the stories are from other cultures e.g., the weather, names of places, characters? Use drama to retell stories. Sequence stories Make puppets and masks to retell stories and film the stories using iPads or video cameras Create characters and settings. Draw pictures and label them with descriptive words to be used in a story. Use drama or paired talk to rehearse their own stories before writing them. Design a front cover for their storybook, using ICT. Create a class storybook - use papier Mache to create a traditional book with textured paper and gold leaf			Compare and sequence intervals of time Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times Describe position, directions, and movements, including half, quarter, and three-quarter turns Use mathematical vocabulary to describe position, direction and movement including distinguishing between rotation as a turn and in terms of right angles for quarter, half, and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line **English** Share fairy stories with patterned language e.g. Three Little Pigs, Jack, and the Beanstalk. Encourage children to join in with repetitive phrases. Write new sentences to create an effect for a different character, in the same or a different story, using repetitive phrases and patterns. Use drama to rehearse stories before writing them. Create a new story with predictable language, linked to theme. Enjoy and share a range of stories / films and cartoons based in different fantasy worlds. Discuss what the term 'fantasy' means. Make predictions in longer stories and discuss ways the author makes the reader want to read on. List the fantastical aspects of the stories /films shared. Make models of fantasy worlds and share the new worlds with the class. Role-play characters in stories. Work individually, in groups and as a class to select words to develop descriptive sentences for settings and good and bad characters. Use a simple structure to organise and write a story based in a fantasy neighbourhood.	Investigate a range of strategies for combining, partitioning, grouping, and sharing (including doubling and halving) and increasing and decreasing numbers to solve practical problems Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations, and arrays with the support of the teacher Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts **English** ***Explanations:*** Recap on prior information text work and re-familiarise children with the features of the text and where and how we can locate information. Collect a range of diagrams and charts - discuss the presentation, use of arrows, numbers, wording, purpose, and audience. What is the difference between a photograph and a diagram? Do lots of practical tasks and investigations - making items for the garden e.g., bird feeders. Use speaking and listening opportunities to explain to the class a process using time and causal connectives. Record investigations as an explanation text. Produce clear diagrams or charts to show a process effectively. Create a glossary of words all related to living things. Write definitions and sort the words into alphabetical order. ***Poems on a Theme:*** Share and respond to animal poetry. Discuss the meaning and content of the poem, its use of language to describe, capture imagination and share experiences. Analyse why the poet has chosen certain words and phrases. Perform poetry in small groups, pairs or individually using actions, movements and sounds to enhance the performance. As a class share ideas from a shared experience to contribute to a class poem about an animal Select words and phrases to create descriptive, imaginative sentences which can be used in their own simple poems.	

Adventurers Themes 2021-2022 (Jupiter and Mercury class)	
Communication **13.09.21 - 21.10.21**	**‘That’s All, Folks!’** **Film and Animation**
Geography **08.11.21 - 26.11.21**	**‘Three Giant Steps’**
Culture **29.11.21 - 28.01.22**	**‘Come Fly with Me!’** **Africa**
Science **31.01.22 - 25.02.22**	**‘May the Force Be with You’**
Career’s week **28.02.22 - 04.03.22**	**More information to follow**
Conflict **07.03.22 - 29.04.22**	**‘Athens v Sparta’** **Conflict in Ancient Greece**
Conservation **03.05.22 - 17.06.22**	**‘Under the Canopy’** **Rainforests**
Geography **03.05.22 - 17.06.22**	**‘Out and About’**

Adventurers- Jupiter and Mercury

Communication Focus **'That's All, Folks!'** **Film and Animation** 6 weeks 13.09.21 - 21.10.21	**Geography Focus** **'Three Giant Steps'** 3 weeks 08.11.21 - 26.11.21	**Culture Focus** **'Come Fly with Me!'** **Africa** 6 weeks 29.11.21 - 28.01.22	**Science Focus** **'May the Force Be with You'** 3 weeks 31.01.22 - 25.02.22	**Careers Week** 1 week 28.02.22 - 04.03.22	**Conflict Focus** **'Athens v Sparta'** **Conflict in Ancient Greece** 6 weeks 07.03.22 - 29.04.22	**Conservation Focus** **'Under the Canopy'** **Rainforests** 6 weeks 03.05.22 - 17.06.22	**Geography Focus** **'Out and About'** 3 weeks 20.06.22 - 08.07.22
"That's All Folks!" is a thematic unit based around the history and development of animation and cartoons. It primarily takes in elements of history, art and computing / ICT and starts with learning about the beginnings of animation, looking at zoetrope's and ip books, before moving on to the dawn of the Disney age. Then, the process of animation is explored further, with an opportunity for pupils to exchange their own design ideas and create their own animated films. ***Essential learning experience: Visit from an animator*** **History - The Story of Animation** I can explore the different ways we can find out about the past and how to understand the evidence. I can use dates and vocabulary relating to the passing of time and sequence event. I can use sources of information including ICT to find out about events, people, and changes **Computing** I can use a variety of ICT tools to create, refine and present work in a variety of ways. I can use features of layout, presentation, and organisation in print and on screen. I can use editing skills for visual effects. I know the meaning of the word 'animation'. I know about how animation began. I know about how animation developed. I can name different animation techniques. I know how to create a simple animation. **Art** **Drawing / Painting**	Know that both primary and secondary sources of evidence show process and change Know and describe some human geographical