



# Oxenhope Church of England Primary School

## **Safeguarding Curriculum Policy – June 2019**



**If you are concerned about the safety of a child, act!**

Our Named Persons for Child Protection are Alice Jones (Head Teacher), Gillian Dyson (Pastoral Manager), Caroline Auty (Class Teacher), Laura Smales (Learning Support Assistant), Joanne Brown (Class Teacher) and Oliver Thurlby (Class Teacher)

Useful phone numbers:

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NSPCC – 0808 800 5000

West Yorkshire Police – 101 or 999







Created By:	Date:	Next Review Date:
A Jones	June 2019	June 2021

## Our School Vision

We are a community where each person is valued by God. We nurture confidence, delight and discipline in seeking the skills needed to shape life well.

Life in all its fullness; John Chapter 10 v 10.

At Oxenhope our school values are:

<p><b>Love</b></p> 	<p>'Love your neighbour as yourself' Luke 10 v 27 Just like Jesus was 'moved with compassion' we want to instil the children of Oxenhope with selfless kindness towards others. The ultimate aim is to do good to other people, whoever they may be.</p>
<p><b>Service</b></p> 	<p>'Serve one another in love' Galatians 5 v14 At Oxenhope we actively seek opportunities to work together to help others. As even Jesus washed the disciple's feet we can learn from his example and seek to do good where we can, both locally and globally.</p>
<p><b>Forgiveness</b></p> 	<p>'Forgive us our sins as we forgive those who have sinned against us.' Luke 11 v 4 These are the words we quote in our school prayer. As we appreciate how much we have been forgiven, we can forgive others.</p>
<p><b>Courage</b></p> 	<p>"Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go." Joshua 1 v 9 It is important that the children go from Oxenhope with a determined strength that they can bravely overcome whatever challenges they are faced with.</p>
<p><b>Endurance</b></p> 	<p>'Be joyful in hope, patient in affliction, faithful in prayer.' Romans 12 v 12 Jesus' followers are challenged to think of life like a race. However - NOT a short sprint but a marathon! The bible says that we are made stronger for the future every time we endure and refuse to give up. We teach our children to persevere and not give up hope.</p>
<p><b>Respect</b></p> 	<p>'So, in everything, do to others what you would have them do to you.' Matthew 7 v 12 At Oxenhope we teach children how to value others, whoever they may be, and celebrate what makes us different and unique.</p>

Pupil safeguarding and the promotion of fundamental British values and Christian Values are a core business of our work at Oxenhope C of E Primary.

Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding. Our mission is to provide a curriculum which gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equips every child with the knowledge and skills required for personal safeguarding. Our PSHE curriculum covers all areas of Safeguarding through each of the strands to a different degree, however some go into more detail. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age appropriate level, or at a small group or 1:1 level where a more urgent need arises.

We plan to constantly challenge children to think deeply about safeguarding matters and their own personal physical and mental wellbeing. We value pupils' questions and give them space for their own thoughts, ideas and concerns. We give them opportunities across the curriculum to explore values, personal rights, responsibilities and equal opportunities that develop moral concepts that impact positively on safeguarding, promote British values and prevent radicalisation and extremism. There are many opportunities throughout our learning in school to explore safeguarding issues.

### **Practical safeguarding opportunities are planned into the curriculum.**

#### **For example:**

- Road safety (including out of school visits, bikeability, work with and the council in the community)
- Poolside and water safety through swimming lessons
- Fire awareness (including visits from the local fire service)
- Visits to school from medical staff
- Visitors from charities
- Work from local voluntary sector services particularly around safe transition to Secondary school
- Online safety quizzes and training
- The use of Safety Squad leaders in school

- “Stranger Danger”, being safe in the outdoors, what to do if??
- What to do if you are separated from your group (in relation to school visits)
- Safe use of technology including password security and privacy settings

We have developed an open and safe learning environment in which pupils express their views, seek help and help others, they make use of our Worry Box to share concerns with staff. The promotion of equality of opportunity and diversity, for pupils and staff, helps prevent any form of direct or indirect discriminatory behaviour. Our children learn to not tolerate any prejudiced behaviour. Our behaviour policy promotes making good choices and exhibiting good learning behaviours. Class times are time for sharing ideas, addressing concerns and promoting important values. Assembly time, oracy and circle times are used to promote personal safeguarding matters and explore themes. For example, we talk about anti- bullying including cyber bullying and British values including how these values are promoted in our multi – faith society.

Staff and children are quick to challenge stereotypes and the use of derogatory language in lessons and around school. Our school reflects the diversity of pupils’ experiences and provides pupils with a comprehensive understanding of people and communities beyond their immediate experience including the role of women in society and different family groups including same sex couples. Throughout the curriculum there are planned opportunities to promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those with no faith), races, genders, ages, disability and sexual orientations, through their words, actions and in their influence. Opportunities are created in a variety of subjects to address areas of safeguarding, for example, themes are highlighted through novels in English lessons.

Time is taken at the beginning of every new school year to reaffirm school values, expectations and rules for living and learning at Oxenhope C of E Primary. This good start to the year, with everyone clear about their roles and responsibilities, sets the tone for the rest of the year and leads to excellent safeguarding outcomes

Parents in every phase of school are invited to an online safety (including use of mobile phone) workshop and our Cyber PCSO visits throughout the year working with children and parents.

Please see our overview of safeguarding opportunities in our curriculum below.

Half-Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Church of England Vision FOCUS	RESPECT	DIGNITY	ASPIRATIONS	COMMUNITY	LIVING WELL TOGETHER	HOPE
Christian Value and Collective Worship	Respect	Tolerance	Courage	Service	Compassion and love	Responsibility
British Value	Show that you know right and wrong	Accept the beliefs of others and understanding of what makes me	Resilience	Try to help others	Listen to and respect other people' s opinions and values	Democracy
SCARF/SEAL	Living in the wider world/ New Beginnings	Feelings and emotions/ Getting on and falling out	Keeping safe/5 Going for goals	Healthy Lifestyle/ Good to be me	Relationships/ Relationships	Growing and changing/ Changes
Rights of the child	Article 41 Have respect for higher national standards	Article 14 freedom of thought, belief and religion	Article 29 Every child has the rights to the goals of education.	Article 24 Every child has the right to the best possible health	Article 19 Protection from violence abuse and neglect	Article 12 Every child has the right to express their views
School Rule Focus	Respect each other	Be positive	Always do our best	Look after our school	Be polite	Class Rules/Charter for next class
Relevant events		Anti-Bullying Week November				Transition events

