

## **NAWTON COMMUNITY PRIMARY SCHOOL**

At Rosedale Abbey Community Primary School our aim is to provide a high quality, innovative and exciting approach to learning. The wider curriculum is topic based which uses exciting, stimulating and locally relevant themes to engage children in their own learning. We endeavour to reach beyond the classroom walls and the school gates and use the local resources to enhance and enrich the children's learning.

Two of our teaching staff is a Level 3 Forest School Leader and they actively promote and lead our outdoor play and learning. By participating in engaging, motivating and achievable tasks and activities in an outdoor environment each child has an opportunity to develop intrinsic motivation, sound emotional and social skills. These, through self-awareness can be developed to reach personal potential.

Our Forest School programmes run throughout the year for our EYFS and Y1/2 Class, for about 36 weeks, being outdoors in all weathers (except for high winds!). Our children use full sized tools, play, learn boundaries of behaviour; both physical and social, establish and grow in confidence, self-esteem and become self-motivated.

Our outdoor learning aims to develop:

- Self Awareness
- Self Regulation
- Intrinsic motivation
- Empathy
- Good social communication skills
- Independence
- A positive mental attitude, self-esteem and confidence

At Nawton CP School we follow the Letters and Sounds Scheme to teach Phonics – please link on the link to access further information - <http://www.letters-and-sounds.com/what-is-letters-and-sounds.html>

We do not follow a specific reading sequence to support teaching in reading but band all our books into age bands to ensure that the children can choose a book at an appropriate level.

Link click on the links below to access our RE and PSHE Curriculum overviews:

RE

## **BRITISH VALUES AT NAWTON COMMUNITY PRIMARY SCHOOL**



The Department for Education state that there is *“an expectation on all schools to promote the fundamental British values.”*

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values.

The Teachers’ Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through our provision of Spiritual Moral Social and Cultural Development we:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of our promotion of fundamental British values:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;

- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combating discrimination.

Our Religious Education Curriculum follows the North Yorkshire Agreed Syllabus and focuses on the five faiths of Christianity, Hinduism, Sikhism, Islam and Judaism.

At Nawton Community Primary School these values are reinforced regularly in the following ways:

<p style="text-align: center;"><b><u>DEMOCRACY</u></b></p> <p style="text-align: center;"><i>Everybody has a fair and equal voice</i></p>	<p style="text-align: center;"><b><u>RULE OF LAW</u></b></p> <p style="text-align: center;"><i>The difference between right and wrong</i></p>
<p>Democracy is embedded in our schools. Pupils are listened to all adults in school and taught to listen carefully to the opinions of others. They have the opportunity to share their opinions and have their voice heard throughout the curriculum. They also have the opportunity to share their opinions and ideas through our School Council and annual questionnaires. The election of the School Council is annual and based solely on the children's votes, reflecting our democratic British electoral system.</p>	<p>The importance of law whether it is those that govern our classrooms, our school or our country are consistently reinforced at Nawton Community Primary School. Children are taught our Golden Rules from their entry to school and are involved in the devising of Class Charters annually. We ensure our Golden Rules are understood by all and constantly reinforce the message that they are essential in order for all children to learn in a safe and ordered environment. Pupils are taught the value and reason behind rules and laws and that they govern and protect us, the responsibility that sits with all individuals and the consequences when laws are broken. Learning is underpinned by educational visits from the Police and Fire Service.</p>
<p style="text-align: center;"><b><u>INDIVIDUAL LIBERTY</u></b></p> <p style="text-align: center;"><i>To have freedom, rights and to make your own choices</i></p>	<p style="text-align: center;"><b><u>MUTUAL RESPECT AND TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS</u></b></p> <p style="text-align: center;"><i>I accept and respect difference</i></p>

Within school pupils are actively encouraged to become good and valued citizens.

We encourage pupils to take responsibility for particular roles, for example Play Leader, Sports and House. Learning to do things independently is an important part of learning to understand yourself.

We support others by participating in charitable events both locally and within the wider world community such as, Red Nose Day/Comic Relief, Children in Need, and many others throughout the school year.

We believe that by engendering a caring and helpful environment and by learning to be independent can boost and nurture a healthy self-esteem.

Mutual respect is at the heart of all our values. Children learn that their behaviours have an effect on their own right and the rights of others. All members of the school community are expected to treat each other with respect. Staff are expected to be good role models at all times.

As pupils move into the other Key Stages, further planned events and circumstances are planned for pupils to go into the community to meet with a range of people in a variety of situations which include: sports events, community events and shared participation with other schools/colleges.

Cultural appreciation and development forms part of our curriculum and we place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.

Our Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong. The themes covered link to our school values areas such as: friendships, helping others and we celebrate and embrace other faiths and world events.

The staff work closely with parents, carers and other professionals to ensure that the pupils at Nawton are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

Nawton Community Primary School enhances pupils understanding of different faiths and beliefs through our RE curriculum, assemblies and PSHE curriculum.

We work tirelessly to build a culture that will stand the test of time, where our pupils can become good, effective citizens. We teach our children to respect everyone regardless of any differences. At Nawton Community Primary School we actively challenge pupils, staff or parents expressing opinions contrary to the fundamental British Values, including 'extremist' views.

The curriculum in Class 1 (Nursery and Reception) is delivered through the following topics:

Autumn Term		Spring Term		Summer Term	
<i>Marvellous Me!</i>	<i>Up, Up and Away!</i>	<i>Land Before Time!</i>	<i>On the Land</i>	<i>Growing Things</i>	<i>Wheels  In the Wilds!</i>

**Nursery and Reception:**

Children in Nursery and Reception are provided with a stimulating learning environment which encourages learning through play – a fundamental part of early learning. The school uses the Early Years Foundation Stage Curriculum to plan learning opportunities in the following areas:

**Playing and exploring – engagement**

- Finding out and exploring
- Playing with what they know
- Being willing to ‘have a go’

