

Brockwell Junior School Key Stage Two Learning Journey

Subjects	Year Group	Year 3			Year 4			Year 5			Year 6		
	Term	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July
English	Develop language and communication skills and cultivate character through a love of books.	<p>Painting pictures with words. (Description of the Nile and inside the tomb)</p> <p>Caring for a giraffe. (Instructions fact file)</p> <p>Writing to others. (Letter to a curator)</p>	<p>Writing to perform. (Playscripts)</p> <p>Exploring emotions. (Diary writing)</p> <p>The power of storytelling.</p> <p>Playing with poetry. (Shape poems)</p>	<p>Exploring characters. (Description)</p> <p>Writing in role. (Postcards)</p> <p>Making a plan. (Notes using words, diagrams, labels)</p> <p>People who have changed the World. (Biography writing)</p>	<p>Writing to others. (Letter to my teacher)</p> <p>A letter to Rwanda. (Recount)</p> <p>Is plastic fantastic? (Plastic debate and Poetry)</p> <p>People who have changed the World. (Biography writing)</p>	<p>Exploring emotions. (Beowulf's diary)</p> <p>The power of storytelling.</p> <p>Persuasion. (A battle cry)</p>	<p>The new Iron Man (Creating an imaginary creature with words)</p> <p>Firing our imaginations. (Features of different poetry) (Two poet study)</p> <p>Ready to perform. (Creating, rehearsing and performing choral poems)</p>	<p>Firing our imaginations. (Poetry)</p> <p>Animals on the move (Report writing)</p> <p>Powerful writing. (Mythical scene)</p> <p>Come and visit the museum. (Writing to persuade)</p>	<p>It's a rap! (A rap for our school)</p> <p>How can I explain? (An explorer's handbook)</p> <p>Understanding others. (Writing from different viewpoints)</p>	<p>Exploring emotions. (Diary writing)</p> <p>The power of storytelling.</p> <p>Come to our school! (Writing an advert)</p> <p>I can perform. (Performance poetry)</p>	<p>Firing our imaginations. (Poetry)</p> <p>Whose point of view? (Writing from different viewpoints)</p> <p>The powers of persuasion. (Letter from Lord Shaftesbury)</p>	<p>What did you think? (Playscripts and Review of YSC performance)</p> <p>Painting pictures with words. (Descriptive poetry)</p> <p>What's your opinion? (How to debate)</p>	<p>What do you think is the greatest invention? (Writing an online article)</p> <p>What makes a good reader? (Revision sessions)</p> <p>The power of storytelling.</p> <p>Preparing to perform! (Scripts for leavers assembly)</p>
		   	  	 	   	   	     	    	    				

In the words of Cressida Cowell, the Children's Laureate...

...Every child has the right to... **Own their own book.** Access new books in schools, libraries and bookshops. See an author event at least once. Have advice from a trained librarian or bookseller. Read for the joy of it. Be read aloud to. Have some choice in what they read. Be creative for at least fifteen minutes a week. See themselves reflected in a book. Have a planet to read on.

We pledge to support these rights through our carefully designed English curriculum, enhanced by our well-resourced, vibrant and welcoming school library.

VIPERS Vocabulary Inference Prediction Explanation Retrieval Summary

History - Understanding the significance of the past.

Ancient Egypt What were the wonders of Ancient Egypt?	Stone Age – (Bronze Age) - to Iron Age How did the lives of ancient Britons change during the Stone Age? What is the secret of the standing stones? How do artefacts help us understand the lives of the people in Iron Age Britain? Visit to Creswell Crags & History Van			Anglo-Saxons Were the Anglo-Saxons really smashing?	The Vikings and Anglo-Saxons struggles Were the Vikings always victorious and vicious? HISTORY VAN	Ancient Greece The story of The Trojan Horse: historical fact, legend or classical myth? How can we re-discover the wonders of Ancient Greece?	A Local Historical Study – Eyam, Longshaw Who are Britain's National Parks for? <i>Including history of national parks and local study within the peak district</i>	Why was winning the Battle of Britain in 1940 so important? A study of an aspect or theme in British history - children's experiences during wartime. What is it like to live in a warzone? Visit to Eden Camp	A study of an aspect or theme in British history How did the rights of children change during the Victorian Era?	A study of an aspect or theme in British history □ The life and works of William Shakespeare To be or not to be? LIVE-THEATRE: YOUNG SHAKESPEARE COMPANY	How could Hitler have influenced a nation like Germany to have followed him? □ Hitler's invasion of Poland and its impact on Britain Why did the ancient Maya change the way they lived?
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Chronology - To be able to use the terms ancient, modern, AD, BC, century and decade to talk about chronology and create timelines to show how these relate to one another.