features in the wider world Know and describe some physical geographical features in the wider world. Know and understand key vocabulary related to geographical processes. Know and understand the interrelationship between locationand environment Understand how and why some places and features are similar or different, giving reasons. To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. To know about and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime / Greenwich Meridian and time zones (including day and night). To identify similarities and di-erences between Dover, France and Canada	***Come Fly with Me! Africa" is a thematic unit based around the continent of Africa, with a key focus on geography and history. Pupils will be learning about the location of Africa and identifying its largest countries. Alongside this geography element, they will study the Benin era. They will also learn about African culture, typical African food, and folk tales.*** ***Essential learning experience: Visit from an African dance company*** **Geography** I can ask and respond to questions to develop a sense of places. I can collect and record evidence and begin to offer explanations. I can investigate key aspects of human and physical geography. I can explore places with different climate zones. I can describe significant places located in the wider world. I can identify similarities and differences between places and environments, understanding how they are linked. I can use appropriate geographical vocabulary to communicate their findings. I can use atlases, globes, maps, and plans at a range of scales and draw simple maps and plans. I can use ICT to help in geographical investigation I know the location of the continent of Africa and can identify its largest countries. I know about some aspects of African culture. I have learnt about the Benin Early Period **History** I can develop my understanding that the past can be divided into different periods of time. I can explore the different ways we can find out about the past and how to understand the evidence. I can identify different ways in which the past is represented. I can begin to give reasons for and results of the main events and changes. I can use dates and vocabulary relating to the passing of time and sequence events. I can use sources of information including ICT to find out about events, people, and change. **Science** **Animals, Including Humans** I can recognise that living things can be grouped in a variety of ways. I understand and can use classification keys to help group, identify and name a variety of living things in their local and wider environment. I know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	***Forces and Magnets.*** To know how things move on dierent surfaces To know that and observe how some forces need contact between two objects and some forces act at a distance To know that and observe how magnets attract or repel each other and attract some materials and not others. To describe magnets as having two poles E. To predict whether two magnets will attract or repel each other, depending on which poles are facing To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials	Focus on personal development, exploring different jobs, SCERTS.	***Athens v Sparta" is a thematic unit based on Ancient Greece, with a key focus on history. Learning is centred on how the Greeks used to live, including the key aspect of mythology, especially highlighting the conflicts that characterized Ancient Greece.*** ***Essential learning experience: Host a Greek day, including preparing and eating Greek food.*** **History** I can develop my understanding that the past can be divided into different periods of time. I can explore the different ways we can find out about the past and how to understand the evidence. I can identify different ways in which the past is represented. I can recognise similarities and differences between people's lives during different periods of time. I can use dates and vocabulary relating to the passing of time and sequence events. I can sequence several events or artefacts. I can begin to give reasons for and results of the main events and changes. I can use sources of information including ICT to find out about events, people and changes. I know the location of Greece. I have learnt about the Ancient Greek Empire. I understand the importance of Athens and Sparta. I know about some of the important battles e.g. The Persian Wars. I have learnt about Greek mythology. I have discovered the legacy of the Ancient Greeks e.g democracy, buildings. **Science** **Forces- Eureka** I can ask relevant questions and with help, set up and carry out simple practical enquiries, comparative and fair tests. I can suggest what might happen in comparative and fair tests. I can make careful observations and comparisons.	***"Under the Canopy" is a thematic unit, based on the rainforest with a key focus on geography and history. Pupils are commissioned to work for a commissioned organisation called 'Roots' in helping two adopted children find out about their Mexican / Mayan heritage. Through this project, they will learn about the importance of the rainforest.*** ***Essential learning experience: Visit a zoo / safari park with tropical animals*** **Geography** I can ask and respond to questions to develop a sense of place. I can collect and record evidence and begin to offer explanations. I can explore places with different climate zones. I can describe significant places located in the wider world. I can identify how the ways in which people live sometimes have consequences for the environment. I can use appropriate geographical vocabulary to communicate my findings. I can use atlases, globes, maps, and plans at a range of scales and draw simple maps and plans. **History** I can explore the different ways we can find out about the past and how to understand the evidence. I can identify different ways in which the past is represented. I can recognise similarities and differences between people's lives during different periods of time. I can use sources of information including ICT to find out about events, people, and changes. I know the location where the Mayans lived. I know about some aspects of Mayan daily life. I know some facts about the rainforest. I understand the importance of the rainforest within the world 's eco system. **Science** **Plants** I can identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers. I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. I have investigated the way in which water is transported within plants.	To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, rivers), and understand how some of these aspects have changed over time. To know and use the eight points of a compass, four--gure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world To recognise how and why places are similar to and di-erent from other places in the same country and elsewhere in the world. To use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

