

## **Maple Tree Lower School**

### **Curriculum planning**

We teach our curriculum wherever possible through a thematic topic (eg The Romans). We find children quickly become enthusiastic about the topic and we can capture that enthusiasm to develop subject specific skills in a purposeful way. It also enables children to see the connections between the different subject areas and puts learning into a real context for them.

We aim that every topic starts with a really interesting event and includes visits or visitors to bring the learning to life.

As we have mixed age classes, we have a rolling programme of themes in order that children do not meet the same leaning experiences as they move through the school.

### **Mathematics.**

Our core teaching in Mathematics follows the Abacus Evolve scheme published by Pearson. We believe that using a scheme ensures a structured progression of maths skills with a consistent approach from year 1 to year 4. The published scheme includes active problem solving as well as book-work and our teachers supplement the scheme with a variety of activities and resources which make the maths learning more lively and connect it with real life experiences. We place a strong emphasis on the learning of key maths facts (addition and subtraction of numbers to 20, and multiplication facts to  $10 \times 10$ ) and we ask parents to help with homework practice to ensure that children have instant recall of these facts which they will need for more advanced problem solving.

### **Literacy**

#### **Speaking and Listening**

Speaking and listening skills are developed as an integral part of our learning in all subjects. Through our topic work we ensure that children's vocabulary is developed.

Use of talk partners enables children to practice talk and dialogue for learning. We use drama particularly to explore different types of talk and our 'Talk for Writing' curriculum involves children in learning and retelling stories.

#### **Reading**

Reading in school starts with a phonic based approach to learning to read. Our reception children enjoy learning the corresponding sound (or phoneme) for each letter through the use of 'Letters and Sounds' to ensure that children achieve mastery of all their sounds for reading in years 1 and 2. The 'Jolly Phonics' approach, which uses rhymes, songs and actions to ensure the learning is fast and fun is used particularly in the foundation stage to supplement the learning.

Reading books are carefully graded with reading based on texts at an appropriate level for the child's decoding skills. We do not have one specific scheme but rather a mixture of books which are colour graded according to the 'Book Bands for Guided Reading' system.

Reading comprehension also starts from the very beginning with guided reading sessions to explore understanding.

Once children have learned to reliably decode print, guided group reading continues throughout Key stage 2 to explore the skills of:

- skimming and scanning texts to find information
- a deeper level of understanding using inference and deduction
- an appreciation of themes.

We encourage a love of reading through the reading of stories regularly in class as well as a daily quiet or shared reading time.

## **Writing**

In the earliest stages children are encouraged to breakdown the sounds they hear in words and use their phonic skills to write them as part of their daily phonics sessions.

They are taught correct letter formation using the 'Nelson' handwriting scheme and encouraged to have-a-go at writing in a variety of 'play' settings as well as in guided groups with the teacher.

We use class topic work as a focus for reading and writing activities. Our children enjoy writing because of our commitment to a 'Talk for Writing' approach which means that children have had lots of oral rehearsal before writing and so feel confident and clear about the content of their writing before they start.

We ensure that children have a variety of purposes and contexts for their writing, including Newspaper reports, letters, diaries, reports, biographies, instructions, persuasion, discussion and recounts.

Spelling skills and strategies are taught weekly. Children are expected to master the spelling of the main key words by the end of Year 2. Parents are asked to help children with learning spellings at home as part of homework.

## **Science**

We use the national curriculum as a basis for developing our science which is incorporated into our thematic approach. Children learn to develop scientific skills through planning, carrying out and evaluating regular investigations as well as learning about the important science concepts and knowledge.

## **Computing**

Computing is an integral part of learning in school we use classroom computers, i-pads and a bank of wireless networked laptops for research, presentation and communication. Skills are developed systematically through weekly dedicated computing lessons .

## **History and Geography**

These subjects are taught thematically through our different topics, some of which will be specifically history or geography focussed. The content of these subjects are guided by the national curriculum.

## **Religious Education**

We follow the Bedfordshire agreed syllabus for RE in common with all other maintained schools in the County. This ensures a rich mix of learning about Christianity and other World Religions through themes. Sometimes elements of the RE syllabus can be met through our topic work but generally this subject is taught specifically.

