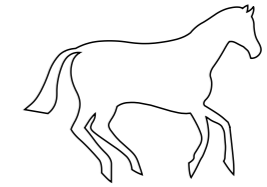


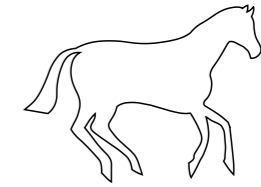
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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context for learning/ key	EYFS	Who am I and where do I live?	Who am I and where do I live? Christmas	The world beyond us Kenya Changes	Dinosaurs and fossils	The natural world Plants water – floating and singing	Picnics, plants and magnets
Possible learning interests		All about me, Autumn, Autumn walks, Harvest	Celebrations, Remembrance, Children in Need, Anti-Bullying week, Diwali, Fireworks, Night time safety, Christmas, Nativity performance	New Year, Winter Walk, Lunar New Year, Valentines Day,	Spring, new life, Farm visit, growing, Shrove Tuesday, World Book Day, Comic Relief, Mothering Sunday, Easter	Walk around village (vehicle spotting), Emergency services/ vehicles visit, Sports Days,	Adventure week, Father's Day, Bump up days, Pirate Party
Areas of Learning							
Jigsaw		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me
CL	FS2	See themselves as a valuable individual Build constructive and respectful relationships Express their feelings and consider the feelings of others.		Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally		Think about the perspective of others Manage their own needs	
	Core Language	Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family	Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall- out, Words, Feelings, Angry, Upset, Calm me, Breathing	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories
All statements will apply on an ongoing basis throughout the nursery and reception year as the children develop.							

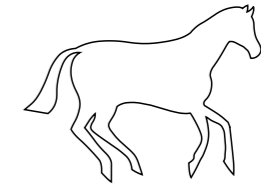
CL	FS2	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check that they understand what has been said to them. Develop social phases	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail. Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
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	Core Language	What can you see? I think I will... I like/don't like... The ...is going to...	I think... because It is..... because I want to... What will happen if....	Why do you think this is a...? I like... What will happen next? Why?	It will.....because....? I think that... The.... will.....	Why did.....happen? It will... What do you think will happen?	It has... because... It has happened because... This will...because
	All Year, All children – Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary throughout the day. Learn rhymes, poems and songs. Use new vocabulary in different contexts.						
PD	FS2 Get Set for PE	Introduction to PE	Fundamentals unit 1	Gymnastics	Dance	Ball skills	Games
	Core Language	I can try to (with increasing control): walk, run, slither, shuffle, roll, crawl, jump, skip, slide, hop, climb, stand, sit, balance, catch, roll, hit, step, tiptoe, stretch, bend, lend, kneel etc. I can try to (with increasing control): draw, paint, cut, trace, follow, fold, bend, thread, copy, write, construct, build, balance, fix, stick, etc. I can try to talk about (with increasing detail): hungry, tired, rest, play, tools such as pencil, scissors, brushes, toilet, wash, dry, sink, soap, water, towel, items of clothing and fastening, meal times, foods, crockery etc.					
	Develop the overall strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.						
	Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or on the floor. Develop overall body-strength, balance, co-ordination and agility.						

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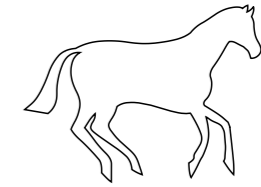


Communication, Language and Literacy	Phonics – Sounds-Write: Initial Code	<p>Read individual letters by saying the sounds and writing/reading the words</p> <p>Sounds: a, i, m, s, t, n, o, p, b, c, g, h HF words: the, I, is, a/A, Key skills: blending, segmenting, sound manipulation</p> <p>vocab: phoneme, grapheme, sound line</p>	<p>Read individual letters by saying the sounds and writing/reading the words</p> <p>Sounds: a, i, m, s, t, n, o, p, b, c, g, h, d, e, f, v HF words: the, I, is, a/A, for, of, are, he Key skills: blending, segmenting, sound manipulation</p> <p>vocab: phoneme, grapheme, sound line</p>	<p>Read individual letters by saying the sounds and writing/reading the words</p> <p>Revising Sounds: a, i, m, s, t, n, o, p, b, c, g, h, d, e, f, v Revising HF words: the, I, is, a/A, for, of, are, he Sounds: k, l, r, w, u, j, z, x, y, ff, ll, ss, zz HF words: she, was, to, all, we</p> <p>Key skills: blending, segmenting, sound manipulation</p> <p>vocab: phoneme, grapheme, sound line</p>	<p>Read individual letters by saying the sounds and writing/reading the words</p> <p>Revising Sounds: a, i, m, s, t, n, o, p, b, c, g, h, d, e, f, v, k, l, r, w, u, j, z, x, y, ff, ll, ss, zz Revising HF words: the, I, is, a/A, for, of, are, he, she, was, to, all, we Sounds: vcc, cvcc, ccvc words HF words: come, some, said</p> <p>Key skills: blending, segmenting, sound manipulation</p> <p>vocab: phoneme, grapheme, sound line</p>	<p>Read individual letters by saying the sounds and writing/reading the words</p> <p>Revising Sounds: a, i, m, s, t, n, o, p, b, c, g, h, d, e, f, v, k, l, r, w, u, j, z, x, y, ff, ll, ss, zz, vcc, cvcc, ccvc words Revising HF words: the, I, is, a/A, for, of, are, he, she, was, to, all, we, come, some, said Sounds: ccvcc, cccvc, cvccc words HF words: into, there, their, what, these, where, who, no, as</p> <p>Key skills: blending, segmenting, sound manipulation</p> <p>vocab: phoneme, grapheme, sound line</p>	<p>Read individual letters by saying the sounds and writing/reading the words</p> <p>Revisit and apply prior learning based on needs identified through assessment</p>
	Writing – Ready, Steady, Write	<p>Text: The Something Narrative: A Friendship & Animal Theme Purpose: To tell and write sentences around the theme Recount: Animal Information Purpose: To inform</p>	<p>Text: Star in a Jar Narrative: A Star Theme Purpose: To tell and write sentences around the theme Information: Poster to find a lost star Purpose: To inform (and describe)</p>	<p>Text: Juniper, Jupiter Narrative: A Superhero Theme Purpose: To tell and write sentences around the theme Information: A letter wanting to be a sidekick Purpose: To inform</p>	<p>Text: Little Red Narrative: A Traditional Tale Theme Purpose: To tell and write sentences around the theme Instructions: How to trap an animal Purpose: To instruct</p>	<p>Text: The Extraordinary Gardener Narrative: A Plant Growing Theme Purpose: To tell and write sentences around the theme Instructions: How to grow a garden plant / vegetable Purpose: To instruct</p>	<p>Text: The Storm Whale Narrative: A Seaside Theme Purpose: To tell and write sentences around the theme Poems: Sea creature poems Purpose: To describe</p>

Core Language	<p>Tier 2 rich vocabulary from texts. An exploration of texts in the environment. In addition subject specific language: Phonics, phoneme, grapheme, digraph, high frequency word, list, diary, story etc., full stop, capital letters, and punctuation.</p>
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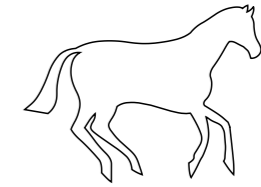
Mathematics	FS2	<p>Following Mastering Number Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and 	<p>Following Mastering Number Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 	<p>Following Mastering Number Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
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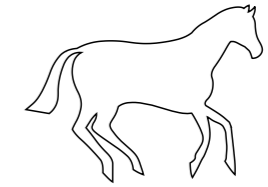
Core Language	structured, including using the Hungarian number frame <ul style="list-style-type: none"> • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts 		<ul style="list-style-type: none"> • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 		<ul style="list-style-type: none"> • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek 	
	subitise, number, part, whole, count, how many, larger, smaller, 1, 2, 3, 4, 5		subitise, number, part, whole, count, how many, larger, smaller, 1, 2, 3, 4, 5, 6, 7, missing part, quantity, odd, even, shape, double, sequence		subitise, number, part, whole, count, how many, larger, smaller, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, missing part, quantity, odd, even, shape, double, sequence, ten frame	
Understanding the World	FS2	Where do I live? Substantive knowledge <ol style="list-style-type: none"> 1. To name the town our school is in (Devizes). 2. To name <i>one</i> similarity between a town and a forest – trees or grass. 3. To name <i>one</i> difference between a town and a forest – buildings or roads. Concepts: place, space Vocabulary: Devizes, forest, town	What was I like as a baby? Substantive knowledge <ol style="list-style-type: none"> 1. I know ways I have changed since I was a baby (appearance – hair etc, abilities – walk etc) 2. I know things that have stayed the same since I was a baby (appearance – eyes etc, family – house, siblings etc) 3. I know how some toys have changed since my grandparents were children. Historical theme: compare and contrast	What is life like in Kenya? Substantive knowledge <ol style="list-style-type: none"> 1. To name <i>one</i> similarity between life in England and Kenya e.g. animal or landscape. 2. To name <i>one</i> difference between life in Kenya e.g. climate or landscape. 3. To name the country I live in. 	Who was Mary Anning? Substantive knowledge <ol style="list-style-type: none"> 1. Mary Anning was the first female fossil hunter. 2. Extinct means no longer living. Disciplinary Knowledge: <ul style="list-style-type: none"> • Historical Interpretation: learning from secondary sources • Historical Significance Vocabulary: fossil, extinct, Mary Anning Substantive Concepts: <ul style="list-style-type: none"> • Civilisation What floats? What sinks?	How do things change? Substantive knowledge <ol style="list-style-type: none"> 1. I know 2 things a plant needs to grow healthily. 2. I can say one way a plant changes as it grows. 3. I can name a life cycle. Working Scientifically EYFS: <ul style="list-style-type: none"> • Ask questions to find out more and to check what has been said to them. • Use talk to work out

