

	Autumn		Spring		Summer	
acy	<p>(Half-term 1) Narrative: fiction: letter writing- <i>The day the crayons quit.</i> Text focus; exploring the features and techniques used in persuasive writing (informal letters and a persuasive speech). Focus on audience and purpose.</p> <p>(Half-term 2) Narrative: Stories set in imaginary worlds – <i>The Iron Man</i> Text focus; exploring a variety of genres. Focusing on language which is fit for genre, audience and purpose. Use chapters 1-3 (not 4 and 5).</p>		<p>Narrative: Stories with Historical Settings – <i>Tudor Times – innovating a story that includes key historical figures.</i> Children to have had enough teaching from Autumn 2 History to be able to handle this.</p> <p>Narrative: <i>The Firework Maker's Daughter</i> Text focus; exploring a variety of genres. Focusing on language which is fit for genre, audience and purpose. Cultural links made throughout.</p>		<p>(Half-term 1) Non-fiction: Persuasive texts – CC – Human Impact – link science work – from Spring term Key features and language of persuasive texts, plan and write persuasive texts (balanced arguments), speeches and formal letters.</p> <p>(Half-term 2) Poetry: Shape, form and narrative <i>The Owl & The Pussycat, The Tales of Custard the Dragon</i> Key features of poetry- rhyme, alliteration, personification, onomatopoeia etc. Plan, rewrite and extend – stanzas. Writing in character – using poem as a stimulus.</p>	
s	<p>Number and place value</p> <p>Using a variety of representations, including measures, pupils become fluent in the order and place value of numbers beyond 1000, including counting in tens and hundreds, and maintaining fluency in other multiples through varied and frequent practice</p> <p>Addition and subtraction</p> <p>Add and subtract numbers with up to 4 digits using the formal written methods</p>	<p>Multiplication and Division</p> <p>Multiplication and divisions</p> <p>Recall multiplication and division facts for multiplication tables up to 12 × 12 (focus on 6 and 9 times table)</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit</p>	<p>Fractions:</p> <p>Pupils are taught throughout that decimals and fractions are different ways of expressing numbers and proportions.</p> <p>Pupils make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities. Pupils use factors and multiples to recognize equivalent fractions and simplify where</p>	<p>Geometry:</p> <p>Pupils continue to classify shapes using geometrical properties, extending to classifying different triangles (for example, isosceles, equilateral, scalene) and quadrilaterals (for example, parallelogram, rhombus, trapezium).</p> <p>Pupils compare and order angles in preparation for using a protractor and compare lengths and angles to decide if a polygon is regular or</p>	<p>Geometry: properties of shape</p> <p>Pupils continue to classify shapes using geometrical properties, extending to classifying different triangles (for example, isosceles, equilateral, scalene) and quadrilaterals (for example, parallelogram, rhombus, trapezium).</p> <p>Pupils compare and order angles in preparation for using a protractor and compare lengths and angles to decide if a polygon is regular or irregular.</p>	<p>Measurement:</p> <p>Pupils draw symmetric patterns to become familiar with different orientations</p> <p>Perimeter expressed algebraically and pupils relate area to arrays and multiplication</p> <p>Measurement</p> <p>Estimate, compare and calculate different measures including money in pounds and pence</p> <p>Statistics:</p> <p>Pupils understand and</p>

