



KS	Autumn Term Battles in Britain		Spring Wild World		Summer Eyam and the Peak District	
Year	1 7 weeks	2 7 weeks	1 6 weeks	2 6 weeks	1 6 weeks	2 7 weeks
Events		Holocaust Centre	Evacuate! Debate considering a list of essential items. - Make decisions about survival in a disaster. - Show understanding towards the feeling of people involved in a disaster.	Geological Survey		Residential 3-day Residential - Eyam, The Peak District
Literacy	2 weeks - Charge of the Light Brigade (narrative poetry) 4 weeks - The Warhorse (Michael Morpurgo) Character description 1 week - The Arrival	1 week - Persuasive text 3 weeks - Diary linked to The Blitz 3 weeks - The Piano Story	3 weeks - Poetry using Imagery - Volcanoes Tuesday - (David Weisner) Newspaper report	Short Stories - Fantasy Tales from Outer Suburbia (Shaun Tan) 3 weeks - Non-chronological report - Natural Disasters - publish using ICT	Revision Historical Stories - Children of Winter Independent write - Autobiography	Playscripts Letter writing Independent write - Non-fiction text about Eyam and the Peak District (or a place they know well)
Grammar	Shakespeare and More Spelling Lists 25 - 30 Simile, Metaphor, Personification, Onomatopoeia					

	<p>Active and Passive Voice Features of formal speech and writing, including the subjunctive form Perfect form of verbs (to mark relationships of time and cause) Expanded noun phrases to convey complicated information concisely Modal verbs or adverbs (to indicate degrees of possibility) Relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun Commas to clarify meaning or avoid ambiguity in writing (in lists and to separate clauses) Hyphens to avoid ambiguity (e.g. blue-eyed)</p>					
Numeracy	<p>Read, write and order numbers up to 10 000 000 and determine the value of each digit. Add and subtract 1s, 10s, 100s, 1,000s and 10, 000s. Multiply and divide numbers by 10, 100 and 1000, giving answers up to 3 decimal places. Solve addition and subtraction problems in context (eg money). Compare and order fractions, including fractions >1. Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Equivalent fractions</p>	<p>Multiply a four digit number by a two digit number. Solve problems involving addition, subtraction, multiplication and division. Recognise angles where they meet at a point, are on a straight line or are vertically opposite. Find unknown angles in any triangles, quadrilaterals and regular polygons. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Use the order of operations to carry out calculations.</p>	<p>Perform mental calculations, including with mixed operations and large numbers. Use estimation and inverse operations to check for accuracy Associate a fraction with a division and calculate decimal equivalents(eg 0.375 is equal to $3/8$) Recall and use equivalences between simple fractions, decimals and percentages. Describe positions on a four quadrant grid Draw and translate shapes and reflect them in the axes. Read, write and convert standard units of measure. Convert between miles and kilometres</p>	<p>Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns Recognise, describe and build simple 3-d shapes, including nets. Interpret and construct pie charts and line graphs and use these to solve problems. Use formulae to find area and volume of shapes, including parallelograms and triangles</p>	<p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Calculate and interpret the mean as an average. Interpret and construct pie charts and line graphs and use these to solve problems. Enumerate possibilities of combinations of two variables. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy</p>	<p>Solve problems involving similar shapes where the scale factor is known or can be found Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. Solve problems involving addition, subtraction, multiplication</p>

			Multiply simple pairs		
History	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Conflict through Time (Battle of Hasting – WW2)</p> <p>Key skills:</p> <ul style="list-style-type: none"> -Continue to develop chronologically secure knowledge of History -Note connections, contrasts and trends over time. -Understand how knowledge of the past is constructed from a range of sources 	Historical disasters		<p>Local history study of Eyam and the Plague</p> <p>Key skills:</p> <ul style="list-style-type: none"> -Understand aspects of the history of Britain and the wider world. -Describe features of past societies and periods and to begin to make links between them. -Describe events, people and changes. -Describe and make links between events and changes and give reasons for, and results of, these events and changes. - Understand that aspects of the past have been represented and interpreted in different ways. - Select and organise information to produce structured work, making appropriate use of dates and terms. 	

<p>Geography</p>	<p>Key Skills</p> <ul style="list-style-type: none"> - Confidently identify significant places and environments stated within KS2 N.C <p>Begin to identify places and environments on maps within Ks 3 N.C.</p> <ul style="list-style-type: none"> - Locate places on a world map. 		<p>Natural disasters:</p> <p>Key Skills</p> <ul style="list-style-type: none"> - Suggest questions for investigating. - Use primary and secondary sources of evidence in their investigations. - Collect and record evidence unaided. - Locate places on a world map. - Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) - Confidently identify significant places and environments stated within KS2 N.C <p>Begin to identify places and environments on maps within Ks 3 N.C.</p>	<p>Human and physical features of the Peak District, covering land use, contours, soil, rivers and jobs (includes the 3-day residential)</p> <p>Key skills:</p> <ul style="list-style-type: none"> -Suggest questions for investigating. - Use primary and secondary sources of evidence in their investigations. -Annotate sketches to describe and explain geographical processes and patterns. -Use 8 compass points confidently and accurately. - Use 4 figure co-ordinates confidently to locate features on a map. -Begin to use 6 figure grid refs -Use/recognise OS map symbols. -Follow a short route on an OS map. Describe features shown on OS map.
<p>Computing</p>	<p>Introduction to algorithms Scratch tinkering - explore Scratch</p>	<p>Scratch software Animated poem - can decompose a problem by: -design</p>	<p>Multimedia and word processing Graphics Digital video Music and sound</p>	<p>Programming/selection (link to Healthy Lifestyle)</p> <ul style="list-style-type: none"> - can design a game - can code a game in Kodo - can use selection in Kodu