I can experiment with different grades of pencil and other implements. I can use my sketchbook to observe, collect and record visual information from different sources, using different media to achieve variations in line, texture, tone, colour, shape, and pattern. I can mix a variety of colours and know which primary colours make secondary colours. I can draw independently for a sustained period. I can plan, refine, and alter my work as necessary. **Dance** I can explore a range of actions and movements to create simple motifs and compose simple dances. I can recognise and describe dances involving simultaneous and complementary movements. I can respond imaginatively to different stimuli using dance language and creative movements, extending my effort in my dances, and performing with a good level of fluency. I can work independently, with a partner or in a small group. I can learn, practice, and perform dance phrases with physical control, expression, and an awareness of other performers. **Maths** Plan and carry out an investigation to generate and collect data in different ways Interpret and present data using bar charts, pictograms, and tables Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs Solve comparison, sum and difference problems using information presented in a line graph, information presented in bar charts, pictograms, tables, and other graphs		I know the different types of teeth in humans and their simple functions. I know and can describe the simple functions of the basic parts of the digestive system. I know how to construct and interpret a variety of food chains, identifying producers, predators, and prey. I know that humans and some other animals have skeletons and muscles for support, protection, and movement. **Art** **3D Form** I can research, plan, design and make models. I can work with a degree of independence to make a simple papier Mache object. I can refine and alter my work as necessary. **Dance** **African Dance** I can explore a range of actions and movements to create simple motifs and compose simple dances. I can respond imaginatively to different stimuli using dance language and creative movements. I can extend my effort in my dances and perform with a good level of fluency. I can work independently, with a partner or in a small group. I can learn, practice, and perform dance phrases with physical control, expression, and an awareness of other performers. **Music** **Cry Freedom** I can explore the way sounds can be combined and used expressively. I listen carefully and am increasing my aural memory. I can recognise, recall, and perform simple rhythmic patterns and improvise repeated patterns. I can compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music. **Computing** **Multimedia** I can explore alternative approaches to develop and refine work. I can save and use stored information to follow lines of enquiry. I can identify how ICT can be used to collect and structure information, including the use of surveys, so that it can be searched and analysed. I can use key words to search for and select appropriate information from the internet and other digital sources. I can use ICT safely and appreciate the need to keep electronic data secure. **Maths** Add and subtract numbers mentally, including a three-digit number and tens Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers Further explore and develop a range of strategies, including mental and written ones, for calculating and checking, including using a calculator or computer			I can recognise what constitutes a fair test. I can identify simple patterns, changes, similarities and differences. I can make measurements using standard units. I can discuss and describe findings. I can communicate findings using simple scientific language in written explanations, drawings, labelled diagrams, keys, bar charts or tables. I can use results to draw simple conclusions. **Art** **3D Form** I can research, plan, design and make models and work with a degree of independence. I can construct a simple clay base for extending and modelling other shapes. I can make a simple papier Mache object. I can design and create images and artefacts in response to my personal ideas. **Computing** **E-Safety** I can identify how ICT can be used to collect and structure information, including the use of surveys, so that it can be searched and analysed. I can identify the opportunities computer networks offer for communication and collaboration. I can verify the accuracy and reliability of the information found, distinguishing between fact and opinion. I can use key words to search for and select appropriate information from the internet and other digital sources. I can use a variety of ICT tools to create, refine and present work in a variety of ways. I can use ICT safely and appreciate the need to keep electronic data secure. **Maths** Interpret and present data using bar charts, pictograms, and tables Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs Recognise that angles are a property of shape or a description of a turn Identify right angles	I know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. **Art** **Drawing / Painting** I can experiment with different grades of pencil and other implements, using my sketchbook to observe, collect and record visual information from different sources. I can use different media and a range of scales to achieve variations in line, texture, tone, colour, shape, and pattern. I can design and create images and artefacts in response to my personal ideas. **Drama** I can experiment with my voice and movement to create characters and atmospheres, employing language appropriate to the role or character through improvised dramas. I can learn lines, collaborate with others and organise