Evidence - Define primary and secondary sources. Use critical thinking to discuss the reliability of sources by exploring perspectives of people and times from the past and present.



Significance - Explain why a person or event changed the immediate future and how it/they impact on our lives today (cause and effect). KEY CONCEPTS HISTORY

Geography – Learn, Love, Look After!

Jungles (South America) Why are jungles so wet and deserts so dry?		Earthquakes Why do the biggest earthquakes not always cause the most damage? North America Beyond the Magic Kingdom	How can we live more sustainably? How and why is my local area changing? Fieldwork Trip to Holmebrook Valley Park	Why do so many people live in cities? Why is Sheffield such a cool place to live in? Visit to Kelham Island	We are meteorologist Presenting the weather	How do volcanoes affect the lives of people on Hiemaey?	Why are mountains so important? Ascent and decent Mam Tor		What is a river? FIELDWORK STUDY HOLMEBOOK	Why is fair trade fair?	How is climate change affecting the world?
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Place Compare the position of two places in relation to one another using maps, diagrams, globes, aerial photographs and GIS ie countries, regions and time zones across the world.

Space Explain how the features of an environment/space affect its use i.e. people settle near natural resources.

Sustainability Analyse the impact of human use of natural resources and determine if this can be maintained i.e. impact of plastic use on the world's oceans.

Change Explain how human use of natural resources have impacted the Earth i.e. impact of burning fossil fuels or fair trade farming and the implication of that.

Art – Being creative for an audience

(All Years)
Create sketch books to record their observations and review ideas.

Felucca Art

Tutankhamun foil art or mask creations with mixed media.

Marbling and bubble art creating water with vocabulary of jungles and the water cycle.

3D Jungle Art with modelling clay.

Tiger in a Tropical Storm
H. Rousseau study



Specific drawing, painting (including colour mixing) and sculpture techniques to create: patterns Claywork – rolling balls in order to make a thumb-pot

Great artists, architects and designers in history: Orla Kierley



Specific drawing, painting (including colour mixing) and sculpture techniques to create: Hot and cold colours pictures Understand primary colours inspired by Piet Mondrian

Great artists and designers in history: Piet Mondrian inspired art



G. Seurat inspired art



Drawing Use line and tone and use observational skills to make detailed drawings of objects. Explore shading Painting Be aware of the diverse colour range in the natural environment and be able to mix colours appropriately



What can we recycle to make a recycling banner? W

Textiles: How can we change the colour of that fabric?

(Yayoi Kusama repeat patterns)



Alexander McQueen



Claywork

Create pots using 'coiling' and relief technique Painting: Which How can we produce our own paintings in the style of a famous local artist? (Pete McKee, Jo Peel)



Romans: Mosaics - Class quilt Gaudi architecture

Islamic/Turkish tiles clay work



Printing Relief printing using string, card to create a relief surface Resist printing including marbling and silkscreen. How will we make our museum exhibits? What artefacts and artwork did the Vikings produce and what materials, tools and techniques did they use? Draw examples of artefacts in our sketch-books to show specific features Combine different materials to help us make our 3D replicas Make a simple papier-mâché objects (Viking topic)

Collage: How will our mosaics improve the look of our school?

Visit to Brookfield Art Studios to create clay pots



Perspective and tone drawings – Greek artefact sketches

Volcano mixed media pictures



Trojan Horse collage



Andy Warhol inspired class namesake portraits



Painting and the double primary system.

David Hockney inspired Mountains.



Landscape art

Paul Nash



Printing: How will we screen print our own posters? How did poster design change through the 19th and 20th centuries? Relief card printing to create images Collage: What will make our habitat stand out? Textiles Experiment with techniques eg batik, tie-dye, applique etc in order to design own textile

Picasso

Henry Moore Sculptures



Pictures inspired by Banksy or Peter Barber

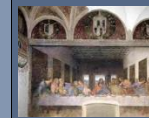


Wallpaper designs inspired by William Morris created into 3D dining rooms with lamp and working electrical circuit.