**Active learning – motivation**

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

**Creating and thinking critically – thinking**

- Having their own ideas
- Making links
- Choosing ways to do things

**Personal, Social and Emotional Development**

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

**Physical Development**

- Moving and handling
- Health and self-care

**Communication and Language**

- Listening and attention
- Understanding
- Speaking

**Literacy**

- Reading
- Writing

**Mathematics**

- Numbers
- Shape, space and measure

**Understanding of the world**

- People and communities
- The world
- Technology

**Expressive Arts and Design**

- Exploring and using media and materials
- Being imaginative

**Autumn Term:**

	Marvellous Me!	Up, Up and Away!
Science	<u>The Human Body</u> Pupils will be taught: <ul style="list-style-type: none"> <li>• Draw and label the basic parts of the human body</li> <li>• Say which part of the body is associated with each sense</li> </ul>	
Art & Design	<u>Paint and draw self-portraits</u> Pupils will be taught: <ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products</li> <li>• To use drawing and painting to develop and share their ideas, experiences and imagination</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<u>Create 'Flying Machine' sculptures</u> Pupils will be taught: <ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products</li> <li>• To use sculpture to develop and share their ideas, experiences and imagination</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• About the work of ????</li> </ul>
Computing	<u>Word processing</u> Pupils will be taught: <ul style="list-style-type: none"> <li>• To use letters, basic punctuation, spacebar and enter key to type words and sentences quickly</li> <li>• To use backspace to make corrections</li> <li>• To use shift key for punctuation</li> </ul>	<u>Graphs</u> Pupils will be taught: <ul style="list-style-type: none"> <li>• To sort items into sets</li> <li>• To draw a simple graph, e.g. pictogram / block graph</li> <li>• To explain what the graph shows</li> </ul>
D & T	<u>Box Houses</u> Pupils will be taught: <ul style="list-style-type: none"> <li>• To design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• To select from and use a range of tools and equipment to perform practical tasks</li> <li>• Explore and evaluate a range of existing products</li> <li>• To build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul> <u>Healthy Diet</u> Pupils will be taught: <ul style="list-style-type: none"> <li>• To use the basic principles of a healthy and varied diet to prepare dishes</li> </ul>	<u>Christmas Cards</u> Pupils will be taught: <ul style="list-style-type: none"> <li>• To design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>• To select from and use a range of tools and equipment to perform practical tasks</li> <li>• To explore and evaluate a range of existing products</li> <li>• To explore and use mechanisms - levers and sliders</li> </ul>
Geography	<u>Where in the World are we?</u> <ul style="list-style-type: none"> <li>• To name and locate the world's seven continents and five oceans</li> <li>• To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>	
History	<u>Changes in my living memory (Chronology of my life, my parents life and my Grandparents life)</u> Pupils will be taught: <ul style="list-style-type: none"> <li>• To develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• About changes within living memory</li> </ul>	<u>First aeroplane flight/ The Moon Landing</u> Pupils will be taught: <ul style="list-style-type: none"> <li>• About events beyond living memory that are significant nationally or globally - the first aeroplane flight / Moon landing</li> <li>• About the lives of significant individuals in the past who have contributed to national and international achievements - Neil Armstrong</li> </ul>

Music	Music Express - Ourselves Music Express – Number Music Express - Animals	
PE	Pupils will be taught: <u>Outdoor and Adventurous Activities</u> <ul style="list-style-type: none"> <li>To meet physical challenges to solve tasks</li> <li>Choose and apply strategies to solve Tasks</li> <li>To cooperate with others to achieve a joint purpose</li> <li>To be aware of safety for themselves and others</li> </ul> <u>Dance</u> <ul style="list-style-type: none"> <li>Expression Through Movement</li> <li>Awareness of space, themselves, others and control and agility</li> </ul>	Pupils will be taught: <u>Gymnastics</u> <ul style="list-style-type: none"> <li>To move in a space with confidence and control.</li> <li>Awareness of safety</li> <li>Appreciation of what looks and feels good</li> </ul> <u>Ball skills</u> <ul style="list-style-type: none"> <li>Agility</li> <li>Awareness of others</li> <li>Control and accuracy</li> <li>Aiming</li> <li>Scoring</li> </ul>
R.E.	NYCC RE AGREED SYLLABUS Unit 1:1 Who celebrates what and why?	
PSHCE	<b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>I know that there are different types of relationships – family, friends and others (this includes same sex families)</li> <li>I know that family and friends should care for each other I know the names for the main body parts (including external genitalia) and why it is important to keep them private I understand what is meant by ‘privacy’; my right to keep things ‘private’ and the importance of respecting others’ privacy</li> <li>I can name people who look after me, my networks and who to go to if I am worried and how to attract their attention</li> <li>I can recognise there are different types of teasing</li> <li>I can play and work cooperatively</li> <li>I can listen to other people</li> <li>I can share appropriately</li> <li>I can recognise that my behaviour affects others</li> <li>I know the difference between right and wrong, fair and unfair and kind and unkind I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> <li>I know how to be nice to people both on and off line</li> </ul>	<b>Keeping myself safe</b> <ul style="list-style-type: none"> <li>I know the role of medicines in promoting health, the reasons why people use them and the school rules on medicines</li> <li>I know that some substances can help or harm the body including household substances like dishwasher tablets</li> <li>I recognise the need for safety rules –road, fire, water, rail, farm, school environment, playground, online and home</li> <li>I can name an adult in school who can help me and I know there are people and services who can help us</li> <li>I know I have a responsibility to keep myself and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets</li> <li>I know that people you don’t know are strangers and this applies online as well as off line</li> <li>I know that when people I don’t know ask me for private information I don’t share it online or in person</li> <li>I understand that some websites, games and social media sites may not be age-appropriate and I know what to do if I find something inappropriate online</li> </ul>