## **Personal, Social, Moral and Health education**

Weekly lessons explore feelings, social situations and aspirations through circle time, drama and group activities. We have a whole school planned curriculum which includes progressive and age appropriate learning about drugs as medicine, relationship education within a familial setting etc.

## **Music**

Weekly music sessions develop children's sense of rhythm, timing and pitch through listening and composition activities based on the 'Music Express' scheme of work. We have a wide variety of instruments in school. Children develop singing skills and a love of singing as part of their music lessons. They regularly sing in assemblies.

## **Art**

Art is incorporated into our thematic learning. Children are taught a range of skills using a variety of media. These skills are then utilised to create a range of art work tailored to the topic and may include sketching, painting, printing, sculpting etc.

## **Design Technology**

Our design Technology curriculum is linked to our topic and science work. Children practice a range of techniques and skills including cutting, shaping and combining a range of materials. As in art, these DT skills will be used to create a range of outcomes relevant to the topic.

### **Modern Foreign Language**

In key stage 2 children begin a more structured approach learning French vocabulary and conversational language. They also learn about French culture through eating French food, learning French songs and reading French books.

### **Physical Education**

All children participate in regular PE sessions each week. The children experience a range of PE skills including gymnastics, athletics, ball skills, team games and dance. Through our sports premium funding all children from year 1 to year 4 receive tennis coaching. Swimming is taught in KS2.

At Maple Tree Lower School we use the new national curriculum which came into force in September 2014 as a basis for the development of our creative curriculum. The requirements of the new national curriculum are shown in the following pages.