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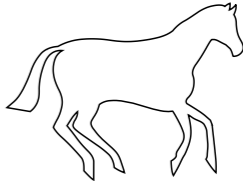
		<p>Geography Disciplinary Knowledge: Communicate Geographical Information</p>	<p>Vocabulary: same, change, different</p>	<p>Concepts: place, space, cultural awareness and diversity Vocabulary: Africa, Kenya, England Geography Disciplinary Knowledge: Communicate Geographical Information</p> <p>How does water freeze?</p> <p>Substantive knowledge</p> <ol style="list-style-type: none"> 1. Say one way the world around me changes in Winter. 2. Say one way the world around me changes in winter. 3. Say what water needs in order to freeze. <p>Working Scientifically EYFS:</p> <ul style="list-style-type: none"> • Ask questions to find out more and to check what has been said to them. • Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Describe what they see, hear and feel while they are outside. • Make comments about what they have heard and ask questions to clarify their understanding. <p>Vocabulary: Ice, Autumn, Winter, Melt, Defrost, Freeze</p>	<p>Substantive knowledge</p> <ol style="list-style-type: none"> 1. Name material that floats. 2. Name one material that sinks. 3. Talk about why an object might sink or float. <p>Working Scientifically EYFS:</p> <ul style="list-style-type: none"> • Ask questions to find out more and to check what has been said to them. • Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Describe what they see, hear and feel while they are outside. • Make comments about what they have heard and ask questions to clarify their understanding. <p>Vocabulary: Water, Float, Sink, Boa, Material, Light, Heavy, Waterproof</p>	<p>problems and organise thinking and activities. Explain how things work and why they might happen.</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Describe what they see, hear and feel while they are outside. • Make comments about what they have heard and ask questions to clarify their understanding. <p>Vocabulary: flower, stem, seed, root</p>	
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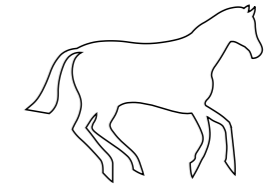
EAD	FS2	<p>What colour can I make? What do I look like?</p> <p>Substantive knowledge:</p> <ol style="list-style-type: none"> I can name the colours 'red', 'yellow', 'blue', 'green', 'purple', and 'orange' I know how to mix colours I draw with increasing complexity and detail, such as representing a face with a circle and including details. <p>Key Vocabulary: colour, mix, self portrait</p>	<p>How do you build a house?</p> <p>Substantive knowledge:</p> <ol style="list-style-type: none"> I know how to join two objects or materials together. I know how to use a range of small tools, including scissors. I know what a design is. <p>Key Vocabulary: join, make, materials</p>	<p>What pattern will my print make?</p> <p>Substantive knowledge:</p> <ol style="list-style-type: none"> I can use different materials to make a print pattern I can explain how I created the print pattern <p>Key Vocabulary: print, press, material</p>	<p>How can I join materials?</p> <p>My Design Problem: I need to make a minibeast for young children.</p> <p>Key Vocabulary: needle, sew, thread</p>	<p>What does it look like?</p> <p>Substantive knowledge:</p> <ol style="list-style-type: none"> I know how to use a variety of drawing tools and techniques – pencil, pastels, water colours I know how to draw with increasing complexity and detail, such as representing a face with a circle and including details. <p>Key Vocabulary: observe, sketch, detail</p>	<p>Can I make a healthy choice?</p> <p>Substantive knowledge:</p> <ul style="list-style-type: none"> I can use a knife safely I know I need to wash my hands before preparing food. <p>Key Vocabulary: spread, mix, measure</p>
	Charanga Music	<p>Term 1: All About Me</p> <p>Key substantive knowledge: I know 2 nursery rhymes by heart</p> <p>I know that we can move with the pulse of the music.</p>	<p>Term 2: My Stories - Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time</p> <p>Key substantive knowledge: I know 4 nursery rhymes by heart. I know that performance is for sharing music.</p>	<p>Term 3: Everyone – Family, friends, people and music from around the world</p> <p>Key substantive knowledge: I know 7 nursery rhymes by heart. I know that songs have sections.</p>	<p>Term 4: Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space</p> <p>Key substantive knowledge: I know 11 nursery rhymes by heart. I know that we can move with the pulse.</p>	<p>Term 5: Big Bear Funk – A Transition unit</p> <p>Key substantive knowledge: I know 15 nursery rhymes by heart. I know that performance is for sharing music.</p>	<p>Term 6: Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music.</p> <p>Key substantive knowledge: I know up to 20 nursery rhymes by heart. I know that songs have sections.</p>
	Instrumental Learning Charanga	Glockenspiels	Glockenspiels	Glockenspiels	Glockenspiels	Glockenspiels	Glockenspiels
RE							
	FS2	<p>Christianity and Judaism.</p> <ol style="list-style-type: none"> Jesus is special to Christians Moses is special to Jews 	<p>Christianity</p> <ol style="list-style-type: none"> We give presents to people who are special to us and we choose presents we think they would like. Christians believe Jesus is the son of God. God gave Jesus as a present 	<p>Hinduism</p> <ol style="list-style-type: none"> People around the world celebrate new year. Give 1 example: -Setting a goal -Chinese new year (putting up lights, cleaning, presents, food, new clothes) 	<p>Christianity</p> <ol style="list-style-type: none"> Spring is the season that welcomes new life. Easter is a special time for Christians Jesus is the same person who was born in the nativity story. 	<p>Christianity, Islam, Sikhism</p> <ol style="list-style-type: none"> We can learn things from stories (give one example) -The crocodile and the priest story teaches Sikhs no one is better than anyone. -The beautiful butterfly story 	<p>Christianity/Judaism/Islam</p> <ol style="list-style-type: none"> A Church is a special place for Christians A Synagogue is a special place for Jews A Mosque is a special place for Muslims

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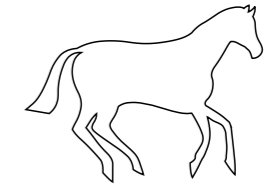
			to the world.	-Holi (Hindu Festival) burning rubbish, face paints, throwing paints, dancing.		teaches Muslims to look after the world. -The gold coin story teaches Christians that God loves everyone	

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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="color: red;">Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling</p>						
Writing	Book: Old Bear Narrative: Finding Narrative Purpose: To retell a story Recount: Messages Purpose: To inform and explain events that have happened	Book: Rapunzel Narrative: A Traditional Tale Purpose: To narrate Instructions: How to catch a witch Purpose: To instruct	Book: Hermelin Narrative: A Detective Story Purpose: To narrate Recount: Letters Purpose: To recount	Book: Where the Wild Things Are Narrative: A Portal Story Purpose: To narrate Information: Wild Things Purpose: To inform	Book: The Secret of Black Rock Narrative: A Return Story Purpose: To narrate Recount: Postcards Purpose: To recount	Book: The Last Wolf Narrative: A Hunting Story Purpose: To narrate Instructions: Recipes Purpose: To instruct
	Phonics	Following the Sounds-Write SSP Extended Code Unit 1 /ae/ first spellings Unit 2 /ee/ first spellings Unit 4 /oe/ first spellings Weaved through: Unit 3 <ea> one spelling multiple sounds	Following the Sounds-Write SSP Extended Code Unit 6 /er/ first spellings Unit 7 /e/ Unit 8 /ow/ Weaved through: Unit 5 <o> one spelling multiple sounds	Following the Sounds-Write SSP Extended Code Unit 10 /oo/ as in moon Unit 11 /ie/ Weaved through: Unit 9 <ow> one spelling multiple sounds	Following the Sounds-Write SSP Extended Code Unit 12 /oo/ as in book Unit 14 /u/ Unit 16 /s/ Weaved through: Unit 13 <oo> one spelling multiple sounds, and unit 15 <ou>	Following the Sounds-Write SSP Extended Code Unit 18 // Unit 19 /or/ first spellings Unit 20 /air/ Weaved through: Unit 17 <s> one spelling multiple sounds
Punctuation and Grammar	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark
Maths	Place Value (within 10) Addition and Subtraction (within 10)	Addition and Subtraction (within 10) Shape	Place Value (within 20) Addition and Subtraction (within 20)	Place Value (within 50) Measure: Length and height Measure: weight and volume	Multiplication and Division Fractions Position and Direction	Place Value (within 100) Money Time
History / Geography	What is Devizes like? Substantive knowledge 1. To name and locate local town (Devizes). 2. To name <i>three or more</i> different types of housing -	What is an explorer? Substantive knowledge 1. I know that an explorer travels to places not many people have been.	Where are the 7 continents of the world? Substantive knowledge: Where are the 7 continents of the world?	Who flew the first aeroplane? Substantive knowledge: 1. The Wright Brothers invented the first aeroplane 2. The first aeroplane flight took place in 1903		How have houses changed over time? Substantive Key Knowledge

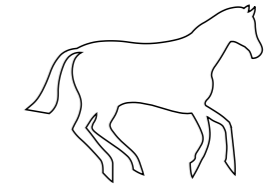
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<p>detached, semi-detached and house boat.</p> <p>3. To name <i>three or more</i> local jobs - brewer, farmer and shop worker.</p>	<p>2. I know that Christopher Columbus travelled to Cuba by ship.</p> <p>3. I know that Neil Armstrong travelled to space.</p>	<p>1. Name the 7 continents of the world</p> <p>2. Locate the 7 continents of the world</p> <p>3. Name and locate <i>two</i> oceans of the world namely the Atlantic and Pacific Ocean.</p>	<p>3.The Wright Brothers made it easier and quicker for people to travel around the world</p>		<ul style="list-style-type: none"> I know a similarity between houses now and in the past I know a difference between houses now and in the past I can learn from old photographs
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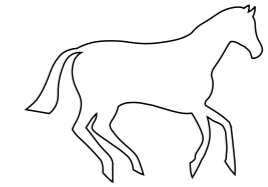
<p>Science</p>	<p>How are the bodies of different animals similar and different?</p> <p>Substantive knowledge:</p> <ol style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<p>Seasons</p> <p>Substantive knowledge:</p> <ol style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. 	<p>What's the best material to make an umbrella?</p> <p>Substantive knowledge:</p> <ol style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p>1.</p>	<p>How do I grow a plant?</p> <p>Substantive knowledge:</p> <ol style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. 	
<p>Religious Education Discovery</p>	<p>Christianity</p> <ol style="list-style-type: none"> The Creation Story is found in the Bible. Christians believe that God created the world in six days, then rested on the seventh day. Christians believe God made the whole planet, all the birds and everything. 	<p>Christianity</p> <ol style="list-style-type: none"> Jesus was born in a stable in Bethlehem. Three Wise Men brought Him presents. Mary was Jesus's mother. 	<p>Christianity</p> <ol style="list-style-type: none"> Jesus teaches Christians about friendship was kind to Zacchaeus when other people didn't like him. Jesus went to his house for tea so he didn't feel left out. 	<p>Christianity</p> <ol style="list-style-type: none"> People welcomed Jesus like a king because they thought He was special. They waved palm leaves for Him. He rode on a donkey to show He was an ordinary person not a king The cross represents Jesus' death. 	<p>Judaism</p> <ol style="list-style-type: none"> Shabbat (Sabbath) is the day of rest in the Jewish religion. Jewish people have a special meal together. This is a time to be with the family and to thank God for everything. 	<p>Judaism</p> <ol style="list-style-type: none"> Jewish people start to celebrate their new year on a holiday called Rosh Hashanah. They eat bread, honey and apples and may visit a synagogue. Yom Kippur is about saying sorry to people and God, making things happen