**Spring Term:**

	<b>Land Before Time!</b>	<b>On the Land</b>
<b>Science</b>	<p><u>Everyday Materials</u> Pupils will be taught:</p> <ul style="list-style-type: none"> <li>To name animals that are carnivores, herbivores and omnivores</li> <li>To say what material an object is made from</li> <li>To name a variety of everyday materials</li> <li>To describe simple properties of materials</li> <li>To compare and group together materials</li> </ul>	<p><u>Animals</u> Pupils will be taught:</p> <ul style="list-style-type: none"> <li>To name animals that are carnivores, herbivores and omnivores</li> <li>To identify and name common animals including fish, amphibians, reptiles, birds and mammals</li> <li>To describe the structure of common animals</li> </ul>
<b>Art &amp; Design</b>	<p><u>Pattern and camouflage</u> Pupils will be taught:</p> <ul style="list-style-type: none"> <li>To use painting to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern and texture</li> </ul>	<p><u>Hockney - Going up Garrowby Hill/Eddie Mallon/Ian Mitchell</u> Pupils will be taught:</p> <p>To use a range of materials creatively to design and make products To use drawing, painting, collage and felting to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
<b>Computing</b>	<p><u>Research</u> Pupils will be taught To read words, look at pictures and watch videos on a website To explore a website using hyperlinks</p>	<p><u>Creating images</u> Pupils will be taught: To paint with different colours To paint neatly using undo or eraser tool to correct mistakes To change the brush size or style for effect <u>Photography</u> To use a digital still camera to take a picture</p>
<b>D &amp; T</b>		<p>Pupils will be taught to understand where food comes from.</p>
<b>Geography</b>		<p><u>Maps</u> Pupils will be taught:</p> <ul style="list-style-type: none"> <li>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>To devise a simple map</li> <li>To use and construct basic symbols in a key</li> <li>To simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>



Music	Music Express – Weather Music Express - Machines Music Express - Seasons	Music Express – Our School Music Express - Pattern Music Express - Storytime
PE	<u>Gymnastics</u> Pupils will be taught: <ul style="list-style-type: none"> <li>• To move in space with confidence and control</li> <li>• An awareness of safety</li> <li>• An appreciation of what looks and feels good</li> </ul>	<u>Ball skills - striking and fielding</u> Pupils will be taught: <ul style="list-style-type: none"> <li>• Control and accuracy</li> <li>• An awareness of space, themselves, others</li> <li>• An understanding of:</li> <li>• Best place to be to stop a ball</li> <li>• Positioning the body when taking aim</li> </ul> <u>Dance</u> Pupils will be taught: <ul style="list-style-type: none"> <li>• Expression through movement</li> </ul> An awareness of: <ul style="list-style-type: none"> <li>• Space</li> <li>• Themselves</li> <li>• Others</li> <li>• Control</li> <li>• Agility</li> </ul>
R.E.	NYCC RE AGREED SYLLABUS Unit 1:2 Questions that Puzzle us	NYCC RE AGREED SYLLABUS Unit 1:3 Special stories for Christians and Muslims
PSHCE	<b>My Healthy Lifestyle</b> <ul style="list-style-type: none"> <li>• I know the importance of personal hygiene- regular washing, bathing, showering, and cleaning my teeth</li> <li>• I know how to keep my body healthy through being active, healthy eating, getting enough rest, dental health and looking after my emotional wellbeing</li> <li>• I can recognise what I like and dislike, how to make real, informed choices that Improves my physical and emotional health and to recognise that choices can have good and not so good consequences</li> <li>• I am able to wash my hands properly I can recognise and name my feelings and those of others</li> <li>• I know what makes me happy</li> </ul>	<b>Me and my future</b> <ul style="list-style-type: none"> <li>• I can recognise the coins and notes we use</li> <li>• I can choose the correct value of coins and calculate change</li> <li>• I know that we have to pay for what we buy</li> <li>• I know how to keep money safe</li> <li>• I know that I don't have to spend my money but can save it to use later</li> <li>• I can set myself simple goals</li> <li>• I can identify positive things about myself and recognise and celebrate my strengths and say what I enjoy about school and things I do outside of school</li> <li>• I can describe the work that people do in my family, my school and where I live.</li> </ul>

**Summer Term:**

	<b>Growing Things</b>	<b>Wheels (Tour de Yorkshire) 3 weeks</b>	<b>The Wilds</b>
<b>Science</b>	<p><u>Plants</u> Pupils will be taught: To can label the features of a tree. To point out and look at different plants and trees. To name common autumn trees, plants and flowers To name common trees, plants and flowers. To label the parts of a plant. To say which part of a plant we eat. To know the difference between evergreen and deciduous trees/plants. To group plants/ trees To observe a plant closely and notice any difference in plants To look closely at the stalk and investigate what it is used for.</p>		
<b>Art &amp; Design</b>		<p><u>Wheel Weaving/ Wheel Mobiles</u> Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern and texture</li> </ul>	
<b>Computing</b>	<p><u>Audio</u> Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To record an audio recording</li> </ul> <p>To play back an audio recording</p>		<p><u>Programming</u> Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To move a programmable toy in different directions (Forward, Backward, Left, Right)</li> <li>• To combine commands to follow a route (e.g. make the programmable device move in a square/ rectangle)</li> <li>• To explain what an algorithm is</li> <li>• To describe and write algorithms to complete specific tasks (e.g. make the programmable device move in a square/ rectangle)</li> </ul>
<b>D &amp; T</b>	<p><u>Chocolate</u> Pupils will be taught to understand where food comes from.</p>	<p><u>Spinning Pictures</u> Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• To explore and use mechanisms - wheels and axles - in their products.</li> </ul>	<p><u>Chocolate</u> Pupils will be taught to understand where food comes from.</p>