	<p>of columnar addition and subtraction where appropriate</p> <p>Estimate and use inverse operations to check answers to a calculation</p> <p>Solve addition and subtraction one-step problems in contexts, deciding which operations and methods to use and why</p>	<p>numbers by one digit, integer scaling and harder correspondence problems .</p> <p>Roman numerals should be put in their historical context so pupils understand that there have been different ways to write whole numbers and that the important concepts of zero and place value were introduced over a period of time.</p>	<p>appropriate (for example, $\frac{6}{9} = \frac{2}{3}$, or $\frac{1}{4} = \frac{2}{8}$). They practice counting using simple fractions and decimals, both forwards and backwards.</p>	<p>irregular.</p> <p>Pupils draw a pair of axes in one quadrant, with equal scales and integer labels. They read, write and use pairs of coordinates (for example, 2, 5), including using coordinate-plotting ICT tools.</p>		<p>a greater range of scales for their representations</p>
nce	Sound	Electricity	Living things and their habitats	Animals, including humans	Human Impact	States of Matter
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ identify how sounds are made, associating some of them with something vibrating □ recognise that vibrations from sounds travel through a medium to the ear □ find patterns between the pitch of a sound and features of the object that produced it □ find patterns between the volume of a sound and the strength of the vibrations that 	<p>Pupils should be taught to:</p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p>	<p>Pupils should be taught to:</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ describe the simple functions of the basic parts of the digestive system in humans □ identify the different types of teeth in humans and their simple functions 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ What impact do humans have locally? <p>How can we find out about litter?</p> <p>What types of litter are dropped locally?</p> <p>What happens when a food chain is broken?</p>	<p>Pupils should be taught to:</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the changes of evaporation with</p>

	<p>produced it</p> <p>☐ recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>				<p>temperature.</p>
	<p>What makes me the person I am?</p> <p>About this unit: Pupils are given the opportunity to reflect on different aspects of their identity, on ideas about what is distinctive about them, and what they share with others and the world around them. The unit develops work on special qualities from Year 1 unit: <i>What does it mean to live with family and friends?</i> There is an opportunity in lesson 4 for pupils to bring in a special item to share with others in the lesson, and also for a faith visitor to come into the classroom and talk about a religious object</p>	<p>What religions and world views are represented in our neighbourhood?</p> <p>About this unit: Pupils learn about religions in Dagenham by collecting and interpreting evidence from a range of sources. They should develop their understanding of the ways individuals and communities express their identity. There is an opportunity in lesson two or three for pupils to go into the local community, and look for signs for religion and do some learning outside the classroom. There is also an opportunity in lesson four to invite some faith leaders, parents with a faith or colleagues from within your</p>	<p>Christian Symbols</p> <p>About this unit: Almost every page of the Bible is filled with symbols and church buildings in their style and decoration are also a rich source. Symbols come in many shapes and forms; they may be pictures, places, events or names, gestures, actions, words or modes of behaviour. Christian symbols, for believers, point to a truth and they are often used to give direction and focus in worship. In this unit, children are encouraged to investigate examples of symbols and to</p>	<p>The Christmas Message</p> <p>About this unit: In this unit children will learn about the Christian belief that God communicates with believers in different ways. They will learn about the appearance of angels in the Christmas story. They will raise their own questions about guidance and revelation from God.</p>	<p>Parables of Jesus: turning the world upside down</p> <p>This unit is an opportunity for children to explore the ways Jesus confronts and challenges his contemporaries through the powerful medium of these stories. His teachings often seemed to turn the world upside down and inspired people to see things differently and do things differently. This unit tries to aspire to this model. Children are encouraged to look for meanings and respond to the parables using their own experience by looking, in depth, at one well known parable.</p>	<p>Changing Relationships: Betrayal and Forgiveness</p> <p>About this unit: In this unit pupils will learn about the betrayal of Jesus by Peter and about Jesus' forgiveness. They will understand that forgiveness and restoration are key concepts in the Christian faith and are expressed in Christian worship today. They will recognise that all do things that need forgiveness, and that we need to forgive others.</p>