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						right before the new year
PSHE Jigsaw	Being Me in My World Puzzle Caring friendships Respectful relationships Online relationships Physical health and well-being	Celebrating Difference Puzzle Caring friendships Respectful relationships Online relationships Physical health and well-being Being safe Internet safety and harms	Dreams and Goals Puzzle Respectful relationships Mental well-being	Healthy Me Puzzle Caring friendships Respectful relationships Online relationships Being safe Mental well-being Internet safety and harms Physical health and fitness Healthy eating Drugs and alcohol Health and prevention Basic first aid	Relationships Puzzle Families and the people who care for me Caring friendships Respectful relationships Online relationships Being safe Mental well-being Internet safety and harms Physical health and fitness	Changing Me Puzzle Families and the people who care for me Caring friendships Respectful relationships Online relationships Being safe Mental well-being
Art / DT Plan Bee	What is a self-portrait? Substantive knowledge: 1. A self-portrait is a picture of oneself. 2. A silhouette is a picture of a person in shadow. 3. Sketching pencils come in different types to help us create different effects.	How do you make a moving picture? Substantive knowledge: 1. I know what a mechanism is. 2. I can name different mechanism (slider, lever and axis). 3. I know how to make a pivot and lever.	Colour Creations Substantive Knowledge: 1. Red, yellow and blue are primary colours 2. I add white to make a colour lighter and black to make a colour darker. 3. Kandinsky and Mondrain created abstract art	Inventions My design problem: I need to create a useful invention	Mark Making Substantive knowledge: 1. Paint brushes come in different types to help us create different effects. 2. Rubbings are created by lightly colouring over an object. Paul Klee used a range of materials in his art.	The Teddy Bears' picnic My Design Problem: I need to design food for a picnic
PE Get Set for PE	Fundamentals Ball Skills	Sending and returning Gymnastics	Dance Target games	Yoga Invasion games	Sports day preparation Athletics	Striking and fielding games Net and wall games
Computing Purple Mash	Unit 1.1 Online Safety and Exploring Purple Mash Key knowledge - I know I should keep personal information private such as my password. - I know how to login and logout safely.	Unit 1.9 <i>Technology outside school</i> Key knowledge - I know what technology means. - I know that some objects use technology and some do not	Unit 1.7 Coding Key knowledge: - I know that computer programs work by following instructions called code. - I know what objects and	Unit 1.2 Grouping and Sorting Key knowledge: - I know how to sort items away from the computer. - I know how to sort items using the 'Grouping activities'	Unit 1.8 Spreadsheets Key knowledge: - I know what rows and columns are. - I know how to save and open sheets.	Unit 1.3 Pictograms Key knowledge - I know how to name, save and retrieve my work. - I know that data can be

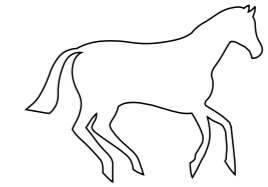
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	I know the 'MyWork' folder is a private space just for my work.	eg a microwave vs a chair - I know examples of technology in and out of the classroom.	actions are. - I know what events are.	in Purple Mash.	- I know how to enter data into cells.	shown using pictures. - I know how to create a pictogram. - I know how to show results in a pictogram.
Music <i>Charanga</i>	How can we make friends when we sing together? Beat and pulse Key substantive knowledge: Every piece of music has a beat/pulse The beat of the music keeps us together.	How does music help us make friends? Exploring simple patterns Key substantive knowledge: I know that rhythm is a pattern of long and short sounds. I know that pitch is high and low sounds. I know that a melody is a pattern of notes which change in pitch and rhythm.	How does music bring us together? Developing notation Key substantive knowledge: I know that tempo is how fast or slow the music is played. I know that dynamics is how loud or quiet the music is played.	How does music bring us together? Time signatures Key substantive knowledge: I know that pitch is high and low sounds. I know that rhythm is a pattern of long and short sounds. I know that the pulse is the regular beat/heartbeat of the music.	How does music bring us together? Music technology Key substantive knowledge: I know that improvising means making up your own music but not writing it down. I know that you can improvise a rhythm pattern and/or a pitch pattern.	How does music bring us together? Developing melodic phrases Key substantive knowledge: I know that pitch is high and low sounds. I know that rhythm is a pattern of long and short sounds. I know that the pulse is the regular beat/heartbeat of the music.
Instrumental Learning <i>Charanga</i>	Glockenspiels	Glockenspiels	Glockenspiels	Glockenspiels	Glockenspiels	Glockenspiels

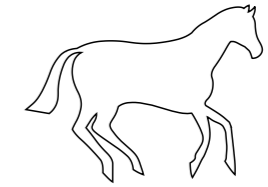
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
fiction	Book: A river Narrative: Circular Narrative Purpose: To narrate	Book: The Night Gardener Narrative: Setting Narrative Purpose: To narrate	Book: The Bog Baby Narrative: Finding Narrative Purpose: To narrate	Book: Grandad's Island Narrative: Return Narrative Purpose: To narrate	Book: The King Who Banned the Dark Narrative: Banning Narrative Purpose: To narrate	Book: Rosie Revere Narrative: Invention Narrative Purpose: To narrate

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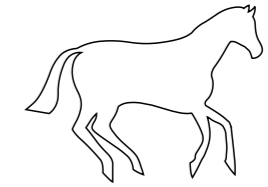
Writing non fiction	Recount: Letter Purpose: To inform	Recount: Diary Purpose: To recount	Instructions: How to build a habitat Purpose: To instruct	Information: Jungle Animals Purpose: To inform	Non-Fiction: Persuasive Letter Purpose: To persuade	Explanation: How a machine works Purpose: To explain
Punctuation and grammar	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns	Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling (contractions) Apostrophes to mark singular possession in nouns Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spellings Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list
Phonics	Following Sounds-Write Extended Code: Unit 23 /oy/ Unit 24 /ar/ Unit 25 /o/ Weaved through: Unit 22 one spelling different sounds <ew>	Following Sounds-Write Extended Code: Unit 27 /ae/ More spellings Unit 28 /d/ Unit 29 /ee/ more spellings Weaved through: Unit 26 one spelling different sounds <a>	Following Sounds-Write Extended Code: Unit 30 /i/ Unit 32 /oe/ more spellings Weaved through: Unit 31 one spelling different sounds <y>	Following Sounds-Write Extended Code: Unit 33 /n/ Unit 34 /er/ more spellings Unit 35 /v/ Unit 36 /oo/ as in moon – more spellings Unit 37 /j/	Following Sounds-Write Extended Code: Unit 38 /g/ Unit 40 /f/ Unit 42 /m/ Unit 43 /or/ more spellings Unit 44 /h/ Weaved through: Unit 39 one spelling different sounds <g>, unit 41 <gh>	Following Sounds-Write Extended Code: Unit 45 /k/ Unit 46 /r/ Unit 47 /t/ Unit 48 /z/ Unit 49 /eer/
Maths (WRM)	Place Value Addition and Subtraction	Addition and subtraction Shape Fractions	Money Multiplication and division	Length and height Mass, capacity and temperature	Statistics Fractions	Position and direction Time
History / Geography	Where in the world is Branston Bear Substantive Key Knowledge <ul style="list-style-type: none"> To locate and name ALL four countries of the UK and the surrounding seas. To name the four capital cities of the UK. To name all five oceans on the world. 	The Battle of Roundway Down Key substantive knowledge: <ul style="list-style-type: none"> The battle took place because King Charles I thought he should have more power than Oliver Cromwell and Parliament. The Roundheads took over Oliver's Castle in Devizes. The Cavaliers won the Battle of Roundway Down. 	What do we know about our local area? Substantive Key Knowledge <ol style="list-style-type: none"> To plan and devise a simple map of the school. To explain what a 'Birdseye view' is. To identify <i>three or more</i> landmarks in our local area on a map including duck pond, woodland area and school. 	Who were Florence Nightingale and Mary Seacole? Key Substantive knowledge: <ol style="list-style-type: none"> Florence Nightingale and Mary Seacole were nurses who looked after soldiers in the Crimean War. Mary Seacole was black and it was harder for her to become a nurse. Both nurses changed nursing for the better by making hospitals cleaner. 	Branston Bear's African Adventure Substantive Key Knowledge <ul style="list-style-type: none"> To name the continent that Kenya is in. To understand what climate means and compare Kenya's climate to that of the UK. To know Nairobi is the capital city of Kenya. 	What happened in the Great Fire of London? Key Substantive knowledge: <ol style="list-style-type: none"> The Great Fire of London happened in September 1666, starting in a bakery on Pudding Lane. The fire spread quickly because the houses were made of wood and built close together. We know about the Great Fire of London because Samuel Pepys wrote a diary

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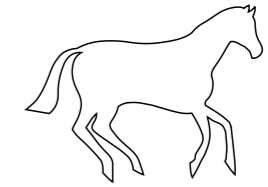
						about it.	
Science	How can we compare the suitability of everyday materials: Substantive Key Knowledge: 1, Children can name 3 different ways some materials can be changed e.g, twist, bend, squash, stretch. 2. Children can explain why a material is suitable for a purpose. 3. Children can explain why a material is <i>not</i> suitable for a purpose.		Animals including homes: Substantive Key Knowledge: 1, Children know that we need some foods from each food group for a balanced diet. 2. Children can name 3 things all animals need to survive – air, food, water. 3. Children can explain the life cycle of an animal (butterfly or frog).		Plants Key Substantive Knowledge: -Children can describe how seeds grow into mature plants -Children can explain what germination means -Children can explain that plants need water, light and a suitable temperature to grow and stay healthy		Living things and their habitats Substantive Key Knowledge: 1. A food chain shows how each animal gets its food and starts with a plant. 2. To name three different habitats. 3. To name one thing that is living, one that is dead and one that has never lived.
Religious Education Discover y	Christianity 1.Jesus teaches Christians how to be kind to everyone through the Good Samaritan Story. 2. The story of the Paralysed man tells us about a time Jesus showed kindness.	Christianity 1.Jesus was born in Bethlehem because His mother and father, Mary and Joseph had to go there on a donkey. 2.Wise men followed a star to find Him and gave Him special presents like gold. 3.God gave Jesus to the world so that He could show people how to look after each other.	Judaism 1.At Passover Jews eat the Seder meal to remember their ancestors who were slaves in Egypt. 2. God asked Moses to lead the slaves away from Egypt.	Christianity 1.Christians believe Jesus came back to life which showed He really was the Son of God. 2. Some Christians wear a cross and give each other Easter eggs, to show new life after death.	Judaism 1.Moses is important to Jews because God told him to give the 10 commandments to the people so they knew how to be good. 2. In the story of Abraham the ram got stuck in the bushes just in time so God saved Isaac and Abraham killed the ram. This shows God looked after Isaac and Abraham. It tells Jews they can trust God.	Judaism 1.Jews show commitment to God by going to the Synagogue to worship God. 2.The men wear prayer shawls and everybody covers their heads to show respect. 3. Some Jews are stricter than others about going to synagogue.	
PSHE Jigsaw	Being Me in My World Puzzle Caring friendships Respectful relationships Online relationships Physical health and well-being	Celebrating Difference Puzzle Caring friendships Respectful relationships Online relationships Physical health and well-being Being safe Internet safety and harms	Dreams and Goals Puzzle Respectful relationships Mental well-being	Healthy Me Puzzle Caring friendships Respectful relationships Online relationships Being safe Mental well-being Internet safety and harms Physical health and fitness Healthy eating Drugs and alcohol Health and prevention Basic first aid	Relationships Puzzle Families and the people who care for me Caring friendships Respectful relationships Online relationships Being safe Mental well-being Internet safety and harms Physical health and fitness	Changing Me Puzzle Families and the people who care for me Caring friendships Respectful relationships Online relationships Being safe Mental well-being	
Art / DT Plan Bee	Who is Yayoi Kusama? Key Substantive Knowledge:	Perfect Pizza Key substantive knowledge: I know which food group a variety of pizza toppings belong	Who was Henri Rousseau and what was his style? Key substantive knowledge:	Puppets Key substantive Knowledge: I can name 3 different types of puppets.	How are natural materials used to create art? Key substantive knowledge:	Vehicles Key substantive knowledge: I know what an axle and a chassis is.	