Geography	<u>Chocolate</u> Pupils will be taught <ul style="list-style-type: none"> <li>To name and locate the world's seven continents and five oceans</li> <li>To locate hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> To use world maps, atlases and globes to identify South America and its countries.		<u>Chocolate</u> Pupils will be taught <ul style="list-style-type: none"> <li>To name and locate the world's seven continents and five oceans</li> <li>To locate hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>To use world maps, atlases and globes to identify South America and its countries.</li> </ul>
History	<u>Mary Anning</u> Pupils will be taught: <ul style="list-style-type: none"> <li>About the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>		<u>Christopher Columbus/ Scott of the Antarctic</u> Pupils will be taught: <ul style="list-style-type: none"> <li>About the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>
Music	Music Express – Our Bodies Music Express – Travel Music Express – Water		
PE	<u>Athletics</u> Pupils will be taught: Control & agility in: <ul style="list-style-type: none"> <li>Throwing</li> <li>Running</li> <li>Jumping</li> </ul> Understanding: <ul style="list-style-type: none"> <li>Personal Best, improving performance</li> </ul> <u>Ball Skills - invasion Games</u> Pupils will be taught: Control and Accuracy Awareness of : <ul style="list-style-type: none"> <li>Space</li> <li>Themselves</li> <li>Others</li> </ul> Understanding the terms teammate and opponent	<u>Athletics</u> Pupils will be taught: Control & agility in: <ul style="list-style-type: none"> <li>Throwing</li> <li>Running</li> <li>Jumping</li> </ul> Understanding: <ul style="list-style-type: none"> <li>Personal Best, improving performance</li> </ul> <u>Outdoor Adventurous Activities - Orienteering</u> Pupils will be taught: <ul style="list-style-type: none"> <li>To explore the school and surrounds</li> <li>To follow simple routes and trails</li> <li>To interpret a simple Plan (map)</li> <li>To co-operate with others</li> </ul>	
R.E.	NYCC RE AGREED SYLLABUS Unit 1:4 How do we show we care?		
PSHCE	<b>Becoming an active citizen</b> <ul style="list-style-type: none"> <li>I can express a simple opinion, agreement and disagreement</li> <li>I can ask questions and listen to the answers</li> <li>I play a full part in the life of my classroom</li> <li>I can agree and follow rules for my group and classroom</li> <li>I understand the role of the school council and I am able to vote for the members</li> </ul>	<b>Moving on</b> <ul style="list-style-type: none"> <li>I can identify positive achievements during my time in Year 1</li> <li>I can identify my strengths, areas for improvement and set myself some goals for Year 2</li> <li>I can explain what I am worried about and what I am looking forward to in Year 2</li> <li>I know what to expect when I start Year 2</li> <li>I know some of the reasons why change can feel uncomfortable</li> <li>I know some of the ways of dealing with the feelings that sometimes arise from changes</li> </ul>	

**CLASS 3 (Y3/4) LONG TERM CURRICULUM OVERVIEW**

**YEAR 1 (2017 - 2018)**

	<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
<b>ENGLISH</b>	<p>Fiction</p> <ul style="list-style-type: none"> <li>• Poetry (free verse, narrative, tanka, cinquain, haiku, acrostic, blank verse, calligram, clerihew, shape poems, elegy, limerick).</li> <li>• Adventure stories</li> <li>• Mystery stories</li> <li>• Fables</li> <li>• Myths and Legends</li> <li>• Plays</li> <li>• Stories with historical settings</li> <li>• Stories from different cultures</li> <li>• Stories set in imaginary worlds</li> <li>• Story in the style of a significant author</li> <li>• Classic narrative</li> <li>• Flashback stories</li> <li>• Study of a significant text</li> </ul> <p>Non-Fiction</p> <p>Instructions</p> <ul style="list-style-type: none"> <li>• Balanced argument</li> <li>• Persuasive texts</li> <li>• Newspaper reports</li> <li>• Non-chronological reports</li> <li>• Formal and explanation writing (including letters) •</li> </ul> <p>Recount</p> <ul style="list-style-type: none"> <li>• Diary entries</li> <li>• Information texts</li> <li>• Biography and autobiography</li> </ul>	<p>Fiction</p> <ul style="list-style-type: none"> <li>• Poetry (free verse, narrative, tanka, cinquain, haiku, acrostic, blank verse, calligram, clerihew, shape poems, elegy, limerick).</li> <li>• Adventure stories</li> <li>• Mystery stories</li> <li>• Fables</li> <li>• Myths and Legends</li> <li>• Plays</li> <li>• Stories with historical settings</li> <li>• Stories from different cultures</li> <li>• Stories set in imaginary worlds</li> <li>• Story in the style of a significant author</li> <li>• Classic narrative</li> <li>• Flashback stories</li> <li>• Study of a significant text</li> </ul> <p>Non-Fiction</p> <p>Instructions</p> <ul style="list-style-type: none"> <li>• Balanced argument</li> <li>• Persuasive texts</li> <li>• Newspaper reports</li> <li>• Non-chronological reports</li> <li>• Formal and explanation writing (including letters) •</li> </ul> <p>Recount</p> <ul style="list-style-type: none"> <li>• Diary entries</li> <li>• Information texts</li> <li>• Biography and autobiography</li> </ul>	<p>Fiction</p> <ul style="list-style-type: none"> <li>• Poetry (free verse, narrative, tanka, cinquain, haiku, acrostic, blank verse, calligram, clerihew, shape poems, elegy, limerick).</li> <li>• Adventure stories</li> <li>• Mystery stories</li> <li>• Fables</li> <li>• Myths and Legends</li> <li>• Plays</li> <li>• Stories with historical settings</li> <li>• Stories from different cultures</li> <li>• Stories set in imaginary worlds</li> <li>• Story in the style of a significant author</li> <li>• Classic narrative</li> <li>• Flashback stories</li> <li>• Study of a significant text</li> </ul> <p>Non-Fiction</p> <p>Instructions</p> <ul style="list-style-type: none"> <li>• Balanced argument</li> <li>• Persuasive texts</li> <li>• Newspaper reports</li> <li>• Non-chronological reports</li> <li>• Formal and explanation writing (including letters) •</li> </ul> <p>Recount</p> <ul style="list-style-type: none"> <li>• Diary entries</li> <li>• Information texts</li> <li>• Biography and autobiography</li> </ul>