simple presentations. I can create and perform to make and convey meaning. I can recognise how improvements can be made to my own and others' performances. **DT** I can identify a purpose and establish criteria for a successful product, generating, developing, and explaining ideas for products to meet a range of needs. I can communicate design ideas in different ways e.g., discussion, annotated sketches, cross-sectional diagrams, and prototypes. I can select appropriate tools and techniques, name and describe them. I can measure, mark, cut out and shape a range of materials and assemble, join, and combine components and materials with some accuracy. I can evaluate work, adapting and improving where appropriate. **Music** I can compose and perform simple accompaniments recognising different musical elements, exploring the way sounds can be combined and used expressively. I can recognise and explore different combinations of pitch sounds. I can perform with control and awareness of audience. **Computing** **Computer Science** I can design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems. I can use selection in programs, working with variables and various forms of input and output. I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. **Maths** Generate and explore a range of number patterns, including multiples	

Record and compare time in terms of seconds, minutes, hours Know the number of seconds in a minute and the number of days in each month, year and leap year Convert between different units of measure (e.g., kilometre to metre, hour to minute) Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days **English** Share comics, cartoons, picture books, fantasy stories and TV programmes. Discuss common themes and features within these texts. Compare settings and discuss how the author creates mood and atmosphere to develop the setting. Discuss how characters react in their setting. Think how different characters would react in di-fferent settings e.g., Wallace in Sleeping Beauty's Castle.		Perform mental calculations, including with mixed operations and large numbers Tell and write the time from 24- hour clocks Record and compare time in terms of seconds, minutes, hours and o'clock Use vocabulary such as a.m./p.m., morning, afternoon, noon, and midnight Know the number of seconds in a minute and the number of days in each month, year, and leap year Compare durations of events, for example to calculate the time taken by events or tasks Read, write, and convert time between analogue and digital 12 and 24-hour clocks Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days **English** Try story telling as an art form and share own work with the class. Share tales from ancient traditions, especially Africa. Explore the features of a traditional tale. Compare different versions of the same story - chart what changes, stays the same. Storyboard a read version. Dramatize a scene and explore motives, feelings, and plot. Explore character and setting development by making models. Create own African short story. Share performance poetry on paper and in performance. Discuss with the children the impact poetry has when it's being performed. Identify the features of a 'good' performance poem. Explore poetry by Niyi Osundare. Give the children opportunities to work in pairs, small groups and independently to prepare, rehearse and present their own poem Recap on the features of poetry and explain how their inclusion within the performance impacts on the overall affect. Write alliterative and rhyming sentences, including onomatopoeia.			Recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn and identify whether angles are greater than or less than a right angle Identify acute and obtuse angles Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Compare and order angles up to two right angles by size. **English** Share myths and legends from Greek tradition. Try story telling as an art form and share own work with the class. Work in a group to retell a story for radio, demonstrating the essential use of the voice. Explore the features of a myth and a legend. Compare different versions of the same story - chart what changes, stays the same. Storyboard a read version. Dramatize a scene and explore motives, feelings, and plot. Create own mythical creatures, hero, setting- character and setting development- make models. Create and use myths and legends playing cards to support story writing and telling. Create a sustained piece of writing in paragraphs (thinking about keeping readers interest, the style being consistent throughout) creating suspense. Pupils to identify their favourite Greek myth and give reasons. Establish a link with the community newspaper, asking a journalist to come and talk to the children and arrange a possible visit to see the newspaper being produced. Make notes about a Greek event or story e.g., Spartan army, Trojan Horse. Write a newspaper article recounting the events. Include headlines and the features of a newspaper interview, with a headline and possibly a strict word count.	Identify, represent, and estimate numbers using different representations Solve number problems and practical problems involving these ideas Make and test general statements about numbers, sort and classify numbers and explain methods and findings using knowledge appropriate to age Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed **English** Read the story 'The Great Kapok Tree' by Lynne Cherry. Discuss the story. What is the message? How does the author convey the message? Is it just about this tree? What arguments do the animals put forward? Are the illustrations important? Why? Role play the conversations between the animals as they prepare to speak to the men under the tree. Develop questions and hot seat / interview the animals and the men (before and after). Use drama to act out the story Perform the story to another class or in assembly. Rewrite the final part of the story so that it has a different ending. Write an Information text on 'Killer Plants' (carnivorous plants E.G. Venus flytrap) Write a descriptive setting or the narrative after watching a clip from Jumanji or Fern Gully Write a poem about a rainforest animal or about how important it is to do our part to help save the rainforest. Write a senses poem, beginning each line with: - In the rainforest I can see...In the rainforest I can hear...	