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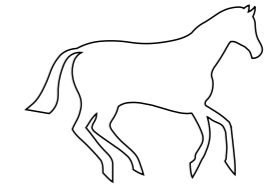
Year 3		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	fiction	Book: The Iron Man Narrative: Approach Threat Narrative Purpose: To narrate	Book: Fox Narrative: Fable Narrative Purpose: To narrate	Book: Rhythm of the Rain Narrative: Setting Narrative Purpose: To narrate	Book: Jemmy Button Narrative: Return Narrative Purpose: To narrate	Book: Egyptology Narrative: Egyptian Mystery Narrative Purpose: To narrate	Book: Into the Forest Narrative: Lost Narrative Purpose: To narrate
	non-fiction	Explanation: Trap Explanation Purpose: To explain	Information: Foxes Information Report Purpose: To inform	Recount: River Information Leaflet Purpose: To inform	Information: Letters Purpose: To recount	Information: Secret Diary Purpose: To recount	Recount: Newspaper Report Purpose: To recount
Punctuation and Grammar		Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use commas to separate items in a list	Reinforce from Year 2: Commas to separate items in a list Apostrophes to mark singular possession in nouns Inverted commas to punctuate direct speech	Build on previous units & focus on: Apostrophes to mark singular possession in nouns Learn how to use commas to separate items in a list	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech
Whole class reading text		The BFG Roald Dahl	The Hodgeheg Dick King-Smith	The Butterfly Lion Michael Morpurgo	Pippi Longstocking Astrid Lindgren	The Iron Man Ted Hughes	?????
Maths		Place value Addition and subtraction	Addition and subtraction Multiplication and division	Multiplication and division Length and perimeter Fractions	Fractions Mass and capacity	Fractions Money Time	Time Shape Statistics
History / Geography		Egypt Substantive Key knowledge: 1. To name and locate Africa and Egypt on a map of the world. 2. To recall land uses of the Nile including crops and food, transport, trade, building and papyrus. 3. To identify changes in land use (at the Nile) in the past and present, specifically crops and transport.	What did the Ancient Egyptians believe about after life? Substantive Key knowledge: <ul style="list-style-type: none"> Ancient Egypt was ruled by Pharaohs who was like a kings or a queens. Ancient Egyptian citizens built pyramids for the Pharaoh's afterlife. Rich people were mummified to preserve the body for the afterlife. 	Cities in the UK Substantive Key knowledge: <ul style="list-style-type: none"> To name and locate 3 cities of the United Kingdom. To name three differences between two cities in the United Kingdom. To name 4 features of a city. 	How did daily life change from the stone age to the Iron age? Substantive Key knowledge: <ul style="list-style-type: none"> People survived as Hunter gathers As the period progresses, people start to form settlements and agriculture takes over. We know about this as some monuments like 	Natural Disasters Substantive Key knowledge: <ul style="list-style-type: none"> To explain how tectonic plates work. To name the key parts of a volcano including magma chamber, main vent, lava flow and ash cloud. To understand that tectonic plate movement causes volcanoes, earthquakes and tsunamis. 	What are Caen Hill Locks Substantive Key knowledge: <ul style="list-style-type: none"> Caen hill locks were built to enable trade. Today they are used more for pleasure. There are 29 locks

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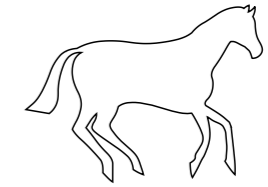
				Stonehenge still survive today.		
Science	Light Substantive Key Knowledge: <ul style="list-style-type: none"> - To recognise that they need light in order to see things, and that dark is the absence of light. - To be able to name three different light sources - To know that shadows are formed when the light from a light source is blocked by an opaque object. - To know that light is reflected off of different surfaces. - To know that light from the sun can be dangerous and to know how to protect your eyes. 	Animals including humans Substantive Key Knowledge: <ul style="list-style-type: none"> - Identify that animals, including humans need the right types and amounts of nutrition, and that they cannot make their own food. They get nutrition from what they eat. - Identify that humans and some other animals have skeletons and muscles, for support protection and movement. 	Rocks Substantive Key Knowledge: <ul style="list-style-type: none"> - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. - Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.		Plants Substantive Key Knowledge: <ol style="list-style-type: none"> 1. Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers. 2. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. 3. Investigate the way in which water is transported within plants. 4. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	
RE Discovery	Sikhism Substantive Key Knowledge: <ol style="list-style-type: none"> 1. Some Sikhs join the Khalsa to make a Commitment to God. 2. The Amrit ceremony helps Sikhs keep their promises because they speak their promises in a group. 3. Sikhs can chose to wear the 5Ks as reminders to them every day about their promises to God 	Christianity Substantive Key Knowledge: <ol style="list-style-type: none"> 1. The true meaning of Christmas for Christians is to remember that God gave Jesus to the world to show people how to behave well towards each other. 2. Christians believe God thought people needed help to work out how to look after the environment and be kind to one another, so God gave Jesus to the world. 	Christianity Substantive Key Knowledge: <ol style="list-style-type: none"> 1. Christians believe Jesus healed a man who could not see. This is written in the Bible and Christians believe the Bible is the word of God. 2. The Bible says that Jesus could heal people because He was the Son of God. 	Christianity Substantive Key Knowledge: <ol style="list-style-type: none"> 1. Christians believe it's good that Jesus died because that showed He saved the world. 2. Christians think Jesus died to save them from their sins. 3. Christians believe Jesus promised that people could go to Heaven after their bodies die so He helped the world and saved people. 	Sikhism Substantive Key Knowledge: <ol style="list-style-type: none"> 1. Sikhs share because their Holy Book tells them to share with people in need. They believe this is what God wants them to do. 2. They share the Langar (meal after each service) and festivals like Vaisakhi. 	Sikhism Substantive Key Knowledge: <ol style="list-style-type: none"> 1. Sikhs show commitment to God in many ways. e.g. <ul style="list-style-type: none"> -wearing the 5Ks -sharing the Langar meal. -joining the Khalsa It is up to each Sikh to decide.

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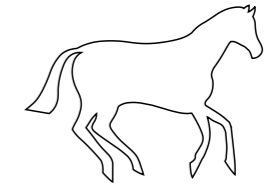
<p>PSHE</p> <p><i>Jigsaw</i></p>	<p>Being Me in My World Puzzle</p> <p>Caring friendships Respectful relationships Online relationships Physical health and well-being</p>	<p>Celebrating Difference Puzzle</p> <p>Caring friendships Respectful relationships Online relationships Physical health and well-being Being safe Internet safety and harms</p>	<p>Dreams and Goals Puzzle</p> <p>Respectful relationships Mental well-being</p>	<p>Healthy Me Puzzle</p> <p>Caring friendships Respectful relationships Online relationships Being safe Mental well-being Internet safety and harms Physical health and fitness Healthy eating Drugs and alcohol Health and prevention Basic first aid</p>	<p>Relationships Puzzle</p> <p>Families and the people who care for me Caring friendships Respectful relationships Online relationships Being safe Mental well-being Internet safety and harms Physical health and fitness</p>	<p>Changing Me Puzzle</p> <p>Families and the people who care for me Caring friendships Respectful relationships Online relationships Being safe Mental well-being</p>
<p>Art / DT</p> <p><i>Plan Bee</i></p>	<p>Famous Buildings</p> <p>Substantive Key Knowledge:</p> <ul style="list-style-type: none"> - I know an architect designs buildings. - I know who designed St Pauls cathedral - I can name two famous buildings outside the UK. 	<p>Photo Frames</p> <p>Substantive Key Knowledge:</p> <ul style="list-style-type: none"> • To know how to deconstruct and reassemble a range of nets. • To join 2D frames to make 3D structures. • To make rectangular frames using strip wood and reinforce with cross braces. 	<p>William Morris</p> <p>Substantive Key Knowledge:</p> <ul style="list-style-type: none"> - William Morris was an architect, artist and textile designer. - William Morris founded the Arts and Craft Movement. - William Morris used natural elements such as plants and animals in his designs. 	<p>Sandwich snacks</p> <p>Substantive Key Knowledge:</p> <ul style="list-style-type: none"> - I know that food belongs to different food groups. - I know the names of the different food groups and its purpose. - I Know 3 ways to work hygienically within the kitchen. 	<p>Seurat and Pointilism</p> <p>Substantive Key Knowledge:</p> <ul style="list-style-type: none"> - Georges Seurat is a French artist. - Seurat invented a style of art called pointillism. - Dots of pure colour are painted next to each other in pointillist paintings. 	<p>Pencil Case</p> <p>Substantive Key Knowledge:</p> <ul style="list-style-type: none"> - I know what a backstitch and whipstitch are. - I know different ways to add embellishments to fabric (buttons, sequins, bead etc) - I know what a fastening is and how to attach one.
<p>PE</p> <p><i>Get Set for PE</i></p>	<p>Fundamentals</p> <p>Yoga</p>	<p>Gymnastics</p> <p>Dodgeball</p>	<p>Dance</p> <p>Netball</p>	<p>Fitness</p> <p>Football</p>	<p>Athletics</p> <p>Tennis</p>	<p>Cricket</p> <p>Handball</p>
<p>Computing</p> <p><i>Purple Mash</i></p>	<p>Unit 3.2 Online Safety</p> <p>Substantive Key Knowledge:</p> <ul style="list-style-type: none"> - I know keeping my passwords safe and secure is important to protect identity/finance. - I know that some information on websites is not true. 	<p>Unit 3.5 Email (inc. email safety)</p> <p>Substantive Key Knowledge:</p> <ul style="list-style-type: none"> - I know what behaviour is acceptable when communicating online. - I know how to report a concern. 	<p>Unit 3.1 Coding</p> <p>Substantive Key Knowledge:</p> <ul style="list-style-type: none"> - I know what a flowchart is and how flowcharts are used in computer programming. - I know there are different types of timers (time-after and time-every) - I know how to use the repeat command. 	<p>Unit 3.8 Graphing</p> <p>Substantive Key Knowledge:</p> <ul style="list-style-type: none"> - I know how to set up a graph with a given number of fields. - I know how to enter data for a graph. - I know how to present results in a range of graphical formats. 	<p>Unit 3.3 Spreadsheets</p> <p>Substantive Key Knowledge:</p> <ul style="list-style-type: none"> - I know how to add and edit data in a table layout. - I know how to use a spreadsheet program to automatically create graphs from data. - I know how to use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations. 	<p>Unit 3.4 Touch Typing</p> <p>Substantive Key Knowledge:</p> <ul style="list-style-type: none"> - I know the names of the fingers. - I know what is meant by the home, bottom, and top rows. - I know how to touch type the home, bottom, and top rows.