Sketches for Christmas card designs.

Class name inspired art – drawings including perspective, line and tone

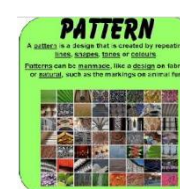
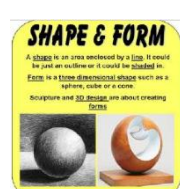
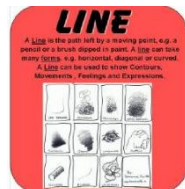


Midsummer Night's Dream inspired layered art work.

Henry Beck



Art associated with other subjects to allow for comprehensive Robotics and Design & Technology Learning Challenge.



PROPORTION



Music - learning how to be creative and perform for an audience

Children will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory ready for a class performance to parents at the end of the term and at Christmas as an ensemble.

MUSIC HUB TOOTS

Children will have the opportunity to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians through 'Music of the Week' including Ten Pieces and Young Voices. Teaching recorders – introduce notation, rhythm and basics of playing the recorder.

Antonio Vivaldi



Children will develop an understanding of the history of music. Children will begin to use and understand staff and other musical notations through recorder lessons.

Children will be taught to sing and play with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory ready for a class performance to parents at the end of the term. Perform at Christmas as an ensemble.

Grażyna Bacewicz



MUSIC HUB BAMBOO TAMBOO

Children will have the opportunity to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians through 'Music of the Week' including Ten Pieces and Young Voices.

Children will develop an understanding of the history of music. Children will begin to use and understand staff and other musical notations. Children will perform at a summer concert as an ensemble, using their voices with increasing accuracy, fluency, control and expression.

Children will have the opportunity to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians through 'Music of the Week' and Young Voices. Children will perform at Christmas as an ensemble, using their voices with increasing accuracy, fluency, control and expression.

Ten Pieces

Children will begin to use and understand staff and other musical notations

Delia Derbyshire



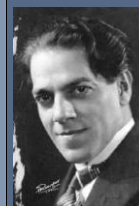
MUSIC HUB READY TO ROCK

They will develop an understanding of musical composition for a class performance to parents at the end of the term. Children will perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Music of the Week – appreciation and understanding of a wide range of music including live music.

Children will perform at Christmas as an ensemble, using their voices with increasing accuracy, fluency, control and expression.

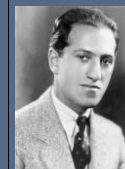
Heitor Villa-Lobos



MUSIC HUB SAMBA BAND










Ten Pieces – develop understanding of the history of music and selected musician studies

George Gershwin




Class performance to parents at the end of the term with increasing accuracy, fluency, control and expression.

Design & Technology

<p>Construction</p> <p>Pneumatic Dragon Challenge: I Can Create a Pneumatic Monster using air pressure!</p> <p>KNEX Workshop (mechanisms and 3D modelling for functionality).</p> 	<p>Textiles</p> <p>I can design and make a felt cave man.</p> <p>I can design and make a hessian frame or giraffe puppet.</p>	<p>Food Technology</p> <p>Sandwich Snack investigation.</p> 	<p>Construction</p> <p>Design and build a bug hotel.</p> <p>Pop up levers and pulleys.</p> <p>Crumble</p>  <p>KNEX Workshop (Mechanisms and 3D modelling for functionality).</p>	<p>Textiles</p> <p>Design and make money containers.</p>	<p>Food Technology</p> <p>Knife skills?</p> 	<p>Construction</p> <p>Moving Toys – Children to use CAMs to create moving Toys.</p> <p>What would that map look like? Modelling skills.</p> <p>TOWERS visit to Chesterfield with tour up The Spire.</p> <p>KNEX Workshop – advanced modelling for functionality and using a range of mechanisms.</p> 		<p>Food Technology</p> <p>The Great Brockwell Bake Off.</p>	<p>Construction</p> <p>Design and produce a wearable step counter.</p>  <p>TinkerCAD 3D printing challenge.</p>  <p>Design and program a remote controlled buggy.</p>  <p>KNEX Workshop - advanced modelling for functionality and using a range of mechanisms.</p>	<p>Textiles</p> <p>Will our bag for life last that long?</p>	<p>Food Technology</p> <p>Brockwell Restaurant</p> 
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Computing - cultivating digital literacy and learning the implications of technologies today and in the future "Those who can imagine anything, can create the impossible." - Alan Turing