<b>MATHEMATICS</b>	<p align="center"><b>AET Maths Curriculum</b></p> <p align="center"><b>Number and Algebra:</b> Investigating Number Systems Pattern Sniffing Solving Calculation Problems Generalising Arithmetic</p> <p align="center"><b>Geometry:</b> Exploring Shape</p>	<p align="center"><b>AET Maths Curriculum</b></p> <p align="center"><b>Geometry and Measure:</b> Reasoning with Measures</p> <p align="center"><b>Number and Algebra:</b> Discovering Equivalence Reasoning with Fractions Solving Number Problems</p> <p align="center"><b>Statistics:</b> Investigating Statistics</p>	<p align="center"><b>AET Maths Curriculum</b></p> <p align="center"><b>Geometry:</b> Visualising Shape</p> <p align="center"><b>Number and Algebra:</b> Exploring Change Proportional Reasoning</p> <p align="center"><b>Geometry and Measure:</b> Describing Position Estimating and Measuring</p>
<b>SCIENCE</b>	<p align="center"><b>Animals, Including Humans</b></p>	<p align="center"><b>Forces and Magnets</b></p> <p align="center"><b>Sound</b></p>	<p align="center"><b>Plants</b></p> <p align="center"><b>Living Things and their Habitats</b></p>
<b>ART &amp; DESIGN</b>	<p align="center">Clay - Amulets/ Death Masks/ Cartouche</p> <p align="center">Papyrus Painting</p>		<p align="center">Plants - observational drawing</p>
<b>COMPUTING</b>	<p align="center">Programming</p> <p align="center">Simulations</p> <p align="center">Databases</p>	<p align="center">Word Processing</p> <p align="center">Presentations</p> <p align="center">Online Collaboration</p>	<p align="center">Research</p> <p align="center">Creating Images</p> <p align="center">Video</p> <p align="center">Audio</p>
<b>D &amp; T</b>	<p align="center">Shadufs</p> <p align="center">Egyptian Buzz Games</p>		<p align="center">Make an Anglo Saxon Settlement</p>
<b>FRENCH</b>	<p align="center"><b>North Yorkshire Scheme of Work</b></p> <p align="center">Ma famille et moi - UNIT 1 - Moi</p> <p align="center">Les fêtes - UNIT 2 - Les Couleurs</p>	<p align="center"><b>North Yorkshire Scheme of Work</b></p> <p align="center">Le monde des animaux - UNIT 3 -La Jungle</p> <p align="center">Bon appétit - UNIT 4 - Tutti Frutti</p>	<p align="center"><b>North Yorkshire Scheme of Work</b></p> <p align="center">Le temps libre - UNIT 5 - Vive le sport</p> <p align="center">Destination vacances - UNIT 6 - La météo</p>

<b>GEOGRAPHY</b>	<b>Locational Knowledge</b> The United Kingdom	<b>Volcanoes and Earthquakes</b>	<b>Geographical Skills and Field work</b> 6 points of a compass/ 4- grid references/ symbols and key
<b>HISTORY</b>	<b>The achievements of the earliest civilisation</b> Ancient Egypt	<b>The Roman Empire and it's Impact on Britain</b> Boudica - British Resistance	<b>Britain's settlement by Anglo-Saxons and Scots</b> Anglo-Saxon invasions, settlements and kingdoms: place names and village life
<b>MUSIC</b>	<b>Music Express</b>	<b>Music Express</b>	<b>Music Express</b>
<b>P.E.</b>			
<b>R.E.</b>	<b>What makes Jesus an inspiration to some  people?  Who is inspiring for me?</b>	<b>Does a beautiful world mean there is a  wonderful God?  Exploring the meaning of creation stories for  Jews and Christians</b>	<b>How and why do Hindus and Christians see life  like a journey?  Where does the journey of life lead?</b>
<b>P.S.H.C.E</b>			

**CLASS 4 (Y3/4) LONG TERM CURRICULUM OVERVIEW**

**YEAR 2 (2018 - 2019)**

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<b>ENGLISH</b>	<p>Fiction</p> <ul style="list-style-type: none"> <li>• Poetry (free verse, narrative, tanka, cinquain, haiku, acrostic, blank verse, calligram, cleriheW, shape poems, elegy, limerick).</li> <li>• Adventure stories •</li> <li>Mystery stories</li> <li>• Fables</li> <li>• Myths and Legends</li> <li>• Plays</li> <li>• Stories with historical settings</li> <li>• Stories from different cultures</li> <li>• Stories set in imaginary worlds</li> <li>• Story in the style of a significant author</li> <li>• Classic narrative</li> <li>• Flashback stories</li> <li>• Study of a significant text</li> </ul> <p>Non-Fiction</p> <p>Instructions</p> <ul style="list-style-type: none"> <li>• Balanced argument</li> <li>• Persuasive texts</li> <li>• Newspaper reports</li> <li>• Non-chronological reports</li> <li>• Formal and explanation writing (including letters) •</li> </ul> <p>Recount</p> <ul style="list-style-type: none"> <li>• Diary entries</li> <li>• Information texts</li> <li>• Biography and autobiography</li> </ul>	<p>Fiction</p> <ul style="list-style-type: none"> <li>• Poetry (free verse, narrative, tanka, cinquain, haiku, acrostic, blank verse, calligram, cleriheW, shape poems, elegy, limerick).</li> <li>• Adventure stories •</li> <li>Mystery stories</li> <li>• Fables</li> <li>• Myths and Legends</li> <li>• Plays</li> <li>• Stories with historical settings</li> <li>• Stories from different cultures</li> <li>• Stories set in imaginary worlds</li> <li>• Story in the style of a significant author</li> <li>• Classic narrative</li> <li>• Flashback stories</li> <li>• Study of a significant text</li> </ul> <p>Non-Fiction</p> <p>Instructions</p> <ul style="list-style-type: none"> <li>• Balanced argument</li> <li>• Persuasive texts</li> <li>• Newspaper reports</li> <li>• Non-chronological reports</li> <li>• Formal and explanation writing (including letters) •</li> </ul> <p>Recount</p> <ul style="list-style-type: none"> <li>• Diary entries</li> <li>• Information texts</li> <li>• Biography and autobiography</li> </ul>	<p>Fiction</p> <ul style="list-style-type: none"> <li>• Poetry (free verse, narrative, tanka, cinquain, haiku, acrostic, blank verse, calligram, cleriheW, shape poems, elegy, limerick).</li> <li>• Adventure stories •</li> <li>Mystery stories</li> <li>• Fables</li> <li>• Myths and Legends</li> <li>• Plays</li> <li>• Stories with historical settings</li> <li>• Stories from different cultures</li> <li>• Stories set in imaginary worlds</li> <li>• Story in the style of a significant author</li> <li>• Classic narrative</li> <li>• Flashback stories</li> <li>• Study of a significant text</li> </ul> <p>Non-Fiction</p> <p>Instructions</p> <ul style="list-style-type: none"> <li>• Balanced argument</li> <li>• Persuasive texts</li> <li>• Newspaper reports</li> <li>• Non-chronological reports</li> <li>• Formal and explanation writing (including letters) •</li> </ul> <p>Recount</p> <ul style="list-style-type: none"> <li>• Diary entries</li> <li>• Information texts</li> <li>• Biography and autobiography</li> </ul>