	History Focus *science focus y2	Science Focus *History focus y2	Art/DT/Music focus	Science focus	History Focus	Geography focus *PSHCE focus year 6
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Big lights Big Cities	Paws Claws and Whiskers	Moon Zoom	The enchanted woodland	Memory Box	Splendid Skies
Year 2	Wriggle and Crawl	Towers, Turrets, and Tunnels	Muck Mess and Mixtures	Bounce	Land Ahoy	Beach Combers
Year 3	Gods and Mortals	Mighty Metals	Urban Pioneers	Predator	Tribal Tales	Tremors
Year 4	Raiders and Traders	Potions	Blue Abyss	Burps Bottoms and Bile	1066	Road Trip USA
Year 5	I am Warrior!	Stargazers	Time Traveller	Scream Machine	Pharos	Allotment

Year 6	Revolution	Frozen Kingdom /Fallen Fields Nov 6 <sup>th</sup> - 10 <sup>th</sup> 2017	Gallery Rebels	Blood Heart	Tomorrow's World	Transition
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Curriculum Breakdown

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Big lights Big Cities	Paws Claws and Whiskers	Moon Zoom	The enchanted woodland	Memory Box	Splendid Skies
<b>English</b>	<p><b>Book focus:</b> Paddington/non-fiction about London/The Queen's Hat/Knickers/Bag/ The Great Fire of London</p> <p><b>Text Types -</b> Instructional Texts, Diary Entries, Fact Files,</p> <p><b>GPS</b> • How words combine to make sentences. • Introduction to capital letters, full stops ... to demarcate sentences. • Capital letters for names and for the personal pronoun. • Sequencing sentences to form short narratives.</p>	<p><b>Book focus:</b> The Tiger who came to tea, Mog/ NF about animals</p> <p><b>Text Types -</b> Recount, captions labelling and lists, Narrative</p> <p><b>GPS</b> • Subordination (using when, if, that, because) and co-ordination (using or, and, but). • Use of capital letters, full stops ... to demarcate sentences.</p>	<p><b>Book focus:</b> Aliens love underpants/whatever next/The owl who was afraid of the dark/NF about space</p> <p><b>Text Types -</b> Poetry, persuasive writing, letter</p> <p><b>GPS</b> • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Capital letters for names and for the personal pronoun.</p>	<p><b>Book focus:</b> The gruffalo, Hansel and Gretel, stickman, Freddie and The fairy/NF about woodlands</p> <p><b>Text Types -</b> Invitations, narratives,</p> <p><b>GPS</b> • Regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun. • How the prefix un- changes the meaning of adjectives (negation, for example, unkind).</p>	<p><b>Book focus:</b> My Grandma is wonderful, goldilocks and the 3 bears, Alfie and Grandma/NF about families and older generations</p> <p><b>Text Types -</b> Stories with predictable and patterned language, instructions, traditional tales</p> <p><b>GPS</b> • Regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun. • How the prefix un- changes the meaning of adjectives (negation, for</p>	<p><b>Book focus:</b> Chicken Licken, Alfie's wellies, My friend weather monster/NF about weather</p> <p><b>Text Types -</b> Character description, fact file, diaries</p> <p><b>GPS</b> - • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). • How the prefix un- changes the meaning of verbs and adjectives (negation, for example unkind, or undoing: unte the boat).</p>

					example, unkind).	
<b>Author of the half term</b>	<b>Michael Bond</b>	<b>Judith Kerr</b>	Jill Murphy	<b>Julia Donaldson</b>	Nick Butterworth	<b>Shirley Hughes</b>
<b>Maths</b>	Number: Place Value Number: Addition and Subtraction Geometry: Shape	Geometry: Shape Number: Place Value Number: Addition and Subtraction	Time Number: Place Value Number: Addition and Subtraction	Measures: Length and height Number: Multiplication and Division Number: Fractions	Number: Place Value Number: Addition and Subtraction	Measurement: Money Measurement: Weight and Volume
<b>RE</b> Christianity Judaism	<b>Theme:</b> Creation story <b>Key Question:</b> Does God want Christians to look after the world? Harvest-A time for giving thanks	<b>Theme:</b> Christmas story <b>Key Question:</b> What gift would I have given to Jesus if he had been born in my town and not in Bethlehem?	<b>Theme:</b> Jesus as a friend <b>Key Question:</b> Was it always easy for Jesus to show friendship?	<b>Theme:</b> Easter-Palm Sunday <b>Key Question:</b> Why was Jesus welcomed like a celebrity or a King on Palm Sunday?	<b>Theme:</b> Shabbat <b>Key Question:</b> Is Shabbat important to Jewish children?	<b>Theme:</b> Chanukah <b>Key Question:</b> Does celebrating Chanukah make Jewish children feel close to God?
<b>Science</b>	Everyday materials; working scientifically	Animals including humans	Properties of everyday materials; working scientifically	Plants and Animals; identifying and classifying	Animals including humans parts and senses, working scientifically	Seasonal Changes
<b>Computing</b>	Searching the web; digital images; online safety	Retrieving information	Drawing software, email, online safety	Sending email; online safety	Programming/ coding	Algorithms
<b>History</b>	The great fire of London		Significant people - Astronauts; changes in living memory		Changes within living memory Significant historical event in locality	Significant individuals - Sir Francis Beaufort
<b>Geography</b>	Countries and capital cities of the UK. Using locational language; using maps; geographical	Using and making maps, describing physical features	Satellite images of the world	Making maps	Field work in the local area	Seasonal and daily weather patterns



	similarities and differences					
<b>Art</b>	Portraits	Talking about art; drawing, collage, model making, painting, sculpture	3D Models; drawing	Working with natural materials; drawing and painting	Drawing painting; collage; family portraits	Collage and printing
<b>DT</b>	Exploring models making 3D models of London Landmarks		3D construction	Building structure; making party food	Making picnic foods; celebration cards; making a memory box	
<b>PSHCE</b>	<b>Living in the wider world</b>  Rules, Rights and Responsibilities  Caring about the environment  Money	<b>Health and Wellbeing</b>  Feelings and emotions  Relationships	<b>Health and Wellbeing</b>  Keeping Safe	<b>Health and Wellbeing</b>  Healthy Lifestyles	<b>Relationships</b>  Healthy Relationships  Valuing Difference	<b>Health and Wellbeing</b>  Growing and Changing
<b>PE</b>	<b>Playtime Games</b>	<b>Gymnastics</b>	<b>Dance</b>  Travelling to the moon	<b>Attacking and defending</b>  Football	<b>Attacking and defending</b>  Net ball	<b>Athletics</b>  Throwing and catching
<b>Music</b>	Hey You!  Action songs	Learn songs for Christmas performance  Animals Sugar Plum Fairy - fairy tale music	In The Groove  Carnival songs	Rhythm in the way we walk  Carnival songs	Round and Round	Reflect, Rewind, Replay
<b>Assessments</b>	Reading - Rising Stars Autumn 1 English - Rising stars Autumn 1 Maths - White Rose Maths Hub Reasoning aut 1 and arithmetic aut 1 Assessed piece of independent writing	Reading - Rising Stars Autumn 2 English - Rising stars Autumn 2 Maths Hub Reasoning aut 2 and arithmetic aut 2 Assessed piece of independent writing Phonic Screening (MOCK)	Reading - Rising Stars Spring 1 English - Rising stars Spring 1 Maths Hub Reasoning spr 1 and arithmetic spr 1 Assessed piece of independent writing	Reading - Rising Stars spr 2 English - Rising stars spr 2 Maths Hub Reasoning spr 2 and arithmetic spr 2 Assessed piece of independent writing	Reading - Rising Stars Sum 1 English - Rising stars summer 1 Maths Hub Reasoning summer 1 and arithmetic summer 1 Assessed piece of independent writing	Reading - Rising Stars Sum 2 English - Rising stars summer 2 Maths Hub Reasoning summer 2 and arithmetic summer 2 Assessed piece of independent writing