# Curriculum Overview for Year 1

<b>English</b> <b>Writing</b> <ul style="list-style-type: none"> <li>Match graphemes for all phonemes</li> <li>Read accurately by blending words</li> <li>Read words with very common suffixes</li> <li>Read contractions &amp; understand purpose</li> <li>Read phonics books aloud</li> <li>Link reading to own experiences</li> <li>Join in with predictable phrases</li> <li>Discuss significance of title &amp; events</li> <li>Make simple predictions</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>Leave spaces between words</li> <li>Begin to use basic punctuation: . ? !</li> <li>Use capital letters for proper nouns.</li> <li>Use common plural &amp; verb suffixes</li> <li>Form lower case letters correctly</li> <li>Form capital letters &amp; digits</li> <li>Compose sentences orally before writing</li> <li>Read own writing to peers or teachers</li> </ul>	<b>Art &amp; Design</b> (KS1) <ul style="list-style-type: none"> <li>Use a range of materials</li> <li>Use drawing, painting and sculpture</li> <li>Develop techniques of colour, pattern, texture, line, shape, form and space</li> <li>Organise, store, retrieve &amp; manipulate data</li> <li>Communicate online safely and respectfully</li> <li>Recognise uses of IT outside of school</li> </ul>	<b>Computing</b> (KS1) <ul style="list-style-type: none"> <li>Understand use of algorithms</li> <li>Write &amp; test simple programs</li> <li>Use logical reasoning to make predictions</li> <li>Organise, store, retrieve &amp; manipulate data</li> <li>Communicate online safely and respectfully</li> <li>Recognise uses of IT outside of school</li> </ul>
<b>Mathematics</b> <b>Number/Calculation</b> <ul style="list-style-type: none"> <li>Count to / across 100</li> <li>Count in 1s, 2s, 5s and 10s</li> <li>Identify 'one more' and 'one less'</li> <li>Read &amp; write numbers to 20</li> <li>Use language, e.g. 'more than', 'most'</li> <li>Use +, - and = symbols</li> <li>Know number bonds to 20</li> <li>Add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>Solve one-step problems, including simple arrays</li> </ul>	<b>Geometry &amp; Measures</b> <ul style="list-style-type: none"> <li>Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest</li> <li>Begin to measure length, capacity, weight</li> <li>Recognise coins &amp; notes</li> <li>Use time &amp; ordering vocabulary</li> <li>Tell the time to hour/half-hour</li> <li>Use language of days, weeks, months &amp; years</li> <li>Recognise &amp; name common 2-d and 3-d shapes</li> <li>Order &amp; arrange objects</li> </ul>	<b>Design &amp; Technology</b> (KS1) <ul style="list-style-type: none"> <li>Generate, model &amp; communicate ideas</li> <li>Use range of tools &amp; materials to complete practical tasks</li> <li>Evaluate existing products &amp; own ideas</li> <li>Build and improve structure &amp; mechanisms</li> <li>Understand where food comes from</li> </ul>	<b>Geography</b> (Y1) <ul style="list-style-type: none"> <li>Name &amp; locate the four countries and capital cities of the United Kingdom using atlases &amp; globes</li> <li>Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world</li> <li>Use basic geographical vocabulary to refer to local &amp; familiar features</li> <li>Use four compass directions &amp; simple vocab</li> </ul>
<b>Science</b> <b>Biology</b> <ul style="list-style-type: none"> <li>Identify basic plants</li> <li>Identify basic plant parts (roots, leaves, flowers, etc.)</li> <li>Identify &amp; compare common animals</li> <li>Identify &amp; name basic body parts</li> </ul>	<b>History</b> (KS1) <ul style="list-style-type: none"> <li>Key Concepts</li> <li>Changes in living memory (linked to aspects of national life where appropriate)</li> </ul>	<b>Physical Education</b> (KS1) <ul style="list-style-type: none"> <li>Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination</li> <li>Participate in team games</li> <li>Perform dances using simple movement</li> <li>Swimming proficiency at 25m (KS1 or KS2)</li> </ul>	<b>Religious Education</b> <ul style="list-style-type: none"> <li>Continue to follow locally-agreed syllabus for RE</li> </ul>
<b>Science</b> <b>Chemistry</b> <ul style="list-style-type: none"> <li>Distinguish between objects &amp; materials</li> <li>Identify &amp; name common materials</li> <li>Describe simple properties of some materials</li> </ul>	<b>History</b> (KS1) <ul style="list-style-type: none"> <li>Key Individuals</li> <li>Lives of significant historical figures, including comparison of those from different periods</li> <li>Significant local people</li> </ul>	<b>Physical Education</b> (KS1) <ul style="list-style-type: none"> <li>Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination</li> <li>Participate in team games</li> <li>Perform dances using simple movement</li> <li>Swimming proficiency at 25m (KS1 or KS2)</li> </ul>	<b>Religious Education</b> <ul style="list-style-type: none"> <li>Continue to follow locally-agreed syllabus for RE</li> </ul>
<b>Science</b> <b>Physics</b> <ul style="list-style-type: none"> <li>Observe weather associated with changes of season</li> </ul>	<b>Key Events</b> <ul style="list-style-type: none"> <li>e.g. Bonfire night</li> <li>Events of local importance</li> </ul>	<b>Physical Education</b> (KS1) <ul style="list-style-type: none"> <li>Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination</li> <li>Participate in team games</li> <li>Perform dances using simple movement</li> <li>Swimming proficiency at 25m (KS1 or KS2)</li> </ul>	<b>Religious Education</b> <ul style="list-style-type: none"> <li>Continue to follow locally-agreed syllabus for RE</li> </ul>