Navigators 2021-2022 (Pluto and Earth class)	
Communication **13.09.21 - 21.10.21**	**‘A World of Bright Ideas’** **Inventions and Developments**
Geography **08.11.21 - 26.11.21**	**‘Time Team’**
Culture **29.11.21 - 28.01.22**	**‘Come Fly with Me!’** **America**
Geography/Science **31.01.22 - 25.02.22**	**‘In Your Element’ - Earth, Air** **‘Go with the Flow’ (Sc Discrete)**
Career’s week **28.02.22 - 04.03.22**	**More information to follow**
Conflict **07.03.22 - 29.04.22**	**‘You’re Not Invited’** **Invaders and Settlers**
Conservation **03.05.22 - 17.06.22**	**‘Full of Beans’** **Energy**
History **03.05.22 - 17.06.22**	**‘The Rescuers’** **The Story of Heroes of the Titanic**

Adventurers- Jupiter and Mercury

Communication Focus **'A World of Bright Ideas'** **Inventions and Developments** 6 weeks 13.09.21 - 21.10.21	**Geography Focus** **'Time Team'** 3 weeks 08.11.21 - 26.11.21	**Culture Focus** **'Come Fly with Me!'** **America** 6 weeks 29.11.21 - 28.01.22	**Geography/Science Focus** **"In Your Element' - Earth, Air** **'Go with the Flow' (Sc Discrete)** 3 weeks 31.01.22 - 25.02.22	**Careers Week** 1 week 28.02.22 - 04.03.22	**Conflict Focus** **'You're Not Invited'** **Invaders and Settlers** 6 weeks 07.03.22 - 29.04.22	**Conservation Focus** **'Full of Beans'** **Energy** 6 weeks 03.05.22 - 17.06.22	**History Focus** **'The Rescuers'** **The Story of Heroes of the Titanic** 3 weeks 20.06.22 - 08.07.22
"A World of Bright Ideas!" is a thematic unit which focuses on the creative process of invention and design, with a learning towards history and design technology. Pupils will look at important inventions over time, before moving on to learning about more current issues such as patenting and copyright. They will have the opportunity to actively engage in the design and make process, looking at the steps involved from generating a concept to producing a commercially viable product ***Essential learning experience: Meet a designer / visit a manufacturer*** **Design Technology** I can investigate how the work of individuals in design and technology has helped to shape the world. I can identify users' views and take these into account. I can analyse a range of existing products. I can estimate and measure using appropriate instruments and units. I can plan what I must do, including how to use materials, equipment, and processes. I can communicate design ideas in different ways e.g., discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. I know what the copyright symbol looks like. I understand the meaning of copyright. I understand why copyright is necessary. I understand where to look for the copyright symbol. I understand about patents and trademarks **History** I can investigate events in the past using primary and secondary sources, identifying, and describing reasons for and results of historical events, situations, and changes. I can identify and describe the effects of some economic, technological and scientific developments. I can select and organise relevant historical information, making appropriate use of dates and terms. **Science**	Understand the reasons for different processes and resulting changes in a range of locations Recognise, understand and explain patterns in human geography. Understand how the physical geography of a place influences the lives of its inhabitants. Know and understand more technical vocabulary e.g. biome, climate zone Compare and contrast diverse locations and environments Understand why different places employ different strategies for solving similar problems To identify and research a famous historical figure who lived in your local area To locate and name five key landmarks in the local area using maps and plans To learn about the five key landmarks, using a variety of sources and asking relevant questions, discovering how they have changed over time	***"Come Fly with Me! America'" is a thematic unit, based on North and Central America, with a key focus on geography and history. It begins with the location of countries and states before learning about the discovery of America and the Native American people. Pupils will also study weather and climate, as well as human and physical features. The unit ends with an explanation of 'The American Dream', whilst examining the values of freedom and tolerance.*** ***Essential learning experience: Hold a 'Wild West' day*** **Geography** I can investigate using an increasing range of primary and secondary sources of information. I can analyse evidence and draw conclusions. I can identify a range of geographical processes that cause change in the physical and human world in different places. I can use appropriate geographical vocabulary to communicate in a variety of ways. I can use atlases, globes, maps, and digital /computer mapping at a range of scales. I can locate North and Central America, including some of the different countries and states. I know about the weather and climate of North and Central America. I can identify the famous landmarks of North America, both physical and human. I understand the meaning and significance of the 'American Dream'. **History** I can identify and describe reasons for and results of historical events, situations, and changes. I have learnt about the discovery of America. I have learnt about the Native Americans. **Science** **Cotton On!** I can distinguish between an object and the material from which it is made. I can understand the difference between man-made and natural materials and identify and sort both. **Art** **Painting**	***Go with the flow*** To know and describe the changes as humans develop to old age To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function To identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood To describe the ways in which nutrients and water are transported within animals, including humans. ***In your element*** **Earth** To name and locate main UK and world mountains To learn about different types of rocks, soils, and minerals To learn about earthquakes **Fire** To name and locate famous volcanoes, studying different types of volcanic material e.g., lava **Water** To learn about tsunamis and their link with earthquakes To learn about the use of water in trade links To learn about the distribution of water and water supplies e.g., drought, flooding **Air** To know the difference between a tornado, hurricane, and cyclone	Focus on personal development, exploring different jobs, SCERTS.	