<b>Special Events</b>	Queen's Tea Party	Nativity performance			Family afternoon	
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<b>Year 2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Wriggle and Crawl	Towers, Turrets, and Tunnels	Muck Mess and Mixtures	Bounce	Land Ahoy	Beach Combers
<b>English</b>	<p><b>Book focus:</b> Angry ladybird, What the ladybird heard, non-fiction about bugs</p> <p><b>Text Types:</b></p> <p>Instructional Texts, Diary Entries, Fact Files, Narrative, Non-Chorological Report, Poetry, Play scripts, Persuasive Writing</p> <p><b>GPS</b> - • Formation of nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman). • Formation of adjectives using suffixes such as -ful, -less. • Use of the suffixes -er, -est in adjectives • Apostrophes to mark singular possession in nouns (for example, the girl's name).</p>	<p><b>Book focus:</b> The tunnel, Rapunzel, Paddington at the tower/NF about castles and knights</p> <p><b>Text Types</b> -</p> <p>Recount, Narrative, Letter, Fact leaflet,</p> <p><b>GPS</b> - . • Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon). • Commas to separate items in a list.</p>	<p><b>Book focus:</b> Georges Marvellous Medicine, The Magic Porridge pot, where my wellies take me, Mr Messy/NF about changing state</p> <p><b>Text Types</b> - Poetry, persuasive writing, Instructions,</p> <p><b>GPS</b> - Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon). • Commas to separate items in a list.</p>	<p><b>Book focus:</b> Mr Bounce, the sports day, the frog Olympics/NF about Sports</p> <p><b>Text Types</b> - narratives, Character description, biography,</p> <p><b>GPS</b> - Apostrophes to mark singular possession in nouns (for example, the girl's name). Understand that an adverb can add detail to a sentence.</p>	<p><b>Book focus:</b> Captain cook, the night pirates, pirates love underpants / NF about explorers and ships</p> <p><b>Text Types</b> - instructions, traditional tales, Play script</p> <p><b>GPS</b> - Pupils need to: • understand that the suffix -ly makes a word that describes how or when something happens (linked to the verb) in a sentence (e.g. quickly, suddenly, happily) • understand that an adverb can add detail to a sentence.</p> <p>Note: Continue encouraging pupils to use adverbials of place and time, adapting the Y1 activities for different text types.</p>	<p><b>Book focus:</b> Commotion in the ocean, the snail and the whale/NF about the sea</p> <p><b>Text Types</b> -</p> <p>fact file, diaries, persuasive, Lists labels and captions</p> <p><b>GPS</b> - • Correct choice and consistent use of present tense and past tense throughout writing. • Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting)</p>
<b>Author of the half term</b>	Eric Carle	<b>Anthony Browne</b>	<b>Roald Dahl</b>	Roger Hargreaves	Claire Freedman	Giles Andreae

<b>Maths</b>	Number: Place value Number: Addition and Subtraction Measurement: Length and Mass	Measurement: Length and Mass Graphs Multiplication and Division	Measurement: Money Geometry: Properties of Shape	Geometry: Properties of Shape Number: Fractions	Measurement: Time Measurement: Capacity, Volume and Temperature	Post SATs Project Work
<b>RE</b> Christianity Islam Judaism	<b>Theme:</b> What did Jesus teach? <b>Key Question:</b> Is it possible to be kind to everyone all of the time? Harvest-A time for remembering God's creation	<b>Theme:</b> Christmas-Jesus as a gift from God <b>Key Question:</b> Why did God give Jesus to the world?	<b>Theme:</b> Passover <b>Key Question:</b> How important is it for Jewish people to do what God asks them to do?	<b>Theme:</b> Easter-resurrection <b>Key Question:</b> Is it true that Jesus came back to life again?	<b>Theme:</b> Community and Belonging <b>Key Questions:</b> Does going to church or mosque give Christians and Muslims a sense of belonging?	<b>Theme:</b> Hajj <b>Key Question:</b> Does completing Hajj make a person a better Muslim?
<b>Science</b>	Animals including humans/ living things and their habitat	Everyday materials	Plants - What's on your wellies	Everyday materials; forces; the importance of exercise	Everyday materials; working scientifically	Animals including humans/ living things and their habitat, food chains, basic needs of animals' working scientifically
<b>Computing</b>	Blogging	Programming/coding	Stop motion animation; online safety	Digital photography online safety	Programming; using presentation software	Algorithms
<b>History</b>		Castles and castle life; significant individuals - Isambard Kingdom Brunel		Significant individuals - sporting heroes	Significant people in history; explorers, voyagers	
<b>Geography</b>	Fieldwork	Amazing structures around the world, Towers and bridges			Using and making maps; locations; knowledge; man made and environmental landmarks	Coastal Features
<b>Art</b>	Observational Drawing, model making	Sculpture using natural materials	Printing; mixed media pictures; collages; colour mixing; using clay	Sculpture	Observational drawing; printing	Sketchbooks 3D modelling Sand art seascapes
<b>DT</b>	Selecting natural material		Food tasting; origins of food; healthy meals; designing an outdoor	Material and mechanisms	Mechanisms; structures	Finger puppets