<b>MATHEMATICS</b>	<p align="center"><b>AET Maths Curriculum</b></p> <p align="center"><b>Number and Algebra:</b> Investigating Number Systems</p> <p align="center"><b>Pattern Sniffing:</b> Solving Calculation Problems Generalising Arithmetic</p> <p align="center"><b>Geometry:</b> Exploring Shape</p>	<p align="center"><b>AET Maths Curriculum</b></p> <p align="center"><b>Geometry and Measure:</b> Reasoning with Measures</p> <p align="center"><b>Number and Algebra:</b> Discovering Equivalence Reasoning with Fractions Solving Number Problems</p> <p align="center"><b>Statistics:</b> Investigating Statistics</p>	<p align="center"><b>AET Maths Curriculum</b></p> <p align="center"><b>Geometry:</b> Visualising Shape</p> <p align="center"><b>Number and Algebra:</b> Exploring Change Proportional Reasoning</p> <p align="center"><b>Geometry and Measure:</b> Describing Position Estimating and Measuring</p>
<b>SCIENCE</b>	<p align="center"><b>Rocks</b></p>	<p align="center"><b>States of Matter</b></p>	<p align="center"><b>Light</b></p> <p align="center"><b>Electricity</b></p>
<b>ART &amp; DESIGN</b>	<p align="center"><b>Celtic Mirrors</b></p> <p align="center"><b>Stonehenge at Night - Pastels/ Chalk</b></p>	<p align="center"><b>Designing Chocolate Packaging</b></p>	<p align="center"><b>Light and Shade - pencil</b></p> <p align="center"><b>Electric Art Installation for a Sensory Garden</b> <a href="https://www.hamilton-trust.org.uk/browse/science/y56/year-5-summer-1-set-a-electricity-electric-art/118106">https://www.hamilton-trust.org.uk/browse/science/y56/year-5-summer-1-set-a-electricity-electric-art/118106</a></p>
<b>COMPUTING</b>	<p align="center"><b>Programming</b></p> <p align="center"><b>Graphs</b></p> <p align="center"><b>Spreadsheets</b></p>	<p align="center"><b>Wordprocessing</b></p> <p align="center"><b>Presentations</b></p> <p align="center"><b>Online Collaboration</b></p>	<p align="center"><b>Research</b></p> <p align="center"><b>Creating images</b></p> <p align="center"><b>Photography</b></p> <p align="center"><b>Animation</b></p>
<b>D &amp; T</b>	<p align="center"><b>Iron Age Shoes/ Tunics/ Belts</b></p> <p align="center"><b>Iron Age Jewellery</b></p>	<p align="center"><b>Chocolate Packaging</b></p>	



FRENCH	<p align="center"><b>North Yorkshire Scheme of Work</b></p> <p>Ma famille et moi - UNIT 7 - Les monstres</p> <p>Les fêtes - UNIT 8 - Le calendrier des fêtes</p>	<p align="center"><b>North Yorkshire Scheme of Work</b></p> <p>Le monde des animaux - UNIT 9 - Les animaux</p> <p>Bon appétit - UNIT 10 - Au marché</p>	<p align="center"><b>North Yorkshire Scheme of Work</b></p> <p>Le temps libre - UNIT 11 - Je suis le musicien</p> <p>Destination vacances - UNIT 12 - À la mode</p>
GEOGRAPHY		<p align="center"><b>North America</b></p>	
HISTORY	<p align="center"><b>Changes in Britain from the Stone Age to the Iron Age</b></p> <p>Iron Age Hill Forts: Tribal kingdoms, farming, art and culture</p>		<p align="center"><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p>Viking raids and Invasion</p>
MUSIC	<p align="center"><u><b>Music Express</b></u></p>	<p align="center"><u><b>Music Express</b></u></p>	<p align="center"><u><b>Music Express</b></u></p>
P.E.			
R.E.	<p align="center"><b>Why do people love their sacred places?</b></p> <p align="center"><b>What can we learn from visiting holy buildings?</b></p>		
P.S.H.C.E			