***"You're Not Invited" is a thematic unit, based around invaders with a key focus on history. It begins by looking at the concept of invasion, before focusing especially on the Romans, learning about important Roman figures and their reasons for invading other countries. Pupils will also learn about sources of evidence and their reliability*** ***Essential learning experience: Hold an Exhibition of Legacy*** **History** I can investigate the characteristic features of, and changes within, periods of history. I can devise historically valid questions about change, similarity and difference and investigate to find possible answers. I can investigate events in the past using primary and secondary sources. I can identify and describe reasons for and results of historical events, situations and changes. I can recognise primary and secondary sources. I can identify and describe the effects of some economic, technological and scientific developments. I can place events, people and changes into correct periods of time. I can use dates and vocabulary relating to the passing of time, including ancient, modern, BC, BCE, AD, century and decade. I can interpret historical evidence. I can select and organise relevant historical information, making appropriate use of dates and terms. I have learnt the meaning of the word 'invasion' and understand the possible reasons for, and consequences of, an invasion. I know the location of Italy and the Roman Empire. I understand why the Roman Army was so successful in their invasions. I have learnt about some of the famous battles that took place during the Roman era. I understand the impact of the Roman invasions on the inhabitants of those countries invaded	***"Full of Beans" is a thematic unit, with a key focus on geography. It begins with pupils learning about different types of beans, how and where beans are grown and their nutritional value. They go on to look at beans as a source of energy, before moving on to learn about energy sources generally, both renewable and non-renewable. A business enterprise element enables pupils to create and sell bean smoothies.*** ***Essential learning experience: Arrange a visit to a chocolatier*** **Geography** I can ask suitable geographical questions leading to investigation. I can investigate ways in which environments can be improved. I can investigate using an increasing range of primary and secondary sources of information. I can analyse evidence and draw conclusions. I can identify a range of geographical processes that cause change in the physical and human world in different places. I can use atlases, globes, maps, and digital /computer mapping at a range of scales. I have learnt about different types of beans. I know how and where in the world beans are grown and how to plan an experiment to grow beans. I know about different energy sources and where they come from. I have learnt about non-renewable and renewable energy and the advantages and disadvantages of each source. I have learnt how to save energy and understand the effect doing this will have on the environment (local /national / global level). **Business Enterprise** I have a better understanding of finance and money management. I understand how to work out the cost of producing a product. I understand the importance of choosing the right packaging for products. I have some knowledge of developing a marketing strategy. I can deliver a sales pitch. **Science** **Electrifying Energy** I can identify common appliances that run on electricity. I can compare and give reasons for variations in how components function, including the	'The Rescuers' is a competency-based thematic unit with a history focus, telling the story of a hero and heroine travelling on board the doomed ship, the Titanic. Pupils will learn all about their achievements and legacy. To learn about the sinking of the famous ship, the Titanic To learn about communication on the Titanic and how communication methods have changed in the last one hundred years To learn about signicant events leading up to the sinking and draw conclusions Devise historically valid questions about change, similarity and difference and investigate to find possible answers Investigate events in the past using primary and secondary sources Identify and describe reasons for and results of historical events, situations, and changes Recognise primary and secondary sources Identify and describe the effects of some economic, technological, and scientific developments Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, BCE, AD, century and decade Interpret historical evidence

Forces I can plan and carry out different types of scientific investigations and make predictions based on scientific knowledge. I am beginning to recognise and control variables where appropriate, including carrying out a fair test explaining why it is fair. I can identify trends and patterns and offer explanations for these. I can take measurements using a range of scientific equipment with increasing accuracy and precision and understand why they need to be repeated. I can select information from provided sources and record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar, and line graphs. I can produce written explanations of results, causal explanations, and conclusions and can use results to make predictions for further tests. **Dance** I can explore a range of dance styles, working with partners or groups. I can recognise, understand, and perform different styles of dance clearly and fluently. I can draw upon different dance styles to compose dances **Music** I can describe and compare different kinds of music using key musical vocabulary. I can suggest improvements to my own and others' work. **Computing** ***Computer Science*** I can use ICT to create and refine sequences of instructions to explore problems and make controllable systems. I can analyse, describe, and discuss the effectiveness of my work with ICT. I can select, use, and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating, and presenting data and information. I can use ICT