			kitchen			
<b>PSHCE</b>	<b>Living in the wider world</b> Rules, Rights and Responsibilities Caring about the environment Money	<b>Health and Wellbeing</b> Feelings and emotions Relationships	<b>Health and Wellbeing</b> Keeping Safe	<b>Health and Wellbeing</b> Healthy Lifestyles	<b>Relationships</b> Healthy Relationships Valuing Difference	<b>Health and Wellbeing</b> Growing and Changing
<b>PE</b>	<b>Playtime Games</b>	<b>Gymnastics</b>	<b>Dance</b> Country Dancing	<b>Athletics</b> Throwing and catching	<b>Attacking and defending</b> Football	<b>Team Games</b>
<b>Music</b>	MiniBeasts	Medieval Music - history Learn songs for Christmas performance Play and perform	I Wanna Play in a band!	Hands, Feet, Heart	Zoo Time Seaside songs	Reflect, Rewind, Replay
<b>Assessments</b>	Reading - Rising Stars Autumn 1 English - Rising stars Autumn 1 Maths Hub Reasoning aut 1 and arithmetic aut 1 Assessed piece of independent writing	Reading - Rising Stars Autumn 2 English - Rising stars Autumn 2 Maths Hub Reasoning aut 2 and arithmetic aut 2 Assessed piece of independent writing Phonic Screening Retake children (MOCK)	Reading - Rising Stars Spring 1 English - Rising stars Spring 1 Maths Hub Reasoning spr 1 and arithmetic spr 1 Assessed piece of independent writing	Reading - Rising Stars Spring 2 English - Rising stars Spring 2 Maths Hub Reasoning spr 2 and arithmetic spr 2 Assessed piece of independent writing	SATs	Reading - Rising Stars Sum 2 English - Rising stars summer 2 Maths Hub Reasoning summer 2 and arithmetic summer 2 Assessed piece of independent writing
<b>End of Topic Piece</b>	Ugly Bug Ball	Nativity performance			Pirate Afternoon	Blackpool Trip

<b>Year 3</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gods and Mortals	Mighty Metals	Urban Pioneers	Predator	Tribal Tales	Tremors

<p><b>English</b></p>	<p><b>Book focus:</b> Greek Myths, non-fiction about Greece</p> <p><b>Text Types</b> Character profiles, diary writing, instructions and commands, character descriptions</p> <p>GPS</p> <ul style="list-style-type: none"> <li>• use and understand the terms conjunction, clause and subordinate clause when discussing sentence construction</li> <li>• understand how to punctuate complex sentences, using commas to mark clauses where the sentence begins with the subordinate clause; recognise where the sentence ends and punctuate accurately</li> <li>• understand the meanings of conjunctions and be able to use a wide range of them</li> <li>• understand that the order of clauses can be manipulated for effect</li> <li>• understand and discuss how different sentence constructions can be used for effect within texts.</li> </ul>	<p><b>Book focus:</b> Iron Man/ NF about forces, magnets, how things work</p> <p><b>Text Types</b></p> <p><b>Non-chronological reports, explanations, instructions, list poetry, recounts</b></p> <p>GPS</p> <ul style="list-style-type: none"> <li>• Introduction to inverted commas to punctuate direct speech.</li> <li>• Use of inverted commas and other punctuation to indicate direct speech.</li> </ul>	<p><b>Book focus:</b> The family from one end of the street, scribble boy/NF about cities</p> <p><b>Text Types</b></p> <p><b>Leaflets, free verse poetry, autobiography, signs and slogans</b></p> <p>GPS</p> <ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes (for example super-, anti-, auto-).</li> <li>• Word families based on common words, showing how words are related in form and meaning (for example, solver, solution, dissolve, insoluble).</li> <li>• Use of the forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box).</li> <li>• The grammatical difference between plural and possessive s.</li> <li>• Apostrophes to mark singular and plural possession (for example, the girl's name, the girls' names).</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for example, the strict maths teacher with</li> </ul>	<p><b>Book focus:</b> Sheep-pig, Animal poems, the BFG/NF about animals</p> <p><b>Text Types</b></p> <p>Recounts, poetry, leaflets, dilemma narrative, speeches</p> <p>GPS</p> <ul style="list-style-type: none"> <li>• understand that a word or phrase can fill the adverbial slot in a sentence</li> <li>• understand that adverbials usually express how, when or where, but can also express cause, purpose or reason</li> <li>• understand that adverbials can be moved into different places in a sentence for effect; when they occur at the start of a sentence they are called fronted adverbials</li> </ul>	<p><b>Book focus:</b> Stig of the dump/ NF about tribes, stone age,</p> <p><b>Text Types</b></p> <p><b>Information books, adventure narrative, fact files, letters, poetry using similes and metaphor</b></p> <p>GPS</p> <ul style="list-style-type: none"> <li>• understand that most adverbial phrases begin with a preposition and are therefore also prepositional phrases (e.g. Before tea, I had eaten too many sweets. My holiday was ruined because of the rain.)</li> <li>• understand that commas need to be used after fronted adverbials</li> </ul>	<p><b>Book focus:</b> The firework makers daughter/ NF about volcanos and earthquakes</p> <p><b>Text Types</b></p> <p><b>Recounts, poetry, narrative using personification, newspaper reports</b></p> <p>GPS</p> <ul style="list-style-type: none"> <li>• Use of the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play).</li> <li>• Standard English forms for verb inflections, instead of local spoken forms (for example, we were instead of we was, or I did instead of I done).</li> </ul>
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			curly hair). • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.			
<b>Author of the half term</b>	<b>Brontes</b>	Ted Hughes	<b>Philip Riddley</b>	<b>Dick King Smith</b>	Clive King	<b>Philip Pullman</b>
<b>Maths</b>	Number: Place Value Number: Addition and Subtraction	Number: Multiplication and Division Measurement	Number: Multiplication and Division Measurement	Number: Fractions Consolidation	Number: Fractions Geometry: Property of shapes	Statistics Consolidation
<b>RE</b> Christianity Hinduism Judaism	<b>Theme:</b> Divali <b>Key Question:</b> Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?  Harvest-A time for taking responsibility	<b>Theme:</b> Christmas <b>Key Question:</b> Has Christmas lost its true meaning?	<b>Theme:</b> Jesus' Miracles <b>Key Question:</b> Could Jesus really heal people? Were these miracles or is there another explanation?	<b>Theme:</b> Easter-forgiveness <b>Key Question:</b> What is good about Good Friday?	<b>Theme:</b> Beliefs <b>Key Question:</b> How can God be everywhere and in everything?  How can Brahman be everywhere and in everything?	<b>Theme:</b> Pilgrimage <b>Key Question:</b> Would visiting the River Ganges feel special to a non-Hindu?  Which places are special for Christians to visit?
<b>Science</b>	Animals including humans - What do owls eat?	Forces	Light	Food chains, fossils; plants and functions; water transportation in plants; skeletal systems; working scientifically	Plants; light; working scientifically	Rocks; earthquakes ; volcanos
<b>Computing</b>	Using presentation software; online safety	Creating spreadsheets, using presentation software	Digital maps, programming; using search engines effectively; online Safety	Algorithms; flow diagrams; online research; using local reasoning; online safety	Programming and coding	Presenting information; online safety
<b>History</b>	Ancient Greece		A local history study		Prehistoric Britain from the stone age to iron age	Ancient Rome - Pompeii
<b>Geography</b>	Ancient and modern day Greece. Geographical		Geographical skills and field work	Fieldwork; using maps to locate countries and	Field work; human and physical geography; using	Volcanos, earthquakes