Introduction to computers Logging on/off Using a keyboard Saving work Using word/textease Developing a responsible use of computing devices and their contents. Online Safety Lee and Kim (see Online Safety folder) https://www.youtube.com/watch?v=mqNg-7QrDk	Switched on Computing that can be supplemented with iPad / PC We are presenters 3.3 <i>Videoing performance</i> We are network engineers 3.4 <i>Exploring computer networks including the internet</i> Online Safety Welcome to Hector's World https://www.thinkuknow.co.uk/5_7/hectorsworld/	Switched on Computing that can be supplemented with iPad / PC We are communicators 3.5 <i>Communicating safely on the internet</i> We are opinion pollsters 3.6 <i>Collecting and analysing data</i> Online Safety Intellectual Property Logo Mania (Nancy and the Meerkats: Nancy's Musical Box) https://www.youtube.com/watch?v=ttpl2qu5nRc	Switched on Computing that can be supplemented with iPad / PC Using Scratch as an Artist How Date is Stored - Spreadsheets We are software developers 4.1 <i>Developing a simple educational game (microbit emoji)</i> We are toy designers 4.2 <i>Prototyping an interactive toy (Crumble illuminations)</i> Online Safety Know Your Friends with Josh & Sue https://www.youtube.com/watch?v=ecr6OJmT3Mg Children create a THINK Poster	Switched on Computing that can be supplemented with iPad / PC We are musicians 4.3 <i>Producing digital music</i> Codeclub.org We are HTML editors 4.4 <i>Editing and writing HTML</i> Create our own Steel Woman masks, in groups program Crumble to show changing emotions with eyes changing colour. Online Safety Think U Know 8-10 <i>Star Rider game</i> https://www.thinkuknow.co.uk/8_10/Star-Rider/	Switched on Computing that can be supplemented with iPad / PC We are co-authors 4.5 <i>Producing a wiki</i> We are meteorologist 4.6 <i>Presenting the weather</i> Online Safety Online Safety Workshops – Primary Engagement Team Think U Know Spam and Phishing (see Online Safety folder)	Online Safety – Issues involving 'digital footprint', copyright and acceptable behaviour when communicating on others' blog posts. The importance of high quality online contents and having comments moderated by the teacher. Switched on Computing that can be supplemented with iPad / PC We are bloggers 5.5 <i>Sharing experiences and opinions</i> We are game developers 5.1 <i>Developing an interactive game</i> Online Safety Human and dog avatar https://www.getcybersafe.gc.ca/wrdsht/index-en.aspx	I am a Debugger! Switched on Computing that can be supplemented with iPad / PC We are cryptographers 5.2 <i>Cracking codes</i> We are artists 5.3 <i>Fusing geometry and art</i> Online Safety Think U Know 8-10 Cyber Café https://www.thinkuknow.co.uk/8_10/cybercafe/Cyber-Cafe-Base/	Switched on Computing that can be supplemented with iPad / PC We are web developers 5.4 <i>Creating a website about cyber safety</i> We are architects 5.6 <i>Creating a virtual space</i> Develop children's ability to look critically at the content they see online and help them understand that algorithms are used to shape the content they see. Online Safety Webcams https://www.youtube.com/watch?v=ZTYZMdbq8PE&safe=active Online Bullying https://www.youtube.com/watch?v=0XgLqTfM-1l	Online safety Consider the capabilities of smartphones and tablets, and how these can be used purposefully and safely. Use search engines safely and effectively. Online Safety #LiveSkills (see Online Safety Folder) Fake News https://www.zapatoapi.net/treeoctopus/ Create own fake news using Wix or Adode Spark Post STEM We can design and build a portable game. Design and code Micro Bit rock, paper, scissors game. Build a case to transport the game.	Switched on Computing and Apps for Good that can be supplemented with iPad / PC <input type="checkbox"/> We are market researchers 6.3 <i>Researching the app market</i> <input type="checkbox"/> We are interface developers 6.4 <i>Designing an interface for an app</i> Develop children's ability to look critically at the content they see online and help them understand that algorithms are used to shape the content they see. Online Safety Are you ready for Social Media? https://www.youtube.com/watch?v=NbSDQ_FIKSI Newsround Caught In The Web https://www.youtube.com/watch?v=kcgCNGvI0gig&safe=active	Switched on Computing and Apps for Good that can be supplemented with iPad / PC <input type="checkbox"/> We are app developers 6.5 <i>Developing a simple mobile phone app</i> <input type="checkbox"/> We are marketers 6.6 <i>Creating video and web copy for a mobile phone app</i> Develop children's ability to look critically at the content they see online and help them understand that algorithms are used to shape the content they see. Online Safety Youth Produced Sexual Imagery NSPCC https://www.youtube.com/watch?v=sch_WMjd6go&safe=active BBC article http://www.bbc.co.uk/news/world-europe-42694218