safely, respectfully, and responsibly, managing risk and showing awareness of other users. I can design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems. I can solve problems by decomposing them into smaller parts. I can use sequence, selection, and repetition in programs. I can work with variables and various forms of input and output. I can use logical reasoning to explain how some simple algorithms work and to	To use their recent learning to plan a tour of the area for their famous visitor from the past, explaining how it has changed over time. To know how to apply their knowledge when giving a guided tour of the local area	I can investigate, explore, and record information to generate ideas, creating imaginative work from a variety of sources. I can work on preliminary studies to test media and materials. I can compare and comment on ideas, methods and approaches used in my own and others' work, beginning to relate these to intention, to adapt and improve outcomes. **Design Technology** **Dreamcatchers** I can plan what I must do, including how to use materials, equipment, and processes. I can communicate design ideas in different ways e.g., discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Dance** **Line Dancing** I can explore, recognise, and understand a range of dance styles, working with partners or groups. I can perform different styles of dance clearly and fluently and can draw upon different dance styles to compose dances. **Music** **National Anthems** I can listen carefully, developing and demonstrating musical understanding and can describe and compare different kinds of music using key musical vocabulary. I can compose from different starting points by developing ideas within musical structures, improvising melodic and rhythmic phrases. I can perform rounds and part songs, maintaining my own part with awareness of how different parts fit together to achieve an overall effect. I can compose my own instrumental and vocal music and perform my own and others' compositions. **Computing** **Data Handling /Multimedia** I can use ICT to explore and develop simple models by changing variables and simple formulae. I can answer questions by using ICT to identify, collect, store, analyse and present information. I can analyse, describe, and discuss the effectiveness of my work with ICT. I can represent data from analysis in appropriate ways, including the use of graphs. I can use a variety of ICT tools to create, develop and refine presentations and performances, integrating effects to enhance outcomes. **Maths** **Statistics** Investigate by testing hypotheses or answering questions, using ICT to collect, store, analyse and present data			**Art** **3D Form** I can compare and comment on ideas, methods and approaches used in my own and others' work, beginning to relate these to intention, to adapt and improve outcomes. I can use natural and man-made materials to create sculptures. I can plan a sculpture through drawing and other preparatory work. **Design Technology** **Soldier Project** I can investigate ways of meeting design challenges with a construction focus. I can analyse a range of existing products, before planning what I must do, including how to use materials, equipment, and processes. I can communicate design ideas in different ways e.g., discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. **Drama** I can work confidently in groups using a range of drama techniques to explore situations and devise dramas for different purposes, using the rehearsal process to improve and refine my work. I can create roles and devise performances that sustain characters and plots, using facial expressions and body language to communicate different emotions and characteristics of behaviour **Music** I can compose from different starting points by developing ideas within musical structures, improvising melodic and rhythmic phrases. I can identify the relationship between sounds and how music reflects different intentions. I can compose my own instrumental and vocal music and perform my own and others' compositions, suggesting improvements to my own and others' work. **Computing** **Computer Aided Design** I can select, use, and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating, and presenting data and information. I can use a variety of ICT tools to create,	brightness of bulbs, the loudness of buzzers and the on / off position of switches. I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. I can recognise symbols when representing a simple circuit in a diagram. I can understand the term 'energy' and identify a range of different renewable and non-renewable energy sources. **Art** **Painting** I can create imaginative work from a variety of sources. I can design and create images and artefacts in response to personal ideas and for clearly defined purposes by selecting, developing techniques, and using a range of materials. **Dance** I can recognise, explore, and understand different styles of dance, working with partners or groups. I can stretch and tone my body to prepare for the dance. I can perform different styles of dance clearly and fluently. I can observe and evaluate my own and others' dances and suggest ways to develop technique and composition **Computing** **Multimedia** I can use a variety of ICT tools to create, develop and refine presentations and performances, integrating effects to enhance outcomes. I can organise and adjust communication according to the needs of the audience and the technology, including taking account of the quality and content of the communication. I can use a variety of ICT tools to create, refine and present work in a variety of digital and printed formats using appropriate forms and conventions. **Maths** **Number - Multiplication and Division** Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Solve problems involving addition, subtraction, multiplication, and division Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy. **Statistics** Investigate by testing hypotheses or answering questions, using ICT to collect, store, analyse and present data Further investigate by testing hypotheses or answering questions, using ICT to collect, store, analyse and present data Interpret and construct pie charts and line graphs and use these to solve problems **English** **Discussion / Balanced Arguments**	Select and organise relevant historical information, making appropriate use of dates and terms