		<ul style="list-style-type: none"> -writing (including debugging) - presenting a program -can decompose a poem - can decompose an animation 	<p>Key Skills: Plan a presentation including appropriate software. Use a wide range of graphical techniques to manipulate images to use in other work. Evaluate and improve work, aiming at high production standards. Plan, create, edit an audio book, incorporating imported sounds</p>			
Science	<p>Electricity -associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches - use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Light -recognise that light appears to travel in straight lines -use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye -explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes -use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Living Things and Their Habitats Key Skills - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals -give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Evolution and inheritance -recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - -recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents -identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	Science Week	<p>Animals including human - circulatory system ☑ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ☑ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ☑ describe the ways in which nutrients and water are transported within animals, including humans.</p>

French	A L'Ecole (At school)	La Deuxieme Guerre Mondiale (World War 11)	Les Habitats		Manger Et Bouger (Healthy Lifestyle)	
Art/DT	Drawing skills Key Skills: pencil and charcoal, technique, proportion and scale. -Class Birds -Poppies Key skills: stencilling, water colour -Sunset silhouettes (WW1 photography)	Painting skills Paul Nash (War Artist) Key Skills: shape and form, tone	Street Art Key Skills: -know the names of artists who produce Street Art -compare and contrast pieces of art and interpret ideas into my own work -use digital technology to enhance artwork -select appropriate art materials	Erupting Volcano Key Skills: -generate, develop, model and communicate ideas through annotated sketches -select from a wider range of tools to perform practical tasks -evaluate ideas against design criteria		
PSHE	DARE	DARE Bikeability			Change 4 life	Sex Education
RE	Do all religious beliefs influence people to behave well towards each other?	How significant is it that Mary was Jesus' mother?	How the arts are used in religion Key skills: -to know where stained glass windows are found - To understand all religions have stories to explain their beliefs -To recognise art, drama and music are found in all religions, and explain their importance -To work as a group	Is Christianity Still a Strong Religion 2000 years after Jesus was on Earth?	Does Belief in Akhirah (life after death) help Muslims lead good lives?	

Music	<p>Djembe Drums Children learn -how drums can be played in different ways to play a resonant bass tone to play an open tone. -to accompany group performances with a simple melodic rhythm using xylophones and chime bars -to be able to keep time,(steady beat) to accompany the song with both tones played on djembe, and with timekeeping instruments</p>	<p>Christmas Songs Children learn -a variety of Christmas songs and Carols -to learn two part harmonies in their singing, -to accompany others with simple ostinato and/or chords. -to perform these songs to others. -to evaluate their own performances.</p>	<p>Guitars Children learn -How to position the guitar. -To be able to strum and pluck the strings -To be able to pluck individual string, E, B&G strings. -To follow pictorial and musical notation score on the white board and play with a song -To Play simple chords G, G7 & C To improvise and compose a simple phrase which can be repeated to others.</p>	<p>KS2 Production Children learn - a chosen production/musical for a performance at the end of the year. -Songs and dance routines to a high standard. -how to be a character and empathise with that characters emotions. -Co-operation and team work when rehearsing and performing -evaluating performances as they rehearse. -the need to practice in order to gain confidence. -to develop personal responsibility and commitment.</p>

<p>PE</p>	<p>Invasion Games Children should learn:-</p> <ul style="list-style-type: none"> □ To choose, combine and perform ball-handling skills more fluently and effectively in games □ To use attacking and defending strategies more consistently in similar games □ To develop their ability to evaluate work and suggest improvements □ To understand why exercise is good for their fitness, health and well-being. 	<p>Dance Children should learn:-</p> <ul style="list-style-type: none"> □ To dance in group unison, following the set street dance choreography. □ To be able to work co-operatively with a small group to create a dance □ To be able to select movements to create a dance and understand its structure □ To practice, rehearse and refine the whole dance, with clear starting and ending positions. □ To look critically at their own and others work to recognise what is good and what could be improved. 	<p>Gymnastics Children should learn;-</p> <ul style="list-style-type: none"> □ Shapes and supports- To explore different shapes and supports on the mats. □ Travels- To work alongside a partner, experimenting with different ways of travelling across the mat. Experimenting with levels, direction and speed. □ Balancing-To work on counter balance and counter tension with a partner. □ To be able to put it all together to create a sequence. 	<p>Appartatus Children should learn;-</p> <ul style="list-style-type: none"> □ To explore different ways of travelling over the apparatus. □ To begin putting full sequences together whilst travelling along the apparatus □ Jumps from height <p>To learn to land safely whilst jumping from the apparatus.</p> <p>Balancing across the apparatus. Experimenting with balancing using different body parts.</p> <ul style="list-style-type: none"> □ To perform individual sequences along the apparatus, using clear starting and ending positions. 	<p>Net/Court/Wall Games Children should learn :-</p> <ul style="list-style-type: none"> □ To play small-sided and modified versions of games □ To develop the range and consistency of their skills □ To use and adapt rules, strategies and tactics with knowledge of basic principles of attack and defence □ To evaluate performance and explain what needs to be improved. 	<p>Striking and Fielding Children should learn;-</p> <ul style="list-style-type: none"> □ To develop the consistency and accuracy of their striking and fielding skills □ To select and use skills appropriately in a game situation □ To play a wide range of striking and fielding games and transfer common principles □ To recognise strengths and weaknesses in their own performance
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