**CLASS 4 (Y5/6) LONG TERM CURRICULUM OVERVIEW**

**YEAR 1 (2017 - 2018)**

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<b>ENGLISH</b>	<p>Fiction</p> <ul style="list-style-type: none"> <li>• Poetry (free verse, narrative, tanka, cinquain, haiku, acrostic, blank verse, calligram, clerihew, shape poems, elegy, limerick).</li> <li>• Adventure stories •</li> <li>Mystery stories</li> <li>• Fables</li> <li>• Myths and Legends</li> <li>• Plays</li> <li>• Stories with historical settings</li> <li>• Stories from different cultures</li> <li>• Stories set in imaginary worlds</li> <li>• Story in the style of a significant author</li> <li>• Classic narrative</li> <li>• Flashback stories</li> <li>• Study of a significant text</li> </ul> <p>Non-Fiction</p> <p>Instructions</p> <ul style="list-style-type: none"> <li>• Balanced argument</li> <li>• Persuasive texts</li> <li>• Newspaper reports</li> <li>• Non-chronological reports</li> <li>• Formal and explanation writing (including letters) •</li> </ul> <p>Recount</p> <ul style="list-style-type: none"> <li>• Diary entries</li> <li>• Information texts</li> <li>• Biography and autobiography</li> </ul>	<p>Fiction</p> <ul style="list-style-type: none"> <li>• Poetry (free verse, narrative, tanka, cinquain, haiku, acrostic, blank verse, calligram, clerihew, shape poems, elegy, limerick).</li> <li>• Adventure stories •</li> <li>Mystery stories</li> <li>• Fables</li> <li>• Myths and Legends</li> <li>• Plays</li> <li>• Stories with historical settings</li> <li>• Stories from different cultures</li> <li>• Stories set in imaginary worlds</li> <li>• Story in the style of a significant author</li> <li>• Classic narrative</li> <li>• Flashback stories</li> <li>• Study of a significant text</li> </ul> <p>Non-Fiction</p> <p>Instructions</p> <ul style="list-style-type: none"> <li>• Balanced argument</li> <li>• Persuasive texts</li> <li>• Newspaper reports</li> <li>• Non-chronological reports</li> <li>• Formal and explanation writing (including letters) •</li> </ul> <p>Recount</p> <ul style="list-style-type: none"> <li>• Diary entries</li> <li>• Information texts</li> <li>• Biography and autobiography</li> </ul>	<p>Fiction</p> <ul style="list-style-type: none"> <li>• Poetry (free verse, narrative, tanka, cinquain, haiku, acrostic, blank verse, calligram, clerihew, shape poems, elegy, limerick).</li> <li>• Adventure stories •</li> <li>Mystery stories</li> <li>• Fables</li> <li>• Myths and Legends</li> <li>• Plays</li> <li>• Stories with historical settings</li> <li>• Stories from different cultures</li> <li>• Stories set in imaginary worlds</li> <li>• Story in the style of a significant author</li> <li>• Classic narrative</li> <li>• Flashback stories</li> <li>• Study of a significant text</li> </ul> <p>Non-Fiction</p> <p>Instructions</p> <ul style="list-style-type: none"> <li>• Balanced argument</li> <li>• Persuasive texts</li> <li>• Newspaper reports</li> <li>• Non-chronological reports</li> <li>• Formal and explanation writing (including letters) •</li> </ul> <p>Recount</p> <ul style="list-style-type: none"> <li>• Diary entries</li> <li>• Information texts</li> <li>• Biography and autobiography</li> </ul>

<b>MATHEMATICS</b>	<p align="center"><b><u>AET Maths Curriculum</u></b></p> <p align="center"><b><u>Number and Algebra:</u></b>  Investigating Number Systems  Pattern Sniffing  Solving Calculation Problems  Genralising Arithmetic  <b><u>Geometry:</u></b>  Exploring Shape</p>	<p align="center"><b><u>AET Maths Curriculum</u></b></p> <p align="center"><b><u>Geometry and Measure:</u></b>  Reasoning with Measures  <b><u>Number and Algebra:</u></b>  Discovering Equivalence  Reasoning with Fractions  Solving Number Problems  <b><u>Statistics:</u></b>  Investigating Staistics</p>	<p align="center"><b><u>AET Maths Curriculum</u></b></p> <p align="center"><b><u>Geometry:</u></b>  Visualising Shape  <b><u>Number and Algebra:</u></b>  Exploring Change  Proportional Reasoning  <b><u>Geometry and Measure:</u></b>  Describing Position  Estimating and Measuring</p>
<b>SCIENCE</b>	<p align="center">Animals Including Humans</p> <p align="center">Light</p>	<p align="center">Living Things and their Habitats</p>	<p align="center">Evolution and Inheritance</p>
<b>ART &amp; DESIGN</b>	<p align="center">Drawing - Pencil and Charcoal</p> <p align="center">Painting</p> <p align="center">Banksy</p>	<p align="center">Drawing - Pencil and Charcoal</p> <p align="center">Painting</p> <p align="center">Lascaux cave paintings/George Stubbs/ Franz Marc/Henri Rousseau/ Salvador Dali</p>	<p align="center">Painting</p> <p align="center">Collage</p> <p align="center">Henri Matisse/Piet Mondrain/Vincent Van Gogh/ Edward Steichen</p>
<b>COMPUTING</b>	<p align="center">Programing</p> <p align="center">Data Bases</p> <p align="center">Spreadsheets</p>	<p align="center">Word processing</p> <p align="center">Presentations</p> <p align="center">Online collaboration</p>	<p align="center">Research</p> <p align="center">Creating images</p> <p align="center">Photography</p> <p align="center">Video</p> <p align="center">Audio</p>
<b>DESIGN AND TECHNOLOGY</b>		<p align="center"><b><u>Linked to English or maths</u></b></p>	

<b>FRENCH</b>	<u>North Yorkshire Scheme of Work</u> Ma famille et moi - UNIT 13 - Ma Famille	<u>North Yorkshire Scheme of Work</u> Le monde des animaux - UNIT 15 - Cher Zoo	<u>North Yorkshire Scheme of Work</u> Le temps libre - UNIT 17 - Vive le temps libre
<b>GEOGRAPHY</b>		<u>Human and Physical Geography</u> Climate zones/ Biomes/ Vegetation belts	<u>Geographical Skills and Field work</u> 8 points of a compass/ 4- and 6-figure grid references/ symbols and key
<b>HISTORY</b>	A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066		Local History Study - Nunnington Hall and the First World War/ Rosedale Abbey and Ironstone Mining
<b>MUSIC</b>	<u>Music Express</u>	<u>Music Express</u>	<u>Music Express</u>
<b>P.E.</b>	Basketball Rugby Football		
<b>R.E.</b>	Christian Aid and Islamic Relief: Can they change the world?	Why are there now over 50 mosques in Yorkshire?	Values: What matters most to Christians, to Humanists and to me?
<b>P.S.H.C.E</b>			