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<div> <div>Religious Education - Considering perspectives of people on</div> <div>Science - Gaining scientific knowledge and understand the implications of science</div> </div>	<div> <div> <div>L2.7 What does it mean to be a Christian in Britain today? (part 1)</div> <div>L2.8 What does it mean to be a Hindu in Britain today? (part 1)</div> </div> <div> <div>L2.2 Why is the Bible so important for Christians today?</div> <div>L2.5 Why are festivals important to religious communities?</div> </div> <div> <div>L2.1 What do different people believe about God? <i>Christian focus and either or both Hindus and Muslims</i></div> <div>L2.4 Why do people pray?</div> </div> <div> <div>L2.8 What does it mean to be a Hindu in Britain today? (part 2)</div> <div>L2.7 What does it mean to be a Christian in Britain today? (Part 2)</div> </div> <div> <div>L2.5 Why are festivals important to religious communities ? <i>Eid focus</i></div> <div>L2.3 Why is Jesus inspiring to some people?</div> </div> <div> <div>L2.9 What can we learn from religions about deciding what is right and wrong?</div> <div>L2.6 Why do some people think that life is like a journey and what significant experiences mark this?</div> </div> <div> <div>U2.1 Why do some people think God exists?</div> <div>U2.6 What does it mean to be a Muslim in Britain today? (part 1)</div> </div> <div> <div>U2.7 What matters most to Christians and Humanists?</div> <div>U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</div> </div> <div> <div>U2.4 If God is everywhere, why go to a place of worship? <i>focus visit to the church and / or the masjid</i></div> </div> <div> <div>U2.6 What does it mean to be a Muslim in Britain today? (part 2)</div> <div>U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah?</div> </div> <div> <div>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</div> </div> <div> <div>U2.3 What do religions say to us when life gets hard?</div> </div> </div>										
	<div> <div>Amazing Bodies</div> <div>The Power of Forces!</div> <div>How does your garden grow (2)</div> <div>Where does all that food go?</div> <div>In a State?</div> <div>Who am I?</div> <div>The Earth and beyond!</div> <div>Feel the Force</div> <div>Marvellous Mixtures</div> <div>Everything Changes</div> <div>Body Pump</div> <div>The Nature Library</div> </div>										
	<div> <div>Can you see me?</div> <div>How does your garden grow?</div> <div>We can be Rock Detectives!</div> <div>Good Vibrations!</div> <div>Switched ON!</div> <div>Human Impact!</div> <div>Everyday materials</div> <div>Get Sorted!</div> <div>Circle of Life</div> <div>Materials – All Change!</div> <div>Light Up your World</div> <div>Danger, Low Voltage!</div> <div>Reproduction in plants and animals</div> </div>										
<div> <div>Science - Developing language and</div> <div>...</div> </div>	<div> <div>  </div> <div> <div>BEING SCIENTIFIC</div> <div> <div>1. Ask relevant questions and use scientific enquiry to answer them.</div> <div>2. Carry out simple practical enquiries, comparative and fair tests.</div> <div>3. Observe systematically and carefully; where appropriate take measurements using standard units</div> <div>4. Identify differences, similarities or changes related to simple scientific ideas or processes</div> <div>5. Gather, record, classify and present data to answer questions.</div> <div>6. Report on findings of investigations</div> <div>7. Use scientific evidence to answer questions, draw simple conclusions, make predictions, suggests improvements and raise further questions</div> <div>8 – Y6 -Use test results to make predictions and to set up further comparative and fair tests.</div> </div> </div> </div>										
	<div> <div> <div>Getting to know you.</div> <div>All About Me</div> </div> <div> <div>Food, Glorious Food</div> <div>Family and Friends</div> </div> <div> <div>Our School</div> <div>Time</div> </div> <div> <div>All Around Town</div> <div>On the Move</div> </div> <div> <div>Going Shopping</div> <div>Where in the World</div> </div> <div> <div>What's the time?</div> <div>Holidays and Hobbies</div> </div> <div> <div>Getting to know you</div> <div>All About Ourselves</div> </div> <div> <div>That's Tasty</div> <div>Family and Friends</div> </div> <div> <div>School Life</div> <div>Time Travelling</div> </div> <div> <div>Let's visit a French town</div> <div>Let's go shopping</div> </div> <div> <div>This is France</div> </div> <div> <div>All in a day</div> </div> </div>										
<div> <div>Languages- Developing language and</div> <div>...</div> </div>	<div> <div>POURQUOI LA FRANCAIS?</div> <div> <div>200 million people speak French around the world, and it is an official language in 32 countries.</div> <div>French travelled around the world as a colonial language and played a key part in the founding of the United Nations, the Olympic movement and the European Common Market, hence its status, alongside English, as the language of diplomacy.</div> <div>The British Council recognises the long-held attachment the British have felt to the language.</div> <div>It forms an aspect of our past. For nearly 400 years when the country was ruled by Norman kings, it was the language of the ruling class of the time - the nobility spoke French, like everyone at the royal palaces and in the judiciary. Many aspects of French culture have become world-renowned and famous i.e. impressionist painters and architecture</div> <div>By introducing children to the language and some of the basic aspects during the Junior years the uptake in KS3 and 4 may increase.</div> </div> </div>										