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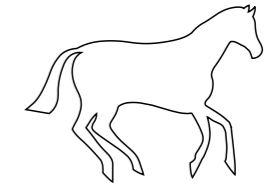
<p>Music <i>Charanga</i></p>	<p>How does music bring us together? Developing notation skills</p> <p>Substantive Key Knowledge: I know that notation is how music is written down/ communicated.</p> <p>I can identify:</p> <ul style="list-style-type: none"> - a stave - treble clef - time signature - lines and spaces on a stave <p>I know the note lengths of crotchets, minims, semi-breves and quavers.</p>	<p>What stories does music tell us about the past? Enjoying Improvisation</p> <p>Substantive Key Knowledge: I know that musical pieces have a beginning, a middle and an end.</p>	<p>How does music make the world a better place? Composing using your imagination</p> <p>Substantive Key Knowledge: I know the note lengths of:</p> <ul style="list-style-type: none"> - Crotchets - Quavers - Minims <p>Semibreves</p>	<p>How does music help us to get to know our community? Sharing musical experiences</p> <p>Substantive Key Knowledge: I can give an example of how music is used socially in another country. For example a 'powwow'.</p>	<p>How does music shape our way of life? Learning more about musical styles</p> <p>Substantive Key Knowledge: I can say why it is important to warm up my voice before singing.</p> <p>I can say three things I can do to warm up my voice.</p>	<p>How does music connect us with the environment? Recognising different sounds</p> <p>Substantive Key Knowledge: I know that timbre means the sound that an instrument, or style of voice makes.</p> <p>I know that musical pieces need structure and repetition.</p>
<p>Instrumental Learning <i>Charanga</i></p>	<p>Recorders</p>	<p>Recorders</p>	<p>Recorders</p>	<p>Recorders</p>	<p>Recorders</p>	<p>Recorders</p>
<p>MFL <i>Language Angels</i></p>	<p>Introduction to french language learning through games/songs</p>	<p>I am learning French- J'apprends le francais</p> <p>By the end of this unit pupils will be able to :</p> <ul style="list-style-type: none"> • Count to 5 • Name 5 colours: rouge, bleu, vert, orange, gris • Answer the question comment t'appelles tu ? with Je m'appelle... 	<p>Animals- Les animaux</p> <p>By the end of this unit pupils will be able to :</p> <ul style="list-style-type: none"> • Name 5 animals with the correct determiners : un lapin, une souris, un cheval, un canard, une vache • Read and understand the meaning of the 5 animals named above. • Say a short phrase using the verb " Je suis" (I am) in connection with the 5 animals above. 	<p>Je peux.....I am able</p> <p>By the end of this unit pupils will be able to :</p> <ul style="list-style-type: none"> • Recognise and recall 5 action verbs : chanter, dessiner, faire du velo, nager, cuisine • Use the above verbs in the infinitive to form a positive sentence structure with "Je peux" (I am able) • Use the above verbs in the infinitive to form a negative sentence structure with "Je ne peux pas" (I am not able) 	<p>Fruits- Les fruits</p> <p>By the end of this unit pupils will be able to :</p> <ul style="list-style-type: none"> • Name and recognise 5 fruits with the correct determiners: une pomme, une poire, une fraise, une cerise, une banane • Say which fruits they like using the phrase " J'aime..." • Say which fruits they don't like using the phrase " Je n'aime pas...." 	<p>Ice creams- Les Glaces</p> <p>By the end of this unit pupils will be able to :</p> <ul style="list-style-type: none"> • Name and recognise 5 ice cream flavours : une glace.... a la vanille, a la fraise, au chocolat, a la banane, au caramel • Ask for an ice cream using " Je voudrais" (I would like) • Take part in a short role play with the teacher using je voudrais and s'il vous plait.

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Year 4		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	fiction	Book: The Whale Narrative: Setting Narrative Purpose: To narrate	Book: Leaf Narrative: Outsider Narrative Purpose: To narrate	Book: Arthur and the Golden Rope Narrative: Myth Narrative Purpose: To narrate	Book: The Lost Happy Endings Narrative: Twisted Narrative Purpose: To narrate	Book: The Journey Narrative: Refugee Narrative Purpose: To narrate	Book: Manfish Narrative: Invention Narrative Purpose: To narrate
	non-fiction	Recount: Newspaper Report Purpose: To recount	Information: Information Report Purpose: To inform	Information: Defeating a Viking monster Purpose: To inform	Persuasion: Letter Purpose: To persuade	Recount: Diary Purpose: To recount	Recount: Jacques Cousteau Biography Purpose: To recount
Punctuation and Grammar		Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials	Build on previous year & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials
Whole class reading text		The Water Horse Dick King-Smith	The Legend of Captain Crow's Teeth Eoin Colfer	My Friend Walter Michael Morpurgo	The Firework Maker's Daughter Philip Pullman	Charlotte's Web E.B.White	Nim's Island Mark Levin
Maths		Place Value Addition and subtraction	Area Multiplication and division	Multiplication and division Length and perimeter Fractions	Fractions Decimals	Decimals Money Time	Shape Statistics Position and direction
History / Geography		What Journey does and river take and how are they formed? Substantive Key Knowledge: 1. To identify <i>most</i> features of a river including mouth, source, meander, delta and tributary. 2. To describe erosion and deposition. 3. To name human and physical similarities and differences between the River Nile and River Thames rivers including land use, length and pollution.	Who was Henry VIII and why was he important? Substantive Key Knowledge: <ul style="list-style-type: none"> The Tudor family ruled from 1485-1603 Henry wanted a divorce so he split from the Catholic church We now have the Church of England because Henry split from the Catholic church 	Where is a good place to settle? Substantive Key Knowledge: 1. To explain that a settlement is a place where people live e.g. a village, town or city. 2. To recall what features settlements need including water, food and shelter. 3. To name some early settlers including Romans, Vikings and Anglo Saxons.	Devizes through time: How has our town changed through time? Substantive Key Knowledge: 1. In 1643 during the first English Civil War there was an important battle on Roundway Hill 2. Caen Hill Locks were opened in 1810 3. Some landmarks such as the Market Cross (built 1814) have been restored.	What do we know about where we live? Substantive Key Knowledge: 1. Name some counties of the UK including Wiltshire, Hampshire and Somerset 2. To name some rural and urban land uses- agriculture, housing and retail 3. To explain how a region may change over time- land use, population and immigration	How was the Roman Empire Built and what did they do for Britain? Substantive Key Knowledge: 1. Julius Caesar was a famous Roman Emperor who attempted to invade Britain 2. Boudicca is a British folk hero who refused to pay taxes to the Romans and led a rebellion. 3. Evidence of the Romans in Britain include The Roman Baths and Hadrian's Wall

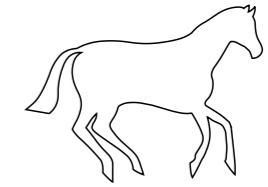
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Science	<p>What are the States of Matter?</p> <p>Substantive Key Knowledge:</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>How do we hear sound?</p> <p>Substantive Key Knowledge:</p> <ol style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. 	<p>Animals including humans</p> <p>Substantive Key Knowledge:</p> <ol style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>How can we classify living things?</p> <p>Substantive Key Knowledge:</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>What is electricity?</p> <p>Substantive Key Knowledge:</p> <ul style="list-style-type: none"> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. 	

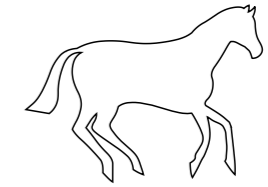
Religious Education	Judaism	Christianity	Judaism	Christianity	Judaism	Christianity
<i>Discovery</i>	<p>Substantive Key Knowledge:</p> <ol style="list-style-type: none"> Jews believe that they can have a special personal and individual relationship with God Jews believe important people in history like Abraham and Moses taught them that God wants to look after the Jewish people as they are special to Him. 	<p>Substantive Key Knowledge:</p> <ol style="list-style-type: none"> The symbol of a gift represents the three presents of gold, frankincense and myrrh from the wise men. Gold is precious and shows that Jesus was precious, and was supposed to be like a king, to save people and be a good example. The star guided the wise men just as Jesus is the light that guides people to God. 	<p>Substantive Key Knowledge:</p> <ol style="list-style-type: none"> Jews show respect to God by not working on Sabbath day. It is a day spent with family focusing on God and religion. Jews follow rules on what to eat/don't eat because they want to respect God. (Kosher food) Jews eat a Sedar meal at Passover. It is important because it celebrates Jews escaping slavery. 	<p>Substantive Key Knowledge:</p> <ol style="list-style-type: none"> Christians can learn about forgiveness from the Bible. In the Bible, Peter asks Jesus how many times he should keep forgiving somebody. Jesus said you should forgive them 70x7 times. Christians believe this tell them they should always forgive. 	<p>Substantive Key Knowledge:</p> <p>Jews show commitment to God by</p> <ul style="list-style-type: none"> praying and worship at home or at a synagogue. following the Torah. eating Kosher food Resting on a Saturday (Shabbat) 	<p>Substantive Key Knowledge:</p> <ol style="list-style-type: none"> Some Christians go to church to worship, sing songs, pray and read the bible. Some Christians go to Church to be Baptised. Christians can go to church to take part in Holy Communion. The bread is to remember Jesus' body and the wine is to remember His blood when He died.

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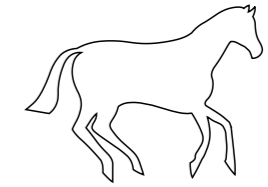
<p>PSHE</p> <p><i>Jigsaw</i></p>	<p>Being Me in My World Puzzle</p> <p>Caring friendships Respectful relationships Online relationships Physical health and well-being</p>	<p>Celebrating Difference Puzzle</p> <p>Caring friendships Respectful relationships Online relationships Physical health and well-being Being safe Internet safety and harms</p>	<p>Dreams and Goals Puzzle</p> <p>Respectful relationships Mental well-being</p>	<p>Healthy Me Puzzle</p> <p>Caring friendships Respectful relationships Online relationships Being safe Mental well-being Internet safety and harms Physical health and fitness Healthy eating Drugs and alcohol Health and prevention Basic first aid</p>	<p>Relationships Puzzle</p> <p>Families and the people who care for me Caring friendships Respectful relationships Online relationships Being safe Mental well-being Internet safety and harms Physical health and fitness</p>	<p>Changing Me Puzzle</p> <p>Families and the people who care for me Caring friendships Respectful relationships Online relationships Being safe Mental well-being Changing adolescent body</p>
<p>Art / DT</p> <p><i>Plan Bee</i></p>	<p>Plant Art</p> <p>Substantive Key Knowledge: Georgia O’Keeffe was an American artist and Orla Kiely is an Irish textile print designer, who use flowers and plants in their work.</p> <p>A botanical illustration depicts parts of a plant.</p> <p>Tone is used to create form and atmosphere.</p>	<p>Mechanical Posters</p> <p>Substantive Knowledge: To know what a lever is. To know what a linkage is. To know how to measure and mark out accurately.</p>	<p>Sonia Delaunay</p> <p>Substantive Key Knowledge: Sonia Delaunay was born in Ukraine and moved to Russia as a child.</p> <p>Sonia Delaunay’s art used vivid colours, bold brushstrokes and shapes like arcs and circles.</p> <p>Sonia Delaunay was the first living female to have her art displayed at The Louvre gallery in France.</p>	<p>Seasonal Food</p> <p>Substantive Key Knowledge:</p> <ul style="list-style-type: none"> To know what makes a food seasonal. I can explain why seasonal food is better. I can give examples of recipes made with seasonal ingredients 	<p>Recycled Art</p> <p>Substantive Key Knowledge: Texture is how something feels when it is touched.</p> <p>Plastic ocean art makes us aware of unwanted plastic in our oceans.</p> <p>Jane Perkin and Makaon are famous for their recycling art.</p>	<p>Torches</p> <p>Substantive Key Knowledge: I know how a torch works I know how to make a simple circuit I know what a switch in a circuit does.</p>
<p>PE</p> <p><i>Get Set for PE</i></p>	<p>Basketball</p> <p>Ball Skills</p>	<p>Gymnastics</p> <p>Tag Rugby</p>	<p>Dance</p> <p>Hockey</p>	<p>Yoga</p> <p>OAA</p>	<p>Athletics</p> <p>Golf</p>	<p>Rounders</p> <p>Tennis</p>
<p>Computing</p> <p><i>Purple Mash</i></p>	<p>Unit 4.2 Online Safety</p> <p>Substantive Key Knowledge: I know what phishing is I know that digital footprint relates to identity theft I know the importance of balancing game and screen time with other parts of my life.</p>	<p>Unit 4.7 Effective Searching</p> <p>Substantive Key Knowledge: I know different search engines use different data sources. I know to use key words and ignore punctuation for searching. I know some websites are unreliable.</p>	<p>Unit 4.1 Coding</p> <p>Substantive Key Knowledge: I know how an IF statement works. I know how an IF/ELSE statement works. I know what a variable is in programming.</p>	<p>Unit 4.5 Logo</p> <p>Substantive Key Knowledge: I know the common commands in 2Logo and how to type them: FD, RT, LT, BK. I know how to follow simple 2Logo instructions to create shapes on paper. I know how to follow simple instructions to create shapes in 2Logo.</p>	<p>Unit 4.3 Spreadsheets</p> <p>Substantive Key Knowledge: I know the numbers entered into cells can be set to either currency or decimal. I know how to add formulae to a cell. I know how to use a spreadsheet for budgeting.</p>	<p>Unit 4.4 Writing for different audiences</p> <p>Substantive Key Knowledge: I know how font size and type are tailored to the purpose of the text. I know how to use text formatting to make a piece of writing fit for its audience. I know how to create a newspaper style report.</p>