detect and correct errors in algorithms and programs. **Maths** Convert between different units of metric measure (e.g., kilometre and metre, centimetre, and metre. centimetre and millimetre; gram and kilogram; litre and millilitre) Understand and use equivalences between metric units and common imperial units such as inches, pounds and pints Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate Use, read, write, and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places Convert between miles and kilometres Interpret and construct pie charts and line graphs and use these to solve problems **English** Read the book and watch extracts from the film 'Chitty Chitty Bang Bang'. Annotate scenes from the film identifying the effects filmmakers use to create mood, shape viewpoints and develop characters. Identify how filmmakers use colour, light, sound, and camera angles to keep the pace of the story moving and to tell the narrative. Analyse characters using drama. Hot-seat and ask questions relating to their behaviour and actions. In small groups, continue scenes by improvising dialogue between characters. Create a non-fiction book based on the top ten inventions which have changed the world		Solve comparison, sum and difference problems using information presented in a line graph Further investigate by testing hypotheses or answering questions, using ICT to collect, store, analyse and present data Interpret and construct pie charts and line graphs and use these to solve problems **Compare and Order Numbers** Read, write, order, and compare numbers to at least 1,000,000 and determine the value of each digit Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Round any whole number to a required degree of accuracy Use negative numbers in context, and calculate intervals across zero Use their knowledge of the order of operations to carry out calculations involving the four operations **English** **Non-Chronological Reports** Discuss the word chronological and establish that it means in order of time. So, what does the term 'non-chronological' mean? Give pupils non-fiction books with non-chronological reports and a range of selected extracts, differentiated for different ability readers. Use a non-chronological 'checklist' to identify the key features. In pairs, pupils highlight and annotate the key features and tick them o- the checklist provided. Make a class book 'Travel to America'. **Myths and Legends** Ask pupils how they think myths and legends are different. Establish that, whilst both occurred a long time ago, legends often have an element of historical truth. Read a selection of Native American myths and legends. Use drama to act out some of the stories, hot seat some of the characters from the stories and retell some of the myths and legends in their own words. Pupils then follow the writing process of planning, drafting, and editing as they write their own myth or legend, based on the stories read.			refine and present work in a variety of digital and printed formats using appropriate forms and conventions. I can use ICT safely, respectfully, and responsibly, managing risk and showing awareness of other users. **Maths** Read Roman numerals to 1000 (M) and recognise years written in Roman numerals Estimate the answer to a calculation and use inverse operations to check answers Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction Estimate and use inverse operations to check answers to a calculation Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why **Literacy** Share a range of short stories set in the past within a historical setting and watch a drama series set in the past to show how it is portrayed on the screen. Discuss how important attention to detail is for making readers and viewers believe that the story is set within these times. Identify the features in the core text which show that the story is set in the past. Analyse characters through description, drama techniques e.g., hot seating, conscience alley to get to know the character and their motives. Use Roman times as a setting for a short story. Use evidence found during the theme to substantiate the story or visit a linked place to use as a strong setting. Use description to make the historic scenes in their story come to life, as well as consider the way people may have spoken, names they may have had etc Research information about the different types of houses that were found in Rome and how they linked to the status and class of the people who lived there. Create a property brochure for a style of Roman house: villa, town house or apartment block	Through reading examples of discussion texts, identify and analyse the language, grammar, organisational and stylistic / key features of balanced written discussions which: - – summarise different sides of an argument – clarify the strengths and weaknesses of different positions – signal opinion clearly – draw reasoned conclusions based on available evidence Recognise, identify, and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument. Explore orally (through a class debate) before writing a balanced report, discussing the advantages and disadvantages relating to renewable and non-renewable energy. Summarise fairly the competing views by – analyse strengths and weaknesses of diff-erent positions – draw reasoned conclusions where appropriate – use formal language and presentation as appropriate **The Power of Persuasion** Watch a range of TV adverts, listen to radio jingles, and read and analyse magazine type adverts. Recap the features of a good advert: - – Use of alliteration or play on words – Memorable, snappy slogans or an image – Use of humour – Appealing to the senses – Make you feel special and make you imagine using the product – Use of adjectives and adverbs – Tempting description of benefits – Includes special offers (e.g., BOGOF) – Use of exaggeration Create own jingle, TV advert and advert / poster (linked to healthy bean smoothie). Film and record the advert for television and / or radio. Play it back to the class and self and/or peer evaluate against the success criteria	