## Curriculum Overview for Year 2

<b>English</b> <ul style="list-style-type: none"> <li><b>Reading</b> <ul style="list-style-type: none"> <li>Develop phonics until decoding secure</li> <li>Read common suffixes</li> <li>Read &amp; re-read phonic-appropriate books</li> <li>Read common 'exception' words</li> <li>Discuss &amp; express views about fiction, non-fiction &amp; poetry</li> <li>Become familiar with &amp; retell stories</li> <li>Ask &amp; answer questions; make predictions</li> <li>Begin to make inferences</li> </ul> </li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>Spell by segmenting into phonemes</li> <li>Learn to spell common 'exception' words</li> <li>Spell using common suffixes, etc.</li> <li>Use appropriate size letters &amp; spaces</li> <li>Develop positive attitude &amp; stamina for writing</li> <li>Begin to plan ideas for writing</li> <li>Record ideas sentence-by-sentence</li> <li>Make simple additions &amp; changes after proof-reading</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>Use . ! ? , and '</li> <li>Use simple conjunctions</li> <li>Begin to expand noun phrases</li> <li>Use some features of standard English</li> </ul>	<b>Speaking &amp; Listening</b> <ul style="list-style-type: none"> <li>Articulate &amp; Justify answers</li> <li>Initiate &amp; respond to comments</li> <li>Use spoken language to develop understanding</li> </ul>
	<b>Number/Calculation</b> <ul style="list-style-type: none"> <li>Know 2, 5, 10x tables</li> <li>Begin to use place value (T/U)</li> <li>Count in 2s, 3s, 5s &amp; 10s</li> <li>Identify, represent &amp; estimate numbers</li> <li>Compare / order numbers, inc. &lt; &gt; =</li> <li>Write numbers to 100</li> <li>Know number facts to 20 (+ related to 100)</li> <li>Use x and ÷ symbols</li> <li>Recognise commutative property of multiplication</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>Know and use standard measures</li> <li>Read scales to nearest whole unit</li> <li>Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds</li> <li>Tell time to the nearest 5 minutes</li> <li>Identify &amp; sort 2-d &amp; 3-d shapes</li> <li>Order and arrange mathematical objects</li> <li>Use terminology of position &amp; movement</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>Find and write simple fractions</li> <li>Understand equivalence of e.g. <math>2/4 = 1/2</math></li> </ul>
<b>Science</b> <ul style="list-style-type: none"> <li><b>Biology</b> <ul style="list-style-type: none"> <li>Differentiate living, dead and non-living</li> <li>Growing plants (water, light, warmth)</li> <li>Basic needs of animals &amp; offspring</li> <li>Simple food chains &amp; habitats</li> </ul> </li> <li><b>Chemistry</b> <ul style="list-style-type: none"> <li>Identify and compare uses of different materials</li> <li>Compare how things move on different surfaces</li> </ul> </li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>Key Concepts <ul style="list-style-type: none"> <li>Changes in living memory (linked to aspects of national life where appropriate)</li> </ul> </li> <li>Key Individuals <ul style="list-style-type: none"> <li>Lives of significant historical figures, including comparison of those from different periods</li> <li>Significant local people</li> </ul> </li> <li>Key Events <ul style="list-style-type: none"> <li>e.g. Bonfire night</li> <li>Events of local importance</li> </ul> </li> </ul>	<b>Physical Education (KS1)</b> <ul style="list-style-type: none"> <li>Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination</li> <li>Participate in team games</li> <li>Perform dances using simple movement</li> <li>Swimming proficiency at 25m (KS1 or KS2)</li> </ul>	<b>Education</b> <ul style="list-style-type: none"> <li>Continue to follow locally-agreed syllabus for RE</li> </ul>
	<b>Art &amp; Design (KS1)</b> <ul style="list-style-type: none"> <li>Use a range of materials</li> <li>Use drawing, painting and sculpture</li> <li>Develop techniques of colour, pattern, texture, line, shape, form and space</li> <li>Organise, store, retrieve &amp; manipulate data</li> <li>Communicate online safely and respectfully</li> <li>Recognise uses of IT outside of school</li> </ul>	<b>Computing</b> <ul style="list-style-type: none"> <li>Understand use of algorithms</li> <li>Write &amp; test simple programs</li> <li>Use logical reasoning to make predictions</li> <li>Learn about range of artists, craftsmen and designers</li> </ul>	<b>Geography (Y2)</b> <ul style="list-style-type: none"> <li>Name &amp; locate world's continents and oceans</li> <li>Compare local area to a non-European country</li> <li>Use basic vocabulary to describe a less familiar area</li> <li>Use aerial images and other models to create simple plans and maps, using symbols</li> <li>Use simple fieldwork and observational skills to study the immediate environment</li> </ul>
<b>Design &amp; Technology (KS1)</b> <ul style="list-style-type: none"> <li>Generate, model &amp; communicate ideas</li> <li>Use range of tools &amp; materials to complete practical tasks</li> <li>Evaluate existing products &amp; own ideas</li> <li>Build and improve structure &amp; mechanisms</li> <li>Understand where food comes from</li> </ul>	<b>Languages</b> <ul style="list-style-type: none"> <li>Sing songs</li> <li>Play tuned &amp; untuned instruments musically</li> <li>Listen &amp; understand live and recorded music</li> <li>Make and combine sounds musically</li> </ul>	<b>Music (KS1)</b> <ul style="list-style-type: none"> <li>Sing songs</li> <li>Play tuned &amp; untuned instruments musically</li> <li>Listen &amp; understand live and recorded music</li> <li>Make and combine sounds musically</li> </ul>	<b>Religious Education</b> <ul style="list-style-type: none"> <li>Continue to follow locally-agreed syllabus for RE</li> </ul>
	<b>History (KS1)</b> <ul style="list-style-type: none"> <li>Changes in living memory (linked to aspects of national life where appropriate)</li> </ul>	<b>Key Concepts</b> <ul style="list-style-type: none"> <li>Changes in living memory (linked to aspects of national life where appropriate)</li> </ul>	<b>Education</b> <ul style="list-style-type: none"> <li>Continue to follow locally-agreed syllabus for RE</li> </ul>