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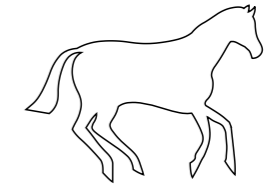
<p>Music <i>Charanga</i></p>	<p>How does music bring us together? Time signatures</p> <p>Substantive Key Signatures: I can describe to time signatures: 2/4, 3/4 and 4/4</p> <p>I know where to find a time signature on a piece of written music.</p>	<p>How does music connect us with our past? Combining elements to make music</p> <p>Substantive Key Knowledge: I know that the 'texture' of music is the layers of sound working together make music very interesting to listen to.</p> <p>I can talk about the structure of a piece of music I hear. For example, identifying the verse, chorus, instrumental, introduction, bridge</p>	<p>How does music improve our world? Developing pulse and groove through improvisation</p> <p>Substantive Key Knowledge: I can explain 'groove' as an eight bar rhythm or beat pattern</p>	<p>How does music teach us about our community? Creating simple melodies together</p> <p>Substantive Key Knowledge: I know and can explain the note lengths: semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers</p>	<p>How does music shape our way of life? Connecting notes and feelings</p> <p>Substantive Key Knowledge: I can describe major tonality as happy. I can describe minor tonality as sad/angry. I can describe legato and staccato, and their effect on the music.</p>	<p>How does music connect us with the environment? Purpose, identity and expression in music</p> <p>Substantive Key Knowledge: I know and can name the genres classical, pop, dance, country when I hear them. I know and can name 3 different purposes for music (for example: wedding, funeral, and story).</p>
<p>Instrumental Learning <i>Charanga</i></p>	<p>Recorders</p>	<p>Recorders</p>	<p>Recorders</p>	<p>Recorders</p>	<p>Recorders</p>	<p>Recorders</p>
<p>MFL <i>Language Angels</i></p>	<p>Revision of last years learning through games/songs</p>	<p>Vegetables- Les legumes By the end of this unit pupils will be able to :</p> <ul style="list-style-type: none"> Name and recognise 5 vegetables and the plural determiner: les carottes, les oignons, les champignons, les petits pois, les pommes de terre. Use the structure " je voudrais" (I would like) when buying vegetables Use the conjunction "et" when buying more than one vegetable option 	<p>Presenting Myself- Je me presente By the end of this unit pupils will be able to :</p> <ul style="list-style-type: none"> Use basic greetings : bonjour, salut and au revoir Ask somebody how they are feeling Ca va ? and reply when asked : ca va bien, comme ci comme ca, ca va mal Ask somebody their name comment t'appelles tu ? and reply when asked Je m'appelle.... Count to 15 	<p>My Family-Ma Famille By the end of this unit pupils will be able to :</p> <ul style="list-style-type: none"> Name and recognise 6 family members with the correct determiners (Mon, Ma, Mes): Mon pere, ma mere, mon frere, ma soeur, mon grand- pere, ma grand- mere Move from 1st person singular to 3rd person singular of high frequency verb : s'appeler eg mon pere s'appelle..... Name the tens numbers – 60 	<p>In the Classroom- En classe By the end of this unit pupils will be able to :</p> <ul style="list-style-type: none"> Name and recognise 5 classroom objects with the correct determiners: un stylo, un crayon, une gomme, un sac, une trousse Change the word for a before a classroom object to the correct word for my : Mon (m) Ma (f) Mes (pl) Recall in spoken form what I have (j'ai) and what I don't have (je n'ai pas) 	<p>At the Tea Room- Au salon de the By the end of this unit pupils will be able to :</p> <ul style="list-style-type: none"> Name and recognise with the correct determiners: un sandwich au jambon, un chocolat chaud, un café, un croque monsieur Ask for one item they would like to eat and one item they would like to drink in a tea shop Ask for " the bill please" : " l'addition s'il vous plait"

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Year 5		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	fiction	Book: When We Walked on the Moon Narrative: Exploration Narrative Purpose: To narrate	Book: FArTHER Narrative: Setting Narrative Purpose: To narrate	Book: Hound of the Baskervilles Narrative: Cliff hanger Narrative Purpose: To narrate	Book: The Promise Narrative: Character Narrative Purpose: To narrate	Book: The Lost Book of Adventure Narrative: Survival Narrative Purpose: To narrate	Book: King Kong Narrative: Dilemma Narrative Purpose: To narrate
	non-fiction	Recount: Formal Mission Log Purpose: To recount	Recount: Letter Purpose: To recount	Recount: Formal Report Purpose: To inform	Persuasion: Bargain Letter Purpose: To persuade	Explanation: Survival Guide Purpose: To explain	Discussion: Balanced Argument Purpose: To discuss
Grammar and Punctuation		Build on previous year & focus on: Indicate parenthesis using dashes and brackets Commas after fronted adverbials (reinforce from Y4) Inverted commas to indicate direct speech (reinforce from Y4)	Build on previous units & focus on: Commas, brackets and dashes for parenthesis Use commas after fronted adverbials	Build on previous units & focus on: Commas for parenthesis Use commas to clarify meaning and avoid ambiguity	Build on previous units & focus on: Commas for parenthesis	Build on previous units & focus on: Indicate parenthesis using brackets Commas for clarity	Build on previous units & focus on: Use commas for clarity and to avoid ambiguity Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4) Indicate parenthesis using brackets
Whole class reading text		How to Train Your Dragon Cressida Colwell	Anglo Saxon Boy Tony Bradman	Where the Mountain Meets the Moon Grace Lin	Cosmic Frank Cottrell-Boyce	Percy Jackson and the Lightning Thief Rick Riordan	Wonder R. J Palacio
Maths		Place Value Number – addition and subtraction Multiplication and division	Multiplication and division Fractions	Multiplication and division Fractions	Decimals and percentages Perimeter and area Statistics	Properties of shape Position and direction Decimals	Negative numbers Converting units Volume
History / Geography		What do the lines on the globe represent? Substantive Key Knowledge: 1. To name most lines on the globe including the equator, Northern and Southern hemisphere, tropic of Cancer and Capricorn, Arctic Circle and Antarctic Circle. 2. Lines of latitude and longitude help locate where a place is in the world. 3. Time in countries to the East of the Prime Meridian are in front of the UK and countries to	How did the Anglo Saxons change Britain? Substantive Key Knowledge: 1. By around 410 AD, the last of the Roman had returned home and Anglo-Saxons and Scots invaded Britain. 2. The Anglo-Saxons divided Britain into seven kingdoms each with its own ruler. 3. Christianity became the dominant religion after Paganism.	How are mountains formed? Substantive Key Knowledge: 1. To name features of mountains including slope, ridge, summit, foot and outcrop. 2. To name some types of mountain including fold, fault block, volcanic, dome, plateau and how they are formed.	How did life change under the Vikings? Substantive Key Knowledge: 1. The Vikings invaded and settled in Scotland in 787 AD. 2. Raided monasteries for valuable goods such as gold. 3. Edward the Confessor was killed at the Battle of Hasting in 1066.	What are the geographical similarities and differences between London and Attica, Greece? Substantive Key Knowledge: 1. To know some countries of Europe – France, Spain, Italy, Portugal, Greece and Turkey. 2. To name some capital cities of Europe – Paris, Madrid,	How did the achievements of the ancient greeks effect the western world? Substantive Key Knowledge: 1. Democracy was first introduced to ancient Athens. 2. The first Olympic Games were part of a festival to honour the Greek God, Zeus. Women were not allowed to compete. 3. Alexander the Great ruled over the Greek Empire and conquered other lands.

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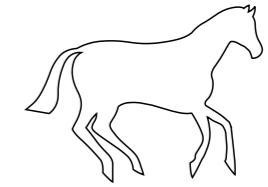