	<p>that is special to them.</p> <p>Due to Covid other necessary arrangements will be made with regards to visits and trips.</p>	<p>school who have a faith to come and talk with the children about how their religion contributes to their local community.</p> <p>Due to Covid other necessary arrangements will be made with regards to visits and trips.</p>	<p>deepen their understanding of the ways symbols can hold meaning for believers.</p>			
History / Geography	<p>TUDORS</p> <p>The context of the Tudors will be introduced through the War of the Roses. Key figures from the period such as Henry VII and Henry VIII will be explored, in particular, how they came to the throne. Sources will be used to learn about the six wives, focussing on Catherine of Aragon and how their marriage influenced the reformation</p> <p><i>Historical links:</i></p> <ul style="list-style-type: none">•chronology• enquiry•similarities and differences•characteristic features <p><i>Geography links:</i></p> <ul style="list-style-type: none">• locational and place knowledge• human and physical geography• geographical skills and fieldwork <p><i>Cultural links:</i></p> <p>Explore how Henry's ideals may have impacted on British modern culture.</p>	<p>WORLD HISTORY STUDY OF AN EARLY CIVILISATION: EGYPTIANS</p> <p>Timelines are used to plot the key events of this period, learning the importance of BC/AD. Using artefacts and written logs, the Egyptian's beliefs and ideals will be explored, in particular, the importance of the afterlife and the River Nile.</p> <p><i>Historical links:</i></p> <ul style="list-style-type: none">• chronology• enquiry• interpretation• characteristic features <p><i>Geography links (Rivers):</i></p> <ul style="list-style-type: none">• locational and place knowledge• human and physical geography• geographical skills and fieldwork <p><i>Cultural links:</i></p> <p>Consider how the Egyptian's beliefs and customs compare to the children's.</p> <p><i>Multicultural links: Nare Mari</i></p>	<p>DAMAGING WORLDS</p> <p>In this unit, the children will find out about the regions of the United Kingdom, discovering how some of these areas have changed over time. The children will research how specific areas of the UK have been affected by change, before conducting a fieldwork activity in their own area. They will consider if we are damaging our world and how we can protect it. Energy production, the oceans and mining as well as conducting an enquiry into how the school can become more sustainable.</p> <p><i>Historical links:</i></p> <ul style="list-style-type: none">• chronology• enquiry• cause and consequence• change and continuity <p><i>Geography links:</i></p> <ul style="list-style-type: none">• locational and place knowledge• human and physical geography• geographical skills and fieldwork <p><i>Cultural links:</i></p> <p>Explore how the children's ideas and social behaviours could be impacting our oceans.</p>			

	Sports Hall Athletics Javelin and chest push techniques	Tag Rugby Skills Passing(quick, long and running onto pass)	Netball Skills Hi 5 Netball -positions Basic footwork and passing skills – chest pass, bounce pass, shoulder pass		Football Skills 3v3 Attacking and defending skills	ATHLETICS Throws – javelins, discus, howlers, etc. & Sprints – 75m.	Dodgeball Skills Throwing accurately and catching the ball whilst the move
her led	Tennis Skills Forehand, Backhand and Volley accuracy, Keeping light on your toes Also hitting ball before it Bounces.	Body Management - A Symmetry & Asymmetry shapes, traveling and balancing	Orienteering Counting cones -To teach the skills of map orientation.		Basketball skills Passing and shooting techniques	Cricket Batting - techniques Fielding – wicket keeper and slip fielding	Athletics Sprints – starts and techniques
gn	Decorative Masks Collage using paper mache and tissue paper	Animals from continents Mono printing on acetate	Animals/eyes Drawing – oil pastels, pencils, paint Colour Pattern texture		Patterns Textiles Tie dye Fabric paint batick	Indian Mendhi(KitiNarod) Textiles – embroidery and appliqué Line Pattern shape	Gargoyles Collage – relief and paper Form Tone texture
		Meet the Family <ul style="list-style-type: none">• To be able to introduce oneself & greet each other• Nouns - a ending for girls, us for boys• Derivative of words Research Vindolanda and Vindolanda tablets	Food, glorious food! <ul style="list-style-type: none">• To know what the Romans ate• To understand the ways Romans entertained and compare to how we entertain today• To know how nouns and adjectives are used in Latin Derivative of words	Work, work, work <ul style="list-style-type: none">• To know the role of slaves in Roman times• To know how verbs are used in Latin• To know how the ending of a verb changes depending upon who is doing the action Derivative of words	The best days of your life <ul style="list-style-type: none">• To understand the education system in Roman times.• To revise nouns, adjectives and verbs in Latin• Research the cursive script the Romans used Derivative of words		
gn	Mechanical Systems		Electrical Systems			Food Edible Garden –	