Mathematics- acquiring fluency in mathematical concepts, thinking critically, reasoning and problem solving

<p>PLACE VALUE Represent numbers to 1,000 100s, 10s and 1s Number line to 1,000 Find 1, 10, 100 more or less Compare numbers to 1,000 Order numbers Count in 50s</p> <p>ADDITION AND SUBTRACTION Add and subtract multiples of 100 Add and subtract to or from 3-digit numbers Add two 3-digit numbers – crossing 10 or 100 Subtract a 3-digit number from a 3-digit number Estimate answers to calculations</p>	<p>MULTIPLICATION AND DIVISION Multiplication – equal groups Multiplying by 3 Dividing by 3 Multiply by 8 Dividing by 8 Comparing statements Related calculations Multiply 2-digits by 1-digit Dg by 4 Dividing by 4 Divide 2-digits by 1-digit Scaling How many ways</p> <p>PERIMETER Measuring and calculating the perimeter of different figures.</p> <p>PROPERTIES OF SHAPES 2D and 3D shapes. Regular and irregular shapes. Properties of shapes.</p>	<p>MONEY Pounds and pence Converting pounds and pence Adding money Subtracting money Giving change</p> <p>FRACTIONS Unit and non-unit fractions. Fractions of numbers and quantities. Equivalent fractions. Mixed number fractions. Adding fractions.</p> <p>STATISTICS Pictograms Bar Charts Tables</p> <p>TIME Analogue, digital and words. O'clock, half past, quarter past and quarter to. Reading the time to 5 minutes/1 minute. Time durations.</p>	<p>PLACE VALUE Roman numerals to 100 Round to the nearest 10, 100, 1000. 1,000s, 100s, 10s and 1s Partitioning Number line to 10,000 1,000 more or less Compare numbers Order numbers Count in 25s Negative numbers</p> <p>ADDITION AND SUBTRACTION Add and subtract 1s, 10s, 100s and 1000s Add two 4-digit numbers Subtract two 4-digit numbers Subtract two 4-digit numbers Efficient subtraction Estimate answers Checking strategies</p> <p>LENGTH AND PERIMETER Kilometres Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes</p>	<p>MULTIPLICATION AND DIVISION X and \div. 10 100 Multiply by 1 and 0 Multiply and divide by 6 6 times-table Multiply and divide by 9 Multiply and divide by 7</p> <p>AREA Counting squares Making shapes Comparing area</p> <p>FRACTIONS Equivalent fractions (1) Equivalent fractions (2) Fractions greater than 1 Count in fractions Add 2 or more fractions Subtract 2 fractions Subtract from whole amounts Calculate fractions of a quantity Problem solving – calculate quantity</p>	<p>DECIMALS MONEY TIME STATISTICS PROPERTIES OF SHAPES POSITION AND DIRECTION</p>	<p>PLACE VALUE Roman numerals to 1,000 Rounding Numbers to 1,000,000 Compare and order numbers to 1,000,000 Negative numbers ADDITION AND SUBTRACTION Mental calculation strategies with more than 4-digits, including column method. Subtract whole numbers Round to estimate and approximate Inverse operations (addition and subtraction) Multi-step addition and subtraction problems STATISTICS Read, draw and interpret line graph and tables MULTIPLICATION AND DIVISION Multiples Factor Prime numbers Square numbers Cube numbers PERIMETER AND AREA Measure and calculate perimeter Estimate and calculate area of rectangles and compound shapes</p>	<p>MULTIPLICATION AND DIVISION Mental calculation strategies Formal multiplication Formal division including calculations with remainders FRACTIONS Equivalent Simplifying Improper fractions and mixed numbers Compare and order fractions Add and subtract fractions Multiply fractions by a whole number Fractions of amounts</p>	<p>DECIMALS and PERCENTAGES Decimals up to 3 decimal places Rounding Order and compare decimals Understand percentages Equivalent fractions, decimals and percentages SHAPE AND SPACE Measuring angles in degrees Drawing lines and angles accurately Calculating angles on a straight line Calculating angles around a point Calculating lengths and angles in shapes</p> <p>Regular and irregular polygons Reasoning about 3D shapes Position in the first quadrant Reflection Translation MEASURES Metric units Converting units of time Timetables Estimate capacity Compare volume</p>	<p>Place Value Numbers to ten million Compare and order any number Round any numbers Negative numbers Four Operations Add and subtract whole numbers Multiply up to a 4-digit by 1-digit number Short division Division using factors Common factors Common multiples Primes Squares and Cubes BODMAS Three decimal places X & Divide by 10, 100 and 1,000 X & divide decimals by integers Simplify fractions Compare and order fractions by the denominator Compare and order fractions by the numerator Add and subtract fractions Multiply fractions by whole number Multiply fractions by fraction Divide a fraction by a whole number Four rules with fractions Fraction of an amount Decimals as fractions Fractions to decimals</p>	<p>Percentages Fractions to percentages Equivalent FDP Percentage of an amount Percentages – missing values Percentage increase and decrease Order FDP</p>	<p>7 digit numbers Decimal place value Rounding numbers Positive and negative numbers Adding and subtracting whole numbers and decimals Fractions and percentages Algebra Scaling by multiplication and division Multiplying by integers and decimals Using division to find fractions of amounts Dividing 4 digit numbers by 2 digit numbers X and division investigation Dividing with a decimal remainder Coordinates + - fractions X & dividing with fractions Ratio Reading scales and measures problems Properties of 2D shapes Measuring and calculating angles Area, perimeter and volume Intervals of time Interpreting graphs Money Investigation Binary numbers Magic squares The Fibonacci sequence Percentage puzzles</p>