## Curriculum Overview for Year 3

<b>English</b> <ul style="list-style-type: none"> <li><b>Reading</b> <ul style="list-style-type: none"> <li>• Use knowledge to read 'exception' words</li> <li>• Read range of fiction &amp; non-fiction</li> <li>• Use dictionaries to check meaning</li> <li>• Prepare poems &amp; plays to perform</li> <li>• Check own understanding of reading</li> <li>• Draw inferences &amp; make predictions</li> <li>• Retrieve &amp; record information from non-fiction books</li> <li>• Discuss reading with others</li> </ul> </li> <li><b>Writing</b> <ul style="list-style-type: none"> <li>• Use prefixes &amp; suffixes in spelling</li> <li>• Use dictionary to confirm spellings</li> <li>• Write simple dictated sentences</li> <li>• Use handwriting joins appropriately</li> <li>• Plan to write based on familiar forms</li> <li>• Rehearse sentences orally for writing</li> <li>• Use varied rich vocabulary</li> <li>• Create simple settings &amp; plot</li> <li>• Assess effectiveness of own and others' writing</li> </ul> </li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li><b>Number/Calculation</b> <ul style="list-style-type: none"> <li>• Learn 3, 4 &amp; 8x tables</li> <li>• Secure place value to 100</li> <li>• Mentally add &amp; subtract units, tens or hundreds to numbers of up to 3 digits</li> <li>• Written column addition &amp; subtraction</li> <li>• Solve number problems, including multiplication &amp; simple division and missing number problems</li> <li>• Use commutativity to help calculations</li> </ul> </li> <li><b>Geometry &amp; Measures</b> <ul style="list-style-type: none"> <li>• Measure &amp; calculate with metric measures</li> <li>• Measure simple perimeter</li> <li>• Add/subtract using money in context</li> <li>• Use Roman numerals up to XII; tell time</li> <li>• Calculate using simple time problems</li> <li>• Draw 2-d / Make 3-d shapes</li> <li>• Identify and use right angles</li> <li>• Identify horizontal, vertical, perpendicular and parallel lines</li> </ul> </li> </ul>	<b>Computing</b> <ul style="list-style-type: none"> <li>• Design &amp; write programs to achieve specific goals, including solving problems</li> <li>• Use logical reasoning</li> <li>• Understand computer networks</li> <li>• Use internet safely and appropriately</li> <li>• Collect and present data appropriately</li> </ul>	<b>Art &amp; Design</b> (LKS2) <ul style="list-style-type: none"> <li>• Use sketchbooks to collect, record and evaluate ideas</li> <li>• Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>• Learn about great artists, architects &amp; designers</li> <li>• Introduce speech punctuation</li> <li>• Know language of clauses</li> <li>• Give structured descriptions</li> </ul>
		<b>Design &amp; Technology</b> (LKS2) <ul style="list-style-type: none"> <li>• Use research&amp; criteria to develop products which are fit for purpose</li> <li>• Use annotated sketches and prototypes to explain ideas</li> <li>• Evaluate existing products and improve own work</li> <li>• Use mechanical systems in own work</li> <li>• Understand seasonality; prepare &amp; cook mainly savoury dishes</li> </ul>	<b>Geography</b> (LKS2) <ul style="list-style-type: none"> <li>• Locate world's countries, focussing on Europe &amp; Americas focus on key physical &amp; human features</li> <li>• Study a region of the UK (not local area)</li> <li>• Use 8 points of compass, symbols &amp; keys</li> <li>• Describe &amp; understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links, etc.</li> <li>• Use fieldwork to observe, measure &amp; record</li> </ul>
<b>Science</b> <ul style="list-style-type: none"> <li><b>Biology</b> <ul style="list-style-type: none"> <li>• Plants, incl. parts, life cycle and requirements for life</li> <li>• Animals: skeletons &amp; nutrition</li> </ul> </li> <li><b>Chemistry</b> <ul style="list-style-type: none"> <li>• Classification of rock types</li> <li>• Simple understanding of fossilisation</li> </ul> </li> <li><b>Physics</b> <ul style="list-style-type: none"> <li>• Sources of light; shadows &amp; reflections</li> <li>• Simple forces, including magnetism</li> </ul> </li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li><b>British History (taught chronologically)</b> <ul style="list-style-type: none"> <li>• Stone Age to Iron Age Britain, including:               <ul style="list-style-type: none"> <li>- hunter-gatherers and early farmers</li> <li>- Bronze age religion, technology &amp; travel</li> <li>- Iron age hill forts</li> </ul> </li> </ul> </li> <li><b>Broader History Study</b> <ul style="list-style-type: none"> <li>• A local history study, e.g.               <ul style="list-style-type: none"> <li>- A depth study linked to a studied period</li> <li>- A study over a period of time</li> <li>- A post-1066 study of relevant local history</li> </ul> </li> </ul> </li> </ul>	<b>Physical Education</b> <ul style="list-style-type: none"> <li>• Use running, jumping, catching and throwing in isolation and in combination</li> <li>• Play competitive games, modified as appropriate</li> <li>• Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>• Compare performances to achieve personal bests</li> <li>• Swimming proficiency at 25m (KS1 or KS2)</li> </ul>	<b>Religious Education</b> <ul style="list-style-type: none"> <li>• Continue to follow locally-agreed syllabus for RE</li> </ul>
		<b>Music</b> (LKS2) <ul style="list-style-type: none"> <li>• Use voice &amp; instruments with increasing accuracy, control and expression</li> <li>• Improvise &amp; compose music</li> <li>• Listen with attention to detail</li> <li>• Appreciate wide range of live &amp; recorded music</li> <li>• Begin to develop understanding of history</li> </ul>	<b>Education</b> <ul style="list-style-type: none"> <li>• Listen &amp; engage</li> <li>• Ask &amp; answer questions</li> <li>• Speak in sentences using familiar vocabulary</li> <li>• Develop appropriate pronunciation</li> <li>• Show understanding of words &amp; phrases</li> <li>• Appreciate stories, songs, poems &amp; rhymes</li> <li>• Broaden vocabulary</li> </ul>