	features; using maps			continents	maps and Ariel images	
<b>Art</b>	3D sculpture; Greek Art and Design	Embossed patterns and pictures, making jewellery	Photography; graffiti art; observational drawing	3-D Models	Neolithic art; clay beakers; Iron Age Jewellery	Sculpture; photography
<b>DT</b>	Moving parts; model making	Product evolution; using research to inform design;		Selecting and using materials	Tool design and making building structure	Structures
<b>PSHCE</b>	<b>Living in the wider world</b>  Rules, Rights and Responsibilities  Caring about the environment  Money	<b>Health and Wellbeing</b>  Feelings and emotions  Relationships	<b>Health and Wellbeing</b>  Keeping Safe	<b>Health and Wellbeing</b>  Healthy Lifestyles	<b>Relationships</b>  Healthy Relationships  Valuing Difference	<b>Health and Wellbeing</b>  Growing and Changing
<b>PE</b>	<b>Playtime Games</b>	<b>Gymnastics</b>	<b>Dance</b>  Street Dance	<b>Attacking and defending</b>  Netball	<b>Athletics</b>  Throwing	<b>Outdoor Adventurous</b>  Team Building
<b>Spanish</b>	Numbers 1-10	Greetings	Instructions	Colours/Fruit	Days of the week	Months of the year
<b>Music</b>	Let your spirits fly  Recorders  Metal instruments - Steal Bands	Ho, Ho Ho  Recorders	Song - cartoon heroes by Aqua  Recorders	Benjamin Britten There was a monkey  Recorders	Three Little Birds (Reggae)  Recorders	Reflect, Rewind, Replay  Recorders  Animals
<b>Assessments</b>	Reading - Rising Stars Autumn 1 GPS - Rising stars Autumn 1 Maths Hub Reasoning aut 1 and arithmetic aut 1 Assessed piece of independent writing	Reading - Rising Stars Autumn 2 GPS - Rising stars Autumn 2 Maths Hub Reasoning aut 2 and arithmetic aut 2 Assessed piece of independent writing	Reading - Rising Stars Spring 1 GPS - Rising stars Spring 1 Maths Hub Reasoning spr 1 and arithmetic spr 1 Assessed piece of independent writing	Reading - Rising Stars spr 2 GPS - Rising stars spr 2 Maths Hub Reasoning spr 2 and arithmetic spr 2 Assessed piece of independent writing	Reading - Rising Stars Sum 1 GPS - Rising stars summer 1 Maths Hub Reasoning summer 1 and arithmetic summer 1 Assessed piece of independent writing	Reading - Rising Stars Sum 2 GPS - Rising stars summer 2 Maths Hub Reasoning summer 2 and arithmetic summer 2 Assessed piece of independent writing

End of Topic Piece	Greek Day			Easter Performance	Prehistoric afternoon	
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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Raiders and Traders	Potions	Blue Abyss	Burps Bottoms and Bile	1066	Road Trip USA
English	<p>Book focus: How to train your Dragon/Non-fiction about Vikings</p> <p><b>Text Types</b></p> <p><b>Reports, character profiles, poetry</b></p> <p><b>GPS</b></p> <ul style="list-style-type: none"> <li>• use and understand the terms conjunction, clause and subordinate clause when discussing sentence construction</li> <li>• understand how to punctuate complex sentences, using commas to mark clauses where the sentence begins with the subordinate clause; recognise where the sentence ends and punctuate accurately</li> <li>• understand the meanings of conjunctions and be able to use a wide range of them</li> <li>• understand that the order of clauses can be manipulated for effect</li> <li>• understand and</li> </ul>	<p>Book focus: Romeo and Juliet, The witches/ NF about medicines</p> <p>Text Types:</p> <p>Labels and instruction; letters, play scripts, , non-chronological reports</p> <p>GPS</p> <ul style="list-style-type: none"> <li>• Introduction to inverted commas to punctuate direct speech.</li> <li>• Use of inverted commas and other punctuation to indicate direct speech.</li> </ul>	<p>Book focus: 20,000 leagues under the sea/NF about Seas and Ocean</p> <p>Text Types:</p> <p>Poetry using personification, dilemma stories, biographies, persuasive letters</p> <p>GPS</p> <ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes (for example super-, anti-, auto-).</li> <li>• Word families based on common words, showing how words are related in form and meaning (for example, solver, solution, dissolve, insoluble).</li> <li>• Use of the forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box).</li> <li>• The grammatical difference between plural and possessive s.</li> </ul>	<p>Book focus: Demon Dentist/NF about bodies</p> <p>Text types: Fact files, explanatory texts using idioms, fantasy writing, persuasive texts</p> <p>GPS</p> <ul style="list-style-type: none"> <li>• understand that a word or phrase can fill the adverbial slot in a sentence</li> <li>• understand that adverbials usually express how, when or where, but can also express cause, purpose or reason</li> <li>• understand that adverbials can be moved into different places in a sentence for effect; when they occur at the start of a sentence they are called fronted adverbials</li> </ul>	<p>Book focus: 1066 (I was there)/ NF about the battle and Anglo Saxons</p> <p>Text Types</p> <p>Job applications, kennings (A <b>kenning</b> is a much-compressed form of metaphor, originally used in Anglo-Saxon and Norse poetry) diaries, play scripts, letters</p> <p>GPS</p> <ul style="list-style-type: none"> <li>• understand that most adverbial phrases begin with a preposition and are therefore also prepositional phrases (e.g. Before tea, I had eaten too many sweets. My holiday was ruined because of the rain.)</li> <li>• understand that commas need to be used after fro</li> </ul>	<p>Book focus: The Indian in the cupboard/NF about America and north American Indians</p> <p>Text Types</p> <p>Postcards, Emails, Diary Writing, legends, poetry</p> <p>GPS</p> <p>GPS</p> <ul style="list-style-type: none"> <li>• Use of the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play).</li> <li>• Standard English forms for verb inflections, instead of local spoken forms (for example, we were instead of we was, or I did instead of I done).</li> </ul>