Technology	Levers and linkages		Torches, Lamps and Lanterns - Simple circuits and switches (including programming and control)		Healthy and varied diet (including cooking and nutrition requirements for KS2)	
E	<p>I know my attitudes and actions make a difference to the class team</p> <p>I know how to use my Jigsaw Journal</p> <p>I know how good it feels to be included in a group and understand how it feels to be excluded</p> <p>I try to make people feel welcome and valued</p> <p>I understand who is in my school community, the roles they play and how I fit</p> <p>I can take on a role in a group and contribute to the overall outcome</p> <p>I understand how democracy works through the school council</p> <p>I can recognise my contribution to making a Learning Charter for the whole school</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p> <p>I understand how rewards and consequences motivate people's behaviour</p>	<p>I understand that, sometimes, we make assumptions based on what people look like</p> <p>I try to accept people for who they are</p> <p>I understand what influences me to make assumptions based on how people look</p> <p>I can question why I think what I do about other people</p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure</p> <p>I know how it might feel to be a witness to and a target of bullying</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell</p> <p>I can problem-solve a bullying situation with others</p> <p>I can identify what is special about me and value the ways in which I am unique</p> <p>I like and respect the unique features of my physical appearance</p> <p>I can tell you a time when my first impression of someone changed when I got to know them</p> <p>I can explain why it is good to accept people for who they</p>	<p>I can tell you about some of my hopes and dreams</p> <p>I know how it feels to have hopes and dreams</p> <p>I understand that sometimes hopes and dreams do not come true and that this can hurt</p> <p>I know how disappointment feels and can identify when I have felt that way</p> <p>I know that reflecting on positive and happy experiences can help me to counteract disappointment</p> <p>I know how to cope with disappointment and how to help others cope with theirs</p> <p>I know how to make a new plan and set new goals even if I have been disappointed</p> <p>I know what it means to be resilient and to have a positive attitude</p> <p>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</p> <p>I can enjoy being part of a group challenge</p> <p>I can identify the contributions made by myself and others to the group's</p>	<p>I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p> <p>I recognise when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions</p> <p>I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations</p> <p>I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with</p> <p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>I can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</p>	<p>I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant</p> <p>I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them</p> <p>I can identify someone I love and can express why they are special to me</p> <p>I know how most people feel when they lose someone or something they love</p> <p>I can tell you about someone I know that I no longer see</p> <p>I understand that we can remember people even if we no longer see them</p> <p>I can explain different points of view on an animal rights issue</p> <p>I can express my own opinion and feelings on this</p> <p>I understand how people feel when they love a special pet</p> <p>I can understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet</p> <p>I know how to show love and</p>	<p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p> <p>I appreciate that I am a truly unique human being</p> <p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</p> <p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>I have strategies to help me cope with the physical and emotional changes I will experience</p>

	<p>I understand how groups come together to make decisions</p> <p>I can take on a role in a group and contribute to the overall outcome</p> <p>I understand how democracy and having a voice benefits the school community</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it</p>	are	<p>achievement</p> <p>I know how to share in the success of a group and how to store this success</p> <p>experience in my internal treasure chest</p>	<p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>I can relate to the feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong</p> <p>I can tap into my inner strength and know how to be assertive</p>	<p>appreciation to the people and animals who are special to me</p> <p>I can love and be loved</p>	<p>during puberty</p> <p>I know how the circle change works and can apply it to changes I want to make in my life</p> <p>I am confident enough to try to make changes when I think they will benefit me</p> <p>I can identify changes that have been and will continue to be outside my control that I learn to accept</p> <p>I can express my fears and concerns about changes that are out of my control and know how to manage these feelings positively</p> <p>I can identify what I am looking forward to when I am in Year 5</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>
Computing	Exploring rhythmic patterns, duration and texture	The class orchestra Exploring arrangements	Ukelele lessons	Ukelele lessons	Ukelele lessons	Ukelele lessons
Computing	use technology safely, respectfully and responsibly; recognise	use sequence, selection, and repetition in programs; work with variables and various	use logical reasoning to explain how some simple algorithms work and to detect	understand computer networks including the internet; how they can	use search technologies effectively, appreciate how results are selected and	select, use and compare a variety of software (including internet

	<p>acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p>	forms of input and output	<p>and correct errors in algorithms and programs</p> <p>GarageBand</p>	<p>provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p>	ranked, and be discerning in evaluating digital content	<p>services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>
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