	the west are behind.		3. To explain how tourism effects mountain regions including economic activity, environmental impact and social impact.		Rome, Lisbon, Athens and Ankara 3. To identify human and physical similarities and differences between London and Attica, Greece.	
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Science	<p>How can materials be grouped based on their properties?</p> <p>Substantive Key Knowledge:</p> <ul style="list-style-type: none"> A solution is made by dissolving a material in a liquid. Filtering, sieving and evaporating are 3 ways mixtures can be separated. <p>I know that some changes to materials are reversible or irreversible.</p>	<p>How do forces act of objects around us?</p> <p>Substantive Key Knowledge:</p> <ol style="list-style-type: none"> To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. To identify the effects of air resistance, water resistance and friction that act between moving surfaces. To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>What do we know about the solar system?</p> <p>Substantive Key Knowledge:</p> <ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<p>Living things and their habitats</p> <p>Substantive Key Knowledge:</p> <ol style="list-style-type: none"> As part of their life cycle, plants and animals reproduce. Most animals reproduced sexually. This involves two parents where the sperm from the male fertilises the female egg. Animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be born live and then grow into adults. In other animals, there may be eggs laid that hatch to young which then grow to adults. Some young undergo a further change before becoming adults e.g. caterpillars to butterflies. This is called metamorphosis. Plants reproduce both sexually and asexually. Bulbs, tubers, runners and plantlets are examples of asexual plant reproduction. 	<p>How do humans change throughout their lifetime?</p> <p>Substantive Key Knowledge:</p> <ol style="list-style-type: none"> When babies are young, they grow rapidly. They are very dependent on their parents. As they develop, they learn many skills. At puberty, a child's body changes and develops primary and secondary characteristics. This enables the adult to reproduce.
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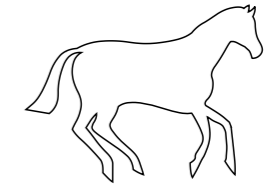
Religious Education <i>Discovery</i>	<p>Hinduism</p> <p>Substantive Key Knowledge:</p> <ol style="list-style-type: none"> Hindus follow the Dharma which is the code for leading your life. Hindus worship God at the temple and also at home where they have a shrine. Worship at the shrine is called Puja. Hindus have many artefacts that they use to perform Puja 	<p>Christianity</p> <p>Substantive Key Knowledge:</p> <ol style="list-style-type: none"> Christians believe that Jesus was God in a human form. Christians believe God sent Him to be born as Jesus so that He could show people how to lead good lives and teach about forgiveness. This is called the Incarnation. 	<p>Hinduism</p> <p>Substantive Key Knowledge:</p> <ol style="list-style-type: none"> Hindus believe that Brahman is God and is in everything and they worship him in many forms. They pray to the gods to ask them to help them to lead their lives. Hindus try to respect all living things because they believe Brahman is the essence of 	<p>Christianity</p> <p>Substantive Key Knowledge:</p> <ol style="list-style-type: none"> Christians believe God intended Jesus to be crucified. Christians believe everything that happened in the Holy Week was all part of His destiny. Christians believe this was God's plan because somebody 	<p>Hinduism</p> <p>Substantive Key Knowledge:</p> <ol style="list-style-type: none"> Hindus believe in Karma and that if they lead a good life they will be reborn into a good life. The Hindu beliefs in life after death help Hindus to lead good lives because they want to have the good new life when they are reincarnated. Christians believe they need 	<p>Islam</p> <p>Substantive Key Knowledge:</p> <ol style="list-style-type: none"> Jihad can mean struggle. Some Muslims think this means a daily struggle and effort they have to lead a good Muslim life. Jihad can also mean war. Muslims believe that they should never start a war and they should only fight back if somebody else started it
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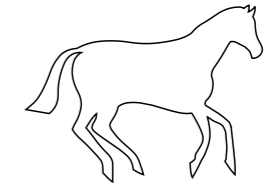
	and they also give offerings to God.		everything.	needed to take the punishment for everybody's sins and they believe in the Incarnation.	to lead good lives and ask God to forgive their sins, and then they go to heaven.	and are threatening the Muslim religion.
PSHE <i>Jigsaw</i>	Being Me in My World Puzzle Caring friendships Respectful relationships Online relationships Physical health and well-being	Celebrating Difference Puzzle Caring friendships Respectful relationships Online relationships Physical health and well-being Being safe Internet safety and harms	Dreams and Goals Puzzle Respectful relationships Mental well-being	Healthy Me Puzzle Caring friendships Respectful relationships Online relationships Mental well-being Internet safety and harms Physical health and fitness Healthy eating Drugs and alcohol Health and prevention Basic first aid	Relationships Puzzle Families and the people who care for me Caring friendships Respectful relationships Online relationships Being safe Mental well-being Internet safety and harms Physical health and fitness	Changing Me Puzzle Families and the people who care for me Caring friendships Respectful relationships Online relationships Being safe Mental well-being Changing adolescent body
Art /DT <i>Plan Bee</i>	Express yourself Substantive Key Knowledge: 1. We can express ourselves through the clothes we wear, hobbies we have, music we listen to and the teams we support as well as the emotions we feel. 2. Picasso used different shades of blue in this painting to express his sadness about the death of his friend. 3. Chuck Close was a photorealistic artist.	How can we combine fabric and shapes to make a phone case? Substantive Key Knowledge: 1. I know several different stitches. 2. I know when to use a certain stitch. 3. Design criteria tells the designer what the product has to do and what it must include.	What is Chinese art? Substantive Key Knowledge: 1. Dragons are significant in Chinese Art as they represent the Emperor of China. 2. You join two pieces of clay together by dipping your finger in water and rubbing along the joins until securely attached. 3. Plum blossom, bamboo, chrysanthemum and orchid are the 'Four Gentlemen'.	How are bridges strengthened? Substantive Key Knowledge: 1. To names way bridges are strengthened – pillars and beams. 2. To name three types of bridges – truss, arch and suspension. 3. To understand how bridges utilise compression and tension forces.	What is street art? Substantive Key Knowledge: 1. Graffiti is used by people to express themselves. 2. There is evidence of graffiti at the sites of ancient civilisations. 3. Banksy is a famous, living street artist. He uses stencilling for much of his art.	What is seasonal food Substantive Key Knowledge: 1. I know what the term 'seasonal food' means. 2. I know some of the nutrients we get from fruits, vegetables, meat, fish and dairy products. 3. I can discuss the benefits and problems of unseasonal food being available in shops all year round.
Computing <i>Purple Mash</i>	Unit 5.2 Online Safety Substantive Key Knowledge: I know the SMART rules. (Safe, never Meet, Accepting, Reliable, Tell) I know how to maintain secure passwords. I know appropriate online behavior relates to my right to personal privacy and mental wellbeing.	Unit 5.5 Game Creator Substantive Key Knowledge: I know how to use 2DIY 3D to create my game setting. I know how to design characters for my game. I know how to write instructions for my game.	Unit 5.1 Coding Substantive Key Knowledge: I know what a simulation is. I know what decomposition and abstraction are in Computer Science. I know how to use friction in code.	Unit 5.4 Databases Substantive Key Knowledge: I know different ways to search a database. I know how to enter information into a class database. I know how to create my own database.	Unit 5.3 Spreadsheets Substantive Key Knowledge: I know how to use formulae within a spreadsheet to convert measurements of length and distance. I know how to use the count tool. I know how to use formulae to calculate area and	Unit 5.8 Word Processing Substantive Key Knowledge: I know how to make a document from a blank page. I know how to add and edit images to a word document. I know how to change the look of text within a document.

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					perimeter of shapes.	
PE	Netball	Dodgeball	Dance	Tag Rugby	Athletics	OAA
<i>Get set for PE</i>	Gymnastics	Tennis	Football	Badminton	Swimming	Cricket
MFL <i>Language Angels</i>	Revision of last years learning through games/songs	My Family- Ma famille By the end of this unit pupils will be able to : <ul style="list-style-type: none"> Name and recognise 6 family members with the correct determiners (Mon, Ma, Mes): Mon pere, ma mere, mon frere, ma soeur, mon grand- pere, ma grand- mere Move from 1st person singular to 3rd person singular of high frequency verb : s'appeler eg mon pere s'appelle..... Name the tens numbers – 60 	The Date- La date By the end of this unit pupils will be able to: <ul style="list-style-type: none"> Say the 7 days of the week: lundi, mardi, mercredi, jeudi, vendrei, samedi, dimanche Answer the question What is the day today (Quelle est la jour aujourd'hui ?) Using the phrase.....c'est Name the month their birthday is in answering the question? C'est quand ton anniversaire? 	What is the weather?- Quel temps fait-il? By the end of this unit pupils will be able to: <ul style="list-style-type: none"> Say it's raining and it's sunny : il pleut, il y a du soleil Ask what the weather is like : Quel temps fait-il? Read a simple paragraph in french including 5 statements about the weather and answer 3 questions correctly about the text in English. 	Do you have a Pet?- As-tu un animal? By the end of this unit pupils will be able to : <ul style="list-style-type: none"> Name and recognise 5 pets with their determiners: un chien, un chat, un poisson rouge, un lapin, une tortue Say I have a pet j'ai..... Say I do not have a Je n'ai pas de/ d' 	My Home- Chez moi By the end of this unit pupils will be able to: <ul style="list-style-type: none"> Say where they live using the verb j'habite dans une maison/ un appartement Name and recognise 5 rooms of the house with the correct determiners : une chambre, une cuisine, une salle de bains, un garage, un jardin Say which rooms are in their home using the phrase "chez moi il y a..."and the above vocab
Music <i>Charanga</i>	How does music bring us together? Music Technology Substantive Key Knowledge: I know where to find the key signature in a piece of music. I know and can explain how changes in dynamics and tempo can affect the music.	How does music connect us with our past? Exploring musical styles Substantive Key Knowledge: I can justify my opinion using my knowledge of musical elements when telling you about the genre and purpose of a piece of music.	How does music improve our world? Exploring key and time signatures Substantive Key Knowledge: I know and can explain the meaning of the numbers in a time signature. I know where to find the key signature in a piece of music and can explain what it means.	How does music teach us about our community? Introducing Chords Substantive Key Knowledge I can explain a chord as 'two or more notes played at the same time'. I know that John Williams was a composer of film music. I know that Florence Price was the first African-American woman to have a symphony performed in America.	How does music shape our way of life? Words, meaning and expression Substantive Key Knowledge I know and can explain the difference between singing, rap and scat.	How does music connect us with the environment? Identifying important musical elements Substantive Key Knowledge: I can use the following musical elements to describe a piece of music: Texture Tempo Dynamics Pitch Melody Rhythm Tonality Time Signature
Instrumental learning <i>Charanga</i>	Ukuleles	Ukuleles	Ukuleles	Ukuleles	Ukuleles	Ukuleles

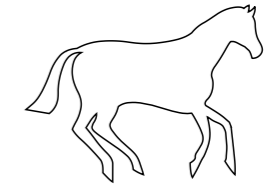
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Year 6		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	fiction	Book: Rose Blanche Recount: Diary Purpose: To recount	Book: A Story Like the Wind Narrative: Flashback Narrative Purpose: To narrate	Book: The Origin of Species Narrative: Discovery Narrative Purpose: To narrate	Book: The Ways of the Wolf Recount: Documentary Narrative Purpose: To narrate Discussion: Balanced Argument Purpose: To discuss Narrative: Hunted Narrative Purpose: To narrate	Book: Shackleton's Journey Narrative: Endurance Narrative Purpose: To narrate	Book: Hansel and Gretel Narrative: Dual Narrative Purpose: To narrate
	non fiction	Recount: Bravery Speech Award Purpose: To recount & inform (hybrid)	Recount: Newspaper Report Purpose: To recount	Explanation: Adaptation Purpose: To explain		Recount: Biography Purpose: To recount	Persuasion: Letter Purpose: To persuade
Grammar and Punctuation		Build on previous year & focus on: Semi-colons within detailed lists Indicate grammatical features using the semi-colon to mark the boundary between independent clauses Dashes and commas to indicate parenthesis	Build on previous units & focus on: Use hyphens to join words and avoid ambiguity Use range of punctuation taught at KS2 (Speech punctuation) Use the semi-colon as the boundary between independent clauses	Build on previous units & focus on: Use dashes, colons and semi-colons to mark the boundary between independent clauses Use colons to introduce a list	Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity Use colons to introduce a list Use semi-colons within lists	Build on previous units & focus on: Use semi-colons, and dashes to mark the boundary between independent clauses Use commas to clarify meaning and avoid ambiguity	Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity
Whole class reading text		Walter Tull Michaela Morgan	Goodnight Mr Tom Michelle Magorian	The Explorer Katherine Rundell		Holes Louis Sachar	Pig Heart Boy Malorie Blackman