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Real PE – Unit 1 Personal Unit 2 Social Attacking and Defending – Invasion Games To develop and apply FMS skills to games and competitions. Plan and demonstrate tactics for attacking and defending. To accept losing.	Real PE – Unit 3 Cognitive Unit 4 Creative Attacking and Defending – Invasion Games To develop and apply FMS skills to games and competitions. Dance To compose own dances in a creative way. To perform to an accompaniment. To develop dance that shows clarity, fluency, accuracy and consistency. Perform at Winding Wheel to large audiences Outdoor and Adventurous <input type="checkbox"/> School based. To follow a map in a familiar context.	Real PE – Unit 5 Physical Unit 6 Health and Fitness Striking and Fielding Play competitive games. Develop an understanding of how to improve in physical activities and sports. Communicate, collaborate and compete with each other. Gymnastics To adapt sequences to suit different types of apparatus and criteria. To explain how strength and suppleness affect performance. To compare and contrast gymnastic sequences.	Real PE Unit 1 Personal Unit 2 Social Attacking and Defending – Invasion Games To develop and apply FMS skills to games and competitions. Plan and demonstrate tactics for attacking and defending. To accept losing. SWIMMING - Turing To learn to swim 25m+ using a range of strokes. To learn lifesaving skills in a variety of situations. To work towards Aquatic level 5.	Real PE Unit 3 Cognitive Unit 4 Creative Attacking and Defending – Invasion Games To develop and apply FMS skills to games and competitions. Plan and demonstrate tactics for attacking and defending. To accept losing. SWIMMING - Sharman To learn to swim 25m+ using a range of strokes. To learn lifesaving skills in a variety of situations. To work towards Aquatic level 5.	Real PE Unit 5 Physical Unit 6 Health and Fitness Striking and Fielding Play competitive games. Develop an understanding of how to improve in physical activities and sports. Communicate, collaborate and compete with each other. Dance To compose own dances in a creative way. To perform to an accompaniment Gymnastics Outdoor and Adventurous School based / Field work at Holmebrook Valley Park	Real PE – Unit 1 Personal Unit 2 Social Attacking and Defending – Invasion Games To develop and apply FMS skills to games and competitions. Plan and demonstrate tactics for attacking and defending. To accept losing.	Real PE Unit 3 Cognitive Unit 4 Creative Dance To compose own dances in a creative way. To perform to an accompaniment. To develop dance that shows clarity, fluency, accuracy and consistency. SWIMMING – Non-swimmers-continues Gymnastics To make complex extended sequences. Outdoor and Adventurous To follow a map in an unknown location. To use new information to change my route. Y2 Transition orienting and leading.	Real PE Unit 5 Physical Unit 6 Health and Fitness Striking and Fielding Play competitive games. Develop an understanding of how to improve in physical activities and sports. Communicate, collaborate and compete with each other. SWIMMING – Non-swimmers-continues Gymnastics To make complex extended sequences. Outdoor and Adventurous To follow a map in an unknown location. To use new information to change my route. Y2 Transition orienting and leading.	Real PE Unit 1 Personal Unit 2 Social Attacking and Defending – Invasion Games To develop and apply FMS skills to games and competitions. Plan and demonstrate tactics for attacking and defending. To accept losing. Outdoor and Adventurous WEEK RESIDENTIAL WHITEHALL	Real PE Unit 3 Cognitive Unit 4 Creative Attacking and Defending – Invasion Games To develop and apply FMS skills to games and competitions. Plan and demonstrate tactics for attacking and defending. To accept losing. Dance To compose own dances in a creative way. To perform to an accompaniment. To develop dance that shows clarity, fluency, accuracy and consistency.	Real PE Unit 5 Physical Unit 6 Health and Fitness Striking and Fielding Play competitive games. Develop an understanding of how to improve in physical activities and sports. Communicate, collaborate and compete with each other.
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"Sports teaches you character, it teaches you to play by the rules, it teaches you to know what it feels like to win and lose-it teaches you about life. " - Billie Jean King