## Curriculum Overview for Year 4

<b>English</b> <ul style="list-style-type: none"> <li><b>Reading</b> <ul style="list-style-type: none"> <li>Secure decoding of unfamiliar words</li> <li>Read for a range of purposes</li> <li>Retell some stories orally</li> <li>Discuss words &amp; phrases that capture the imagination</li> <li>Identify themes &amp; conventions</li> <li>Retrieve &amp; record information</li> <li>Make inferences &amp; justify predictions</li> <li>Recognise a variety of forms of poetry</li> <li>Identify &amp; summarise ideas</li> </ul> </li> <li><b>Writing</b> <ul style="list-style-type: none"> <li>Correctly spell common homophones</li> <li>Increase regularity of handwriting</li> <li>Plan writing based on familiar forms</li> <li>Organise writing into paragraphs</li> <li>Use simple organisational devices</li> <li>Proof-read for spelling &amp; punctuation errors</li> <li>Evaluate own and others' writing</li> <li>Read own writing aloud</li> </ul> </li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li><b>Number/Calculation</b> <ul style="list-style-type: none"> <li>Know all tables to <math>12 \times 12</math></li> <li>Secure place value to 1000</li> <li>Use negative whole numbers</li> <li>Round numbers to nearest 10, 100 or 1000</li> <li>Use Roman numerals to 100 (C)</li> <li>Column addition &amp; subtraction up to 4 digits</li> <li>Multiply &amp; divide mentally</li> <li>Use standard short multiplication</li> </ul> </li> <li><b>Geometry &amp; Measures</b> <ul style="list-style-type: none"> <li>Compare 2-d shapes, including quadrilaterals &amp; triangles</li> <li>Find area by counting squares</li> <li>Calculate rectangle perimeters</li> <li>Estimate &amp; calculate measures</li> <li>Identify acute, obtuse &amp; right angles</li> <li>Identify symmetry</li> <li>Use first quadrant coordinates</li> <li>Introduce simple translations</li> <li>Data</li> <li>Use bar charts, pictograms &amp; line graphs</li> </ul> </li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li><b>Biology</b> <ul style="list-style-type: none"> <li>Classify living things</li> <li>Digestive system &amp; teeth</li> <li>Food chains</li> </ul> </li> <li><b>Chemistry</b> <ul style="list-style-type: none"> <li>Changes of state</li> <li>The water cycle</li> </ul> </li> <li><b>Physics</b> <ul style="list-style-type: none"> <li>Sound as vibrations</li> <li>Electricity: simple circuits &amp; conductors</li> </ul> </li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li><b>British History (taught chronologically)</b> <ul style="list-style-type: none"> <li>Roman Empire &amp; impact on Britain:           <ul style="list-style-type: none"> <li>- Julius Caesar's attempted invasion</li> <li>- Roman Empire &amp; successful invasion</li> <li>- British resistance, e.g. Boudicca</li> <li>- Romanisation of Britain</li> </ul> </li> </ul> </li> </ul>	<b>Religious Education</b> <ul style="list-style-type: none"> <li><b>Broader History Study</b> <ul style="list-style-type: none"> <li>Earliest ancient civilisations, i.e.           <ul style="list-style-type: none"> <li>- Ancient Sumer;</li> <li>- Indus Valley;</li> <li>- Ancient Egypt; or</li> <li>- Shang Dynasty of Ancient China</li> </ul> </li> </ul> </li> </ul>	<b>Physical Education</b> <ul style="list-style-type: none"> <li>Use running, jumping, catching and throwing in isolation and in combination</li> <li>Play competitive games, modified as appropriate</li> <li>Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>Compare performances to achieve personal bests</li> <li>Swimming proficiency at 25m (KS1 or KS2)</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li><b>LKS2</b> <ul style="list-style-type: none"> <li>Locate world's countries, focussing on Europe &amp; Americas focus on key physical &amp; human features</li> <li>Study a region of the UK (not local area)</li> <li>Use 8 points of compass, symbols &amp; keys</li> <li>Describe &amp; understand climate, rivers, mountains, volcanoes, earthquakes, water cycle, settlements, trade links, etc.</li> <li>Use fieldwork to observe, measure &amp; record</li> </ul> </li> </ul>	<b>Design &amp; Technology</b> <ul style="list-style-type: none"> <li><b>LKS2</b> <ul style="list-style-type: none"> <li>Use research &amp; criteria to develop products which are fit for purpose</li> <li>Use annotated sketches and prototypes to explain ideas</li> <li>Evaluate existing products and improve own work</li> <li>Use mechanical systems in own work</li> <li>Understand seasonality; prepare &amp; cook mainly savoury dishes</li> </ul> </li> </ul>	<b>Computing</b> <ul style="list-style-type: none"> <li><b>LKS2</b> <ul style="list-style-type: none"> <li>Design &amp; write programs to achieve specific goals, including solving problems</li> <li>Use logical reasoning</li> <li>Understand computer networks</li> <li>Use internet safely and appropriately</li> <li>Collect and present data appropriately</li> </ul> </li> </ul>