	discuss how different sentence constructions can be used for effect within texts.		Apostrophes to mark singular and plural possession (for example, the girl's name, the girls' names). · Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for example, the strict maths teacher with curly hair). · Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.			
<b>Author of the half term</b>	Cressida Cowell	Shakespeare	Jules Verne	David Walliams	Jim Eldridge	Lynne Reid Banks
<b>Maths</b>	Number: Place Value Number: Addition and Subtraction	Number: Multiplication and Division  Measurement: Area	Number: Fractions  Measurement : Time	Number: Decimals Measurement: Money	Measurement: Perimeter and length  Geometry: Angles  Geometry: Shape and symmetry	Geometry: Position and direction  Statistics  Measurement: Area and perimeter
<b>RE</b>  Christianity  Judaism	<b>Theme:</b> Beliefs and practices  <b>Key Question:</b> How special is the relationship Jews have with God?  Harvest-A time for thinking about belonging to each other	<b>Theme:</b> Christmas  <b>Key Question:</b> What is the most significant part of the nativity story for Christians today?	<b>Theme:</b> Passover  <b>Key Question:</b> How important is it for Jewish people to do what God asks them to do?	<b>Theme:</b> Easter-forgiveness  <b>Key Question:</b> Is forgiveness always possible?	<b>Theme:</b> Rites of passage and good works  <b>Key Question:</b> What is the best way for a Jew to show commitment to God?	<b>Theme:</b> Prayer + Worship  <b>Key Question:</b> Do people need to go to church to show they are Christians?
<b>Science</b>	States of matter	States of matter  - How do smells get up your	Living things and their habitats, Animals, including humans, working scientifically. Water	Teeth types, tooth decay, and hygiene, the digestive system; working	Sound  How far can sound travel?	Electricity

		nose?	distribution	scientifically	Can we block out sound ?	
<b>Computing</b>	Animation; digital images	Algorithms	Programming; video editing; multi-media presentation	Digital images; algorithms; video; online safety	Searching the web; online maps; creating presentations	Collaborative databases and spreadsheets; using logical reasoning; writing programs; effective online research; digital presentations
<b>History</b>	Anglo-Saxons and Vikings	Historic use of potions	19 <sup>th</sup> Century Ocean exploration		1066- The Norman Conquest	Native Americans
<b>Geography</b>	Using maps; settlements; Europe  Trade links		Seas and Oceans of the world; the great barrier reef; environmental issues  Water cycle		Human and physical features in the local area	Using world and US maps; human and physical geography
<b>Art</b>	Patterns and print making; sketchbooks	Design, clay work, crayon art; photography	Observational drawing 3-D Models; clay sculpture; Anthony Gormley - Another place; Batik Art; printing; famous seascapes		The Bayeux Tapestry; drawing; embroidery	Native American dream catchers; weaving; journey sticks
<b>DT</b>	Jewellery and weapon making, models of an Anglo-Saxon Home; Clay Rune Stones	Product development	Submarine design; working models	Healthy foods; textiles; working models	Making Norman helmets designing drawbridges and castles; making a doomsday book	Preparing US dishes, model making, Totem pole design
<b>PSHCE</b>	<b>Living in the wider world</b>  Rules, Rights and Responsibilities  Caring about the environment  Money	<b>Health and Wellbeing</b>  Feelings and emotions  Relationships	<b>Health and Wellbeing</b>  Keeping Safe	<b>Health and Wellbeing</b>  Healthy Lifestyles	<b>Relationships</b>  Healthy Relationships  Valuing Difference	<b>Health and Wellbeing</b>  Growing and Changing

<b>PE</b>	<b>Playtime Games</b>	<b>Gymnastics</b>	<b>Dance</b> Country dancing	<b>Attacking and defending</b> Quik Cricket	<b>Athletics</b> Jumping	<b>Outdoor Adventurous</b> Team Building
<b>Spanish</b>	Colours Numbers 1-10	Parts of the body	Spanish translation	Receptive use Productive use	Family members	Ask and answer questions
<b>Music</b>	Mamma Mia Flutes	Five gold rings Flutes	Flutes In The Groove	Benjamin Britten Cuckoo! Flutes	Lean on Me Flutes	Reflect, Rewind, Replay Flutes
<b>Assessments</b>	Reading - Rising Stars Autumn 1 GPS - Rising stars Autumn 1 Maths Hub Reasoning aut 1 and arithmetic aut 1 Assessed piece of independent writing	Reading - Rising Stars Autumn 2 GPS - Rising stars Autumn 2 Maths Hub Reasoning aut 2 and arithmetic aut 2 Assessed piece of independent writing	Reading - Rising Stars Spring 1 GPS - Rising stars Spring 1 Maths Hub Reasoning spr 1 and arithmetic spr 1 Assessed piece of independent writing	Reading - Rising Stars spr 2 GPS - Rising stars spr 2 Maths Hub Reasoning spr 2 and arithmetic spr 2 Assessed piece of independent writing	Reading - Rising Stars Sum 1 GPS - Rising stars summer 1 Maths Hub Reasoning summer 1 and arithmetic summer 1 Assessed piece of independent writing	Reading - Rising Stars Sum 2 GPS - Rising stars summer 2 Maths Hub Reasoning summer 2 and arithmetic summer 2 Assessed piece of independent writing
<b>End of Topic Piece</b>	Viking visit	Rewind to Christmas		Easter performance	Anglo-saxon afternoon	

<b>Year 5</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I am Warrior!	Stargazers	Time Traveller	Scream Machine	Pharos	Allotment
<b>English</b>	Book focus: Boudicca's diary ... I was there/Non- fiction about Romans  <b>Text Types</b>  <b>Soliloquies, play scripts, instructions, invitations, menus, letters</b>	Book focus: Northern Lights/NF about space  Text types:  Mnemonics; free-verse poetry; newspaper reports  GPS	Book focus: Tom's midnight garden, Gangster Granny  Text Types  Character study, narrative adventure, leaflets,	Book focus: The boy who swam with piranhas/NF about roller coasters and thrills  Text types: poetry, short narrative with dialogue, signage and adverts  GPS	Book focus: My story Princess of Egypt/ NF about Egypt  Text Types  Travel guides, persuasive texts, podcasts, diaries, leaflets	Book focus: The secret garden/ NF about plants and growing things  Text Types Non- chronological reports, instructions, explanations, narrative, poetry  GPS