School Games Values

We follow the six School Games Values when competing and in our PE lessons.

Determination: Keep going no matter what. Determination is about the journey you go on to push yourself and achieve your dreams. Have the mental strength and self-discipline to overcome obstacles, commit to your goals and keep working every day to become the very best you can be. Don't hold back!

Teamwork: Treating everyone equally, supporting each other and working together to have fun and achieve. Celebrate each other's success and be a positive team player.

Self-Belief: You've got to believe to achieve. Have the self-belief and confidence to succeed and reach your personal best

Honesty: Be honest with others and with yourself. Have the courage to do the right thing and what you know is right. Let the best person win, not the best cheat!

Passion: Giving it 100 per cent. Put your heart and soul into the game and never give up. Passion makes you enter the race and passion makes you finish it.

Respect: Show respect for the referee, for the opposition, for your team mates, for yourself and for the game. Accepting victory and defeat with grace, treating others politely and with understanding. Have respect every day, in every sport and for everyone.



	Assembly Themes	Social and Emotional Aspects of Learning (SEAL)	Picture News – British Values	Online Safety (Educated for a Connected World)	5 Ways to Well-Being	Inspiring People and Inspiring Leaders	Religious themes and stories	Christmas	Easter	Singing School and Young Voices	Ten Pieces	BBC Learning Podcast BBC Learning	Celebration and sharing great work and attitude.
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