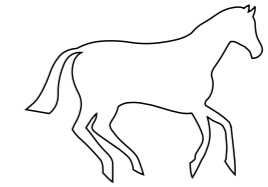
Maths	Place value Calculations – four operations Fractions	Fractions Converting units	Ratio Algebra Decimals	Fractions, decimals and % Area, perimeter and volume Statistics	Shape Position and direction	Themed projects, consolidation and problem solving
History / Geography	North America Substantive Key Knowledge: 1. To name some countries of North America – USA, Canada, Mexico, Cuba. 2. To name some capital cities of North America – Washington, D.C., Ottawa, Mexico City,	What was the evacuation like for children during WW2? Substantive Key Knowledge: 1. Adolf Hitler was the leader of the Nazi Party who wanted to gain power for Germany by	South America Substantive Key Knowledge: 1. To name some countries of South America – Brazil, Peru, Argentina. 2. To name some capital cities of South America – Brasilia, Lima, Buenos Aires.	What do we know about the Mayans? Substantive Key Knowledge: <input type="checkbox"/> They built the great stone cities and monuments that can be visited today <input type="checkbox"/> Around AD 900, many Southern Mayan city states were	Local study Substantive Key Knowledge: 1. Fieldwork is when you go outside and find out things about a place.	What do the Avebury stone circle and henge teach us about the Stone Age in our local area? Substantive Key Knowledge: 1. A henge is a circular area enclosed by a bank or ditch,

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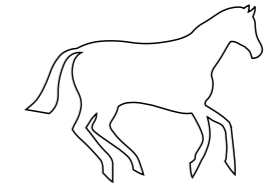
	Havana. 3. To identify physical similarities and differences between the UK and North America including climate.	invading our allies. 2. Children were evacuated from cities to the country to be safe from air raids. 3. Children had rationed food, clothing and other items.	3. To identify human similarities and differences between the UK and North America including tourism and land use.	abandoned, perhaps due to food shortage and conflict □ Mayan ruins were discovered by the Spanish conquistadors	2. Human geography is a study of where people live, what they do, and how they use the land. 3. Physical geography is the study of the Earth's natural features, such as mountains, rivers, deserts and oceans.	used for religious ceremonies in prehistoric times. 2. Items excavated by archaeologists have been used by historians to teach us about life in prehistoric times. 3. Stone Age people built stone circles, which were linked to rituals and solar and lunar events.
Science	How does light behave? Substantive Key Knowledge: <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	Electricity Substantive Key Knowledge: <ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram 	Evolution and Inheritance Substantive Key Knowledge: <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	How are organisms classified? Substantive Key Knowledge: <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. 	Animals Including Humans – Circulatory systems Substantive Key Knowledge: <ol style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. 	
Religious Education Discovery	Islam Substantive Key Knowledge: <ol style="list-style-type: none"> Muslims show their commitment to God by following the Five Pillars of Islam. Muslims show their commitment by praying 5 times a day and giving money to charity. During the month of Ramadan, Muslims do not eat or drink anything during 	Christianity Substantive Key Knowledge: <ol style="list-style-type: none"> Mary was chosen to be Jesus' mother because she was a virgin. God wanted to make it clear that Jesus was His son and not Joseph's son. If she had not been a virgin this may have not been so clear. Christians believe that Jesus 	Christianity Substantive Key Knowledge: <ol style="list-style-type: none"> Christians believe if they believe/follow certain things they will have eternal life with God in Heaven: <ol style="list-style-type: none"> following the 10 commandments asking for forgiveness if they sin believing Jesus died to save everyone from their sins. 	Christianity Substantive Key Knowledge: <ol style="list-style-type: none"> Some people believe Christianity is a strong religion today because there are Christian festivals, such as Easter and Christmas that many people celebrate. In these festivals Christians remember stories about God and Jesus. It could be argued that this does not mean 	Islam Substantive Key Knowledge: <ol style="list-style-type: none"> Muslims believe in Akhirah which is afterlife. Muslims believe they will all have a judgement day. If the good outweighs the bad, they will go to Heaven. However, if the bad outweighs the good they will go to Hell. 	Islam Substantive Key Knowledge: <ol style="list-style-type: none"> Jihad can mean struggle. Some Muslims think this means a daily struggle and effort they have to lead a good Muslim life. Jihad can also mean war. Muslims believe that they should never start a war and they should only fight

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	daylight hours. Fasting shows that they are living in the way that God wants.	was the Incarnation of God.		Christianity is still a strong religion and that these festivals are celebrated because it is a tradition and that no Christian beliefs come into it. People just enjoy celebrating.	3. Muslims want to go to Heaven so they try to lead a good life, following Allah's rules in the Qur'an and following the 5 pillars.	back if somebody else started it and are threatening the Muslim religion.
PSHE <i>Jigsaw</i>	Being Me in My World Puzzle Caring friendships Respectful relationships Online relationships Physical health and well-being	Celebrating Difference Puzzle Caring friendships Respectful relationships Online relationships Physical health and well-being Being safe Internet safety and harms	Dreams and Goals Puzzle Respectful relationships Mental well-being	Healthy Me Puzzle Caring friendships Respectful relationships Online relationships Being safe Mental well-being Internet safety and harms Physical health and fitness Drugs and alcohol Health and prevention Basic first aid	Relationships Puzzle Families and the people who care for me Caring friendships Respectful relationships Online relationships Being safe Mental well-being Internet safety and harms Physical health and fitness	Changing Me Puzzle Families and the people who care for me Caring friendships Respectful relationships Online relationships Being safe Mental well-being Changing adolescent body
Art / DT <i>Plan Bee</i>	Landscape Art Substantive Key Knowledge: <ul style="list-style-type: none"> A landscape painting is a painting of natural scenery, including mountains, hills, forests, rivers, lakes and fields. 'Perspective' is the art of making 2D objects appear to be 3D. Horizon lines and vanishing points give a painting depth and distance. 	Burgers Substantive Key Knowledge: <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	Sculpting Vases Substantive Key Knowledge: <ul style="list-style-type: none"> A Neolithic amphora vase was found, which was thought to be from 700 BC. Vases we have seen are made from ceramic, glass and lacquered wood. Vase designers often find their inspiration from things around them. 	Funky Furnishings Substantive Key Knowledge: <ul style="list-style-type: none"> To explain the difference between the function and visual appeal of a product. To be able to explain how to do a running stitch and a blanket-stitch. To know how to design a piece of furnishing using a range of decorative techniques. 	Express Yourself Substantive Key Knowledge: <ul style="list-style-type: none"> We can express ourselves through the clothes we wear, hobbies we have, music we listen to and the teams we support as well as the emotions we feel. Picasso used different shades of blue in this painting to express his sadness about the death of his friend. Chuck Close was a photorealistic artist. 	Mayan Games Substantive Key Knowledge: <ul style="list-style-type: none"> To shape everyday materials in order to create gaming pieces. To design components which interact with each other (e.g. board, and figures, dice, and packaging.) To know how to share and evaluate a product, judging the opinions of a research group.
PE <i>Get Set for PEH</i>	Basketball Football	Volleyball Dance	Gymnastics Hockey	Golf Tennis	Athletics Cricket	Rounders Swimming
Computing <i>Purple Mash</i>	Unit 6.2 Online Safety Substantive Key Knowledge: I know about risks online including sharing location, secure websites,	Unit 6.4 Blogging Substantive Key Knowledge: I know how to post and respond to comments I know there is an approval	Unit 6.1 Coding Substantive Key Knowledge: I know how to use selection and variables. I know how the launch command	Unit 5.6 Text Adventures Substantive Key Knowledge: I know what a text adventure is and can map out a story-based text adventure.	Unit 6.3 Spreadsheets Substantive Key Knowledge: I know how to use a spreadsheet to investigate probability.	Unit 6 Quizzing Substantive Key Knowledge: I understand the different question types within 2Quiz.

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	<p>spoof websites, phishing, and other email scams.</p> <p>I know what I share impacts upon myself and upon others in the long-term.</p> <p>I know screen time influences my education, my physical health, my mental wellbeing.</p>	<p>process for posts</p> <p>I know it's important to be respectful on the internet</p>	<p>works.</p> <p>I know how to use flowcharts to test and debug a program.</p>	<p>I know how to use 2Connect to plan a 'Choose your own Adventure' type story.</p> <p>I know how to use 2Create a Story Adventure mode to create, test and debug using my plan.</p>	<p>I know how to use the formula wizard to create formulae.</p> <p>I know how to use a spreadsheet to model a real-life situation (eg how to spend pocket money and the effect of saving money).</p>	<p>I know what sort of questions are best suited to the different question types.</p> <p>I know how to make and share a quiz.</p>
<p>Music <i>Charanga</i></p>	<p>How does music bring us together? Developing Melodic phrases</p> <p>Substantive Key Knowledge: I know where each note is placed on a treble stave.</p>	<p>How does music connect us with our past? Understand structure and form</p> <p>Substantive Key Knowledge: I know that different genres of music have different types of structure.</p> <p>I know that form and structure can be used in music to tell a story.</p>	<p>How does music improve our world? Gain confidence through performance</p> <p>Substantive Key Knowledge: I can say how the voice is used in a variety of genres and how its use changes: rap, gospel, opera, pop</p>	<p>How does music teach us about our community Explore further notation</p> <p>Substantive Key Knowledge: I know the progression of how music has been recorded through history: written, vinyl/records, cassettes, CDs, MP3, Smartphones and other such devices, social media</p> <p>I know why it is still important that music is written down.</p>	<p>How does music shape our way of life? Chords and structure</p> <p>Substantive Key Knowledge I can describe minor tonality as sad/angry.</p> <p>I can explain a chord as 'two or more notes played at the same time'.</p>	<p>How does music connect us with the environment? Respecting each other through composition</p> <p>Substantive key knowledge: I can tell you three different uses for music or reasons for making it.</p>
<p>Instrumental learning <i>Charanga</i></p>	Ukuleles	Ukuleles	Ukuleles	Ukuleles	Ukuleles	Ukuleles
<p>MFL <i>Language Angels</i></p>	<p>Revision of last years learning through games/songs</p>	<p>The Date- La date By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> • Say the 7 days of the week: lundi, mardi, mercredi, jeudi, vendrei, samedi, dimanche • Answer the question What is the day today (Quelle est la jour aujourd'hui ?) Using the phrase.....c'est • Name the month their birthday is in answering the question? C'est quand ton anniversaire? 	<p>Do you have a Pet?- As- tu un animal? By the end of this unit pupils will be able to :</p> <ul style="list-style-type: none"> • Name and recognise 5 pets with their determiners: un chien, un chat, un poisson rouge, un lapin, une tortue • Say I have a pet j'ai..... • Say I do not have a Je n'ai pas de/ d' 	<p>Clothes- Les vetements By the end of this unit pupils will be able to :</p> <ul style="list-style-type: none"> • Name and read 5 items of clothing with their correct determiners: un pantalon, une chemise, une robe, un pull, des chaussures • Tell you 2 things I am wearing using " Je porte....." • Describe 3 items of clothing by colour beginning to understand the concept of adjectival agreement : un pantalon rouge, une jupe verte, une chemise bleue 	<p>At School- A l'ecole By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> • Name and recognise 5 school subjects with the correct determiners: L'anglais, la musique, le francais, le dessin, les sciences • Say which subjects I like and dislike in school using : J'adore and Je deteste • Tell the time on the hour : Il est _____heures. 	<p>At the Weekend- Le week-end By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> • Ask what time it is : Quelle heure est-il? • Tell the time using half past : il est _____ heure(s) et demie • Say 3 things they do at the weekend: Je joue au foot, je vais a la piscine, je joue a l'ordinator

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