	<p><b>GPS</b></p> <ul style="list-style-type: none"> <li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses.</li> <li>• Use of commas to clarify meaning or avoid ambiguity.</li> <li>• Brackets, dashes or commas to indicate parenthesis.</li> <li>• The difference between structures typical of informal and formal speech, and writing.</li> </ul>	<p>The difference between structures typical of informal and formal speech, and structures appropriate for formal speech and writing.</p>	<p><b>GPS</b></p> <ul style="list-style-type: none"> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>• Use of commas to clarify meaning or avoid ambiguity.</li> <li>• How words are related by meaning as synonyms and antonyms (for example, big, large, little).</li> <li>• How hyphens can be used to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover).</li> </ul>	<ul style="list-style-type: none"> <li>• Indicating degrees of possibility using adverbs (for example, perhaps and surely).</li> <li>• Devices to build cohesion within a paragraph (for example, then, after that, this, firstly).</li> <li>• Linking ideas across paragraphs using adverbials of time (for example later), place (for example, nearby) and number (for example, secondly).</li> <li>• Grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, as a consequence)</li> </ul>	<p><b>GPS</b></p> <ul style="list-style-type: none"> <li>• Indicating degrees of possibility using modal verbs (for example, might, should, will, must).</li> <li>• Use of the passive to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)).</li> <li>• Converting nouns or adjectives into verbs using suffixes (for example, -ate, -ise, -ify).</li> <li>• Linking ideas across paragraphs using tense choices (for example, he had seen her before).</li> <li>• Verb prefixes (for example, dis-, de-, mis-, over- and re-).</li> </ul>	<ul style="list-style-type: none"> <li>• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out - discover; ask for - request; go in - enter).</li> <li>• Linking ideas across paragraphs using tense choices (for example, he had seen her before).</li> <li>• Recognise and use vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive.</li> </ul>
<b>Author of the half term</b>	Jim Eldridge	Philip Pullman	Philippa Pearce	David Almond	Vince Cross	Frances Hodgson Burnett
<b>Maths</b>	<p>Number: Place Value</p> <p>Number: Addition and Subtraction</p>	<p>Number: Multiplication and Division</p> <p>Statistics</p>	<p>Number: Fractions</p> <p>Number: Decimals</p>	<p>Number: Decimals</p> <p>Number: Percentages</p>	<p>Geometry: Angles</p> <p>Geometry: Shapes</p> <p>Geometry: Position and Direction</p>	<p>Number: Prime Numbers</p> <p>Perimeter and Area</p> <p>Measures volume</p>
<p><b>RE</b></p> <p>Christianity</p> <p>Sikhism</p>	<p><b>Theme:</b> Belief into action</p> <p><b>Key Question:</b> How far would a Christian or a Sikh go for their religion?</p>	<p><b>Theme:</b> Christmas</p> <p><b>Key Question:</b> Is the Christmas story true?</p>	<p><b>Theme:</b> Beliefs and moral values</p> <p><b>Key Question:</b> Are Christian and Sikh stories</p>	<p><b>Theme:</b> Easter</p> <p><b>Key Question:</b> Did God intend Jesus to be crucified?</p>	<p><b>Theme:</b> Prayer + Worship</p> <p><b>Key Question:</b> What is the best way for a Sikh to show commitment to</p>	<p><b>Theme:</b> Beliefs + Practices</p> <p><b>Key Question:</b> What is the best way for a Christian to show</p>

	Harvest- A time to reflect on the Christian understanding of God's promise		important today?		God?	commitment to God?
<b>Science</b>	Love to investigate; Working scientifically  -Can we slow cooling down?  Do we slow down as we get older?  Why is holly pickly?	Forces  -Why do planets have craters?  -Can we track the sun?  Earth and space	Animals (including humans; living things and their habitats, working scientifically	Forces properties of everyday materials; mechanisms; working scientifically	Changing state	Plant reproduction and lifecycles; lifecycles of mammals, amphibians, insects and birds; working scientifically
<b>Computing</b>	Blogging	Programming/coding	Digital portraits; data logging; online research; online safety	Digital photography; creating digital maps; effective online research; logical reasoning and algorithms; online safety, respectful use of tec	Presenting information	Using the web; word processing; online safety
<b>History</b>	The Roman Empire and its impact on Britain	Significant Individuals - Galileo, Isaac Newton; 1960s space race	Changes over the last century		Ancient Egypt	
<b>Geography</b>	Comparing Britain and Italy; using maps; locational knowledge; human and physical geography	Locating physical features	Changes in the local community	Theme parks in the UK and overseas	Egypt/ modern day	Land use; food origin; geographical skills and fieldwork; map work; climate
<b>Art</b>	Drawing; sculpture; mosaic; jewellery making	Printing and design	Photography; great artists - Andy Warhol, Salvador Dali; collage	Photography and image editing	Egyptian Art, hieroglyphics	Botanical drawing and painting; wire sculpture
<b>DT</b>	Shields and helmets; Roman food; Roman Design	Selecting materials; design and research; structures and evaluation	Selecting materials	Ride design; programming models; mechanical systems; working models; evaluation; food	Building structures - pyramids	Cooking and nutrition; making planters; making structures and growing plants

<b>PSHCE</b>	Living in the wider world Rules, Rights and Responsibilities Caring about the environment Money	Health and Wellbeing Feelings and emotions Relationships	Health and Wellbeing Keeping Safe	Health and Wellbeing Healthy Lifestyles	Relationships Healthy Relationships Valuing Difference	Health and Wellbeing Growing and Changing
<b>PE</b>	Playtime Games	Gymnastics	Dance Bollywood dancing	Swimming	Swimming Outdoor Adventurous - Ingelborough	Swimming
<b>Spanish</b>	Buildings on the high street	Directions Asking where places are	Days Hobbies Sports	Fruits Foods Breakfast	Days of the week Weather	Saying where you live
<b>Music</b>	Don't Stop Believing	Bells Ring Out	Classroom Jazz 1	Stop Space	Benjamin Britten Tragic Story  Egypt	Reflect, Rewind, Replay  Space
<b>Assessments</b>	Reading - Rising Stars Autumn 1 GPS - Rising stars Autumn 1 Maths Hub Reasoning aut 1 and arithmetic aut 1 Assessed piece of independent writing	Reading - Rising Stars Autumn 2 GPS - Rising stars Autumn 2 Maths Hub Reasoning aut 2 and arithmetic aut 2 Assessed piece of independent writing	Reading - Rising Stars Spring 1 GPS - Rising stars Spring 1 Maths Hub Reasoning spr 1 and arithmetic spr 1 Assessed piece of independent writing	Reading - Rising Stars spr 2 GPS - Rising stars spr 2 Maths Hub Reasoning spr 2 and arithmetic spr 2 Assessed piece of independent writing	Reading - Rising Stars Sum 1 GPS - Rising stars summer 1 Maths Hub Reasoning summer 1 and arithmetic summer 1 Assessed piece of independent writing	Reading - Rising Stars Sum 2 GPS - Rising stars summer 2 Maths Hub Reasoning summer 2 and arithmetic summer 2 Assessed piece of independent writing
<b>End of Topic Piece</b>					Egyptian afternoon	End of year performance