**CLASS 4 (Y5/6) LONG TERM CURRICULUM OVERVIEW**

**YEAR 2 (2018 - 2019)**

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<b>ENGLISH</b>	<p>Fiction</p> <ul style="list-style-type: none"> <li>• Poetry (free verse, narrative, tanka, cinquain, haiku, acrostic, blank verse, calligram, clerihew, shape poems, elegy, limerick).</li> <li>• Adventure stories •</li> <li>Mystery stories</li> <li>• Fables</li> <li>• Myths and Legends</li> <li>• Plays</li> <li>• Stories with historical settings</li> <li>• Stories from different cultures</li> <li>• Stories set in imaginary worlds</li> <li>• Story in the style of a significant author</li> <li>• Classic narrative</li> <li>• Flashback stories</li> <li>• Study of a significant text</li> </ul> <p>Non-Fiction</p> <p>Instructions</p> <ul style="list-style-type: none"> <li>• Balanced argument</li> <li>• Persuasive texts</li> <li>• Newspaper reports</li> <li>• Non-chronological reports</li> <li>• Formal and explanation writing (including letters) •</li> </ul> <p>Recount</p> <ul style="list-style-type: none"> <li>• Diary entries</li> <li>• Information texts</li> <li>• Biography and autobiography</li> </ul>	<p>Fiction</p> <ul style="list-style-type: none"> <li>• Poetry (free verse, narrative, tanka, cinquain, haiku, acrostic, blank verse, calligram, clerihew, shape poems, elegy, limerick).</li> <li>• Adventure stories •</li> <li>Mystery stories</li> <li>• Fables</li> <li>• Myths and Legends</li> <li>• Plays</li> <li>• Stories with historical settings</li> <li>• Stories from different cultures</li> <li>• Stories set in imaginary worlds</li> <li>• Story in the style of a significant author</li> <li>• Classic narrative</li> <li>• Flashback stories</li> <li>• Study of a significant text</li> </ul> <p>Non-Fiction</p> <p>Instructions</p> <ul style="list-style-type: none"> <li>• Balanced argument</li> <li>• Persuasive texts</li> <li>• Newspaper reports</li> <li>• Non-chronological reports</li> <li>• Formal and explanation writing (including letters) •</li> </ul> <p>Recount</p> <ul style="list-style-type: none"> <li>• Diary entries</li> <li>• Information texts</li> <li>• Biography and autobiography</li> </ul>	<p>Fiction</p> <ul style="list-style-type: none"> <li>• Poetry (free verse, narrative, tanka, cinquain, haiku, acrostic, blank verse, calligram, clerihew, shape poems, elegy, limerick).</li> <li>• Adventure stories •</li> <li>Mystery stories</li> <li>• Fables</li> <li>• Myths and Legends</li> <li>• Plays</li> <li>• Stories with historical settings</li> <li>• Stories from different cultures</li> <li>• Stories set in imaginary worlds</li> <li>• Story in the style of a significant author</li> <li>• Classic narrative</li> <li>• Flashback stories</li> <li>• Study of a significant text</li> </ul> <p>Non-Fiction</p> <p>Instructions</p> <ul style="list-style-type: none"> <li>• Balanced argument</li> <li>• Persuasive texts</li> <li>• Newspaper reports</li> <li>• Non-chronological reports</li> <li>• Formal and explanation writing (including letters) •</li> </ul> <p>Recount</p> <ul style="list-style-type: none"> <li>• Diary entries</li> <li>• Information texts</li> <li>• Biography and autobiography</li> </ul>

<b>MATHEMATICS</b>	<p align="center"><u>AET Maths Curriculum</u></p> <p align="center"><u>Number and Algebra:</u> Investigating Number Systems Pattern Sniffing Solving Calculation Problems Genralising Arithmetic</p> <p align="center"><u>Geometry:</u> Exploring Shape</p>	<p align="center"><u>AET Maths Curriculum</u></p> <p align="center"><u>Geometry and Measure:</u> Reasoning with Measures</p> <p align="center"><u>Number and Algebra:</u> Discovering Equivalence Reasoning with Fractions Solving Number Problems</p> <p align="center"><u>Statistics:</u> Investigating Staistics</p>	<p align="center"><u>AET Maths Curriculum</u></p> <p align="center"><u>Geometry:</u> Visualising Shape</p> <p align="center"><u>Number and Algebra:</u> Exploring Change Proportional Reasoning</p> <p align="center"><u>Geometry and Measure:</u> Describing Position Estimating and Measuring</p>
<b>SCIENCE</b>	<p align="center">Animals, including Humans</p> <p align="center">Earth and Space</p>	<p align="center">Materials and their Properties</p>	<p align="center">Forces</p> <p align="center">Electricity</p>
<b>ART &amp; DESIGN</b>	<p align="center">Mayan Statues - Clay</p>	<p align="center">Ancient Greek Pots <a href="https://www.tes.com/teaching-resource/night-at-the-museum-ancient-greece-6066122">https://www.tes.com/teaching-resource/night-at-the-museum-ancient-greece-6066122</a></p>	
<b>COMPUTING</b>	<p align="center">Programming</p> <p align="center">Spreadsheets</p>	<p align="center">Word processing</p> <p align="center">Presentations</p> <p align="center">Online collaboration</p> <p align="center">Research</p>	<p align="center">Photography</p> <p align="center">Animation</p> <p align="center">Multimedia overall</p>
<b>DESIGN AND TECHNOLOGY</b>	<p align="center">Mayan Clothing</p>	<p align="center">Chariots - Wheels and how to attach them</p>	
<b>FRENCH</b>	<p align="center">Ma famille et moi UNIT 19 - Les portraits</p> <p align="center">Les fêtes UNIT 20 - Les cadeaux</p>	<p align="center">Le monde des animaux UNIT 21 - Le carnaval des animaux</p> <p align="center">Bon appétit UNIT 22 - Au café</p>	<p align="center">Le temps libre UNIT 23 - Tour de France</p> <p align="center">Destination vacances UNIT 24 - Destinations</p>

GEOGRAPHY		<p align="center"><u>Place Knowledge</u></p> <p align="center">Understand geographical similarities and differences through the study of human and physical geography of, a region in a European country (Greece)</p>	<p align="center"><u>Locational Knowledge</u></p> <p align="center">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)</p> <p align="center"><u>Human and Physical Geography</u></p> <p align="center">Describe and understand key aspects of mountains</p>
HISTORY	A Non-European society that provides contrasts with British history - Mayan Civilisation c. AD 900	Ancient Greece - a study of Greek life and achievements and their influence on the Western World	
MUSIC	<u>Music Express</u>	<u>Music Express</u>	<u>Music Express</u>
P.E.			
R.E.	What can make our community more tolerant and respectful?		
P.S.H.C.E			