<b>Year 6</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	Revolution	Frozen Kingdom /Fallen Fields Nov 6 <sup>th</sup> - 10 <sup>th</sup> 2017	Gallery Rebels	Blood Heart	Tomorrow's World	Transition
<b>English</b>	<p>Book focus: Oliver Twist/Non-Fiction about Victorians</p> <p><b>Text Types:</b></p> <p>Non-chronological reports, diary writing, biographies, limericks</p> <p><b>GPS</b></p> <p>Test analysis and revision</p> <p>Application in writing</p>	<p>Book focus: The call of the wild/ NF about polar regions</p> <p>Text Types:</p> <p>Newspaper reports, poetry, short narrative, diary</p> <p><b>GPS</b></p> <p>Test analysis and revision</p> <p>Application in writing</p>	<p>Book focus: The great wave: A children's book inspired by Hokusai, Selfie; the changing face of portraits/ NF books about art</p> <p>Text types:</p> <p>Expressionist poetry, surrealist narrative, explanatory texts</p> <p><b>GPS</b></p> <p>Test analysis and revision</p> <p>Application in writing</p>	<p>Book focus: Pig heart boy/NF about keeping healthy</p> <p>Text Types:</p> <p>Non-chronological reports, shape poetry, slogans and adverts, biographies, narrative using personification</p> <p><b>GPS</b></p> <p>Test analysis and revision</p> <p>Application in writing</p>	<p>Book focus: Stormbreaker/NF about tec</p> <p>Text Types</p> <p>Emails and Blogs, newspaper reports, websites, thriller narratives, podcasts</p> <p><b>GPS</b></p> <p>Application in writing</p>	<p>Book focus: Room 13</p> <p>Text Types</p> <p>Speeches, letters, recounts, poems</p> <p><b>GPS</b></p> <p>Application in writing</p>
<b>Authors of the half term</b>	Dickens	Jack London	Anthony Browne	Malorie Blackman	Anthony Horowitz	Robert Swindells
<b>Maths</b>	<p>Number- Place Value</p> <p>Number- Addition, Subtraction, Multiplication and Division</p>	Fractions	<p>Number- Decimals</p> <p>Number- Percentages</p> <p>Measurement</p>	<p>Number- Algebra</p> <p>Number- Ratio</p> <p>Geometry and Statistics</p>	<p>Geometry- Properties of Shapes</p> <p>Geometry- Position and Direction</p>	Post SATs Project Work
<b>RE</b> Islam Christianity Buddhism	<p><b>Theme:</b> Beliefs and practices</p> <p><b>Key Question:</b> What is the best way for a Muslim to show commitment to God?</p> <p>Harvest-A time for</p>	<p><b>Theme:</b> Christmas</p> <p><b>Key Question:</b> How significant is it that Mary was Jesus' mother?</p>	<p><b>Theme:</b> Beliefs and Meaning</p> <p><b>Key Question:</b> Is anything ever eternal?</p>	<p><b>Theme:</b> Easter</p> <p><b>Key Question:</b> Is Christianity still a strong religion 2000 years after Jesus was on earth?</p>	<p><b>Theme:</b> Beliefs and moral values</p> <p><b>Key Question:</b> Does belief in Akhirah (life after death) help Muslims lead good lives?</p>	<p><b>Theme:</b> Beliefs and moral values</p> <p><b>Key Question:</b> Does belief in Akhirah (life after death) help Muslims lead good lives?</p>

	thinking about our place in Creation					
<b>Science</b>	Electricity	Animals and their habitats	Light	Human circulatory system; measuring heart rate; history of blood groups; lifestyle effects; working scientifically	Light and Electricity	Evolution and inheritance -where do wild plants grow best?  -Why do birds have different beaks?
<b>Computing</b>	Digital photography	Algorithms	Collecting, evaluating and presenting information; online safety	Using website, flow diagrams	Effective and safe online research; computer networks; Algorithms; safe downloads	Technology in the wider world
<b>History</b>	The Victorians	Emigration in the early 1900s  WW1			History of computing	
<b>Geography</b>	Cities and Transport in Victorian times; using maps	Features of the polar regions	Locational knowledge			
<b>Art</b>	Portraits	Painting, block painting	Great Artists of the 19 <sup>th</sup> , 20 <sup>th</sup> , 21 <sup>st</sup> century	Modelling and sculpture; abstract art	Logo design	Transition
<b>DT</b>	Victorian home craft	Building an igloo	Selecting and using tools	Selecting tools and equipment; healthy recipes; product packaging; working models	Key individuals in design and technology; programming; monitoring and controlling products; product design	
<b>PSHCE</b>	<b>Living in the wider world</b>  Rules, Rights and Responsibilities  Caring about the environment  Money	<b>Health and Wellbeing</b>  Feelings and emotions  Relationships	<b>Health and Wellbeing</b>  Keeping Safe	<b>Health and Wellbeing</b>  Healthy Lifestyles	<b>Relationships</b>  Healthy Relationships  Valuing Difference	<b>Health and Wellbeing</b>  Growing and Changing



<b>PE</b>	<b>Playtime Games</b>  <b>Outdoor Adventurous - Elterwater</b>	<b>Gymnastics</b>	<b>Dance</b>  Expressive Dance	<b>Attacking and defending</b>  Hockey	<b>Athletics</b>  Running	<b>Outdoor Adventurous</b>  Orienteering
<b>Spanish</b>	Classroom Routines  Clothes	Family Members  Verb - ser	Singing in spanish	Requests  Alphabet	Hobbies  Colours  Numbers 1-50	Transport  Names of places to visit
<b>Music</b>	Living on a Prayer  English folk songs Parlour songs	Benjamin Britten A New Year Carol - Music History	Classroom Jazz 2  Improvise and compose music from different traditions	Fresh Prince of Bel Air	Make you feel my love  Staying Healthy Play and perform	Reflect, Rewind, Replay  Around the World Improvise and compose music from different traditions
<b>Assessments</b>	KS2 past sats (2016) Assessed piece of independent writing	Maths/Reading/GP/S CGP practise SATs Assessed piece of independent writing	KS2 past sats (2017) Assessed piece of independent writing	Maths/Reading/GP/S CGP practise SATs Assessed piece of independent writing	SATs	
<b>Special Events</b>	Elterwater	Shared Church day			Future Afternoon	Doe Park  End of year production  End of year service