

# 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>Writing to excite. (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 writing)</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		The Remarkable Romans	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.





Music - learning how to be creative and perform for an audience												
Design & Technology	<p><b>Developing Notation Skills</b> – How Does Music Bring Us Closer Together?</p> <p><b>Enjoying Improvisation</b> – What Stories Does Music Tell Us about the Past?</p>	<p><b>Composing Using Your Imagination</b> – How Does Music Make the World a Better Place?</p> <p><b>Sharing Musical Experiences</b> – How Does Music Help Us Get to Know Our Community?</p>	<p><b>Learning More about Musical Styles</b> – How Does Music Connect Us with Our Planet?</p> <p><b>Recognising Different Sounds</b> – How Does Music Connect Us With The Environment?</p>	<p><b>Interesting Time Signatures</b> – How Does Music Bring Us Together?</p> <p><b>Combining Elements to Make Music</b> – How Does Music Connect Us with Our Past?</p>	<p><b>Developing Pulse &amp; Groove Through Improvisation</b> – How Does Music Improve Our World?</p> <p><b>Creating Simple Melodies Together</b> – How Does Music Teach Us about Our Community?</p>	<p><b>Connecting Notes and Feelings</b> – How Does Music Shape Our Way Of Life?</p> <p><b>Purpose, Identity and Expression in Music</b> – How Does Music Connect Us With the Environment?</p>	<p><b>Getting Started with Music Tech</b> – How Does Music Bring Us Together?</p> <p><b>Emotions and Musical Styles</b> – How Does Music Connect Us with Our Past?</p>	<p><b>Exploring Key &amp; Time Signatures</b> – How Does Music Improve Our World?</p> <p><b>Introducing Chords</b> – How Does Music Teach Us about Our Community?</p>	<p><b>Words, Meaning and Expression</b> – How Does Music Shape Our Way of Life?</p> <p><b>Identifying Important Musical Elements</b> – How Does Music Connect Us With The Environment?</p>	<p><b>Developing Melodic Phrases</b> – How Does Music Bring Us Together?</p> <p><b>Understanding Structure &amp; Form</b> – How Does Music Connect Us with Our Past?</p>	<p><b>Gaining Confidence Through Performance</b> – How Does Music Improve Our World?</p> <p><b>Exploring Notation Further</b> – How Does Music Teach Us about Our Community?</p>	<p><b>Using Chords and Structure</b> – How Does Music Shape Our Way of Life?</p> <p><b>Respecting Each Other through Composition</b> – How Does Music Connect Us With The Environment?</p>
	<p><b>Textiles:</b> Cross stitch and applique</p>  <p><b>Structures:</b> Constructing a castle</p>	<p><b>Food:</b> Eating seasonally</p>  <p><b>Electrical systems:</b> Electric Poster</p>	<p><b>Digital world:</b> Electronic charm</p> <p><b>Mechanical system:</b> Pneumatic toys</p>	<p><b>Mechanical systems:</b> Making a slingshot car</p> <p><b>Textiles:</b> Fastenings</p>	<p><b>Structures:</b> Pavilions</p>  <p><b>Digital World:</b> Mindful moments timer.</p>	<p><b>Food:</b> Adapting a recipe</p>  <p><b>Electrical systems:</b> Torches</p>	<p><b>Food:</b> What could be healthier?</p> <p><b>Electrical systems:</b> Doodlers</p>	<p><b>Mechanical systems:</b> Making a pop-up book</p>  <p><b>Textiles:</b> Stuffed toys</p>	<p><b>Digital world:</b> Monitoring devices</p> <p><b>Structures:</b> Bridges</p> 	<p><b>Structures:</b> Playgrounds</p>  <p><b>Electrical systems:</b> Steady hand game</p>	<p><b>Digital world:</b> Navigating the world</p> <p><b>Textiles:</b> Waistcoats</p>	<p><b>Mechanical systems:</b> Automata toys</p> <p><b>Food:</b> Come dine with me</p>

# 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) <a href="https://www.youtube.com/watch?v=mqNg-7QrDk">https://www.youtube.com/watch?v=mqNg-7QrDk</a>	Switched on Computing that can be supplemented with iPad / PC We are presenters 3.3 <i>Videoring performance</i> We are network engineers 3.4 <i>Exploring computer networks including the internet</i> Online Safety Welcome to Hector's World <a href="https://www.thinkuknow.co.uk/5_7/hectorsworld/">https://www.thinkuknow.co.uk/5_7/hectorsworld/</a>	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) <a href="https://www.youtube.com/watch?v=ttpl2qu5nRc">https://www.youtube.com/watch?v=ttpl2qu5nRc</a>	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 <a href="https://www.youtube.com/watch?v=ecr6OJmT3Mg">https://www.youtube.com/watch?v=ecr6OJmT3Mg</a> 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> <a href="https://www.thinkuknow.co.uk/8_10/Star-Rider/">https://www.thinkuknow.co.uk/8_10/Star-Rider/</a>	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 <a href="https://www.getcybersafe.gc.ca/wrdsht/index-en.aspx">https://www.getcybersafe.gc.ca/wrdsht/index-en.aspx</a>	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 <a href="https://www.thinkuknow.co.uk/8_10/cybercafe/Cyber-Cafe-Base/">https://www.thinkuknow.co.uk/8_10/cybercafe/Cyber-Cafe-Base/</a>	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 <a href="https://www.youtube.com/watch?v=ZTYZMdbq8PE&amp;safe=active">https://www.youtube.com/watch?v=ZTYZMdbq8PE&amp;safe=active</a> Online Bullying <a href="https://www.youtube.com/watch?v=0XgLqTfM-1I">https://www.youtube.com/watch?v=0XgLqTfM-1I</a>	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 <a href="https://www.xap.atopl.net/treeoctopus/">https://www.xap.atopl.net/treeoctopus/</a> 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? <a href="https://www.youtube.com/watch?v=NbSDQ_FIKSI">https://www.youtube.com/watch?v=NbSDQ_FIKSI</a> Newsround Caught In The Web <a href="https://www.youtube.com/watch?v=kGcNGvI0gig&amp;safe=active">https://www.youtube.com/watch?v=kGcNGvI0gig&amp;safe=active</a>	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 <a href="https://www.youtube.com/watch?v=sch_WMjd6ga&amp;safe=active">https://www.youtube.com/watch?v=sch_WMjd6ga&amp;safe=active</a> BBC article <a href="http://www.bbc.co.uk/news/world-europe-42694218">http://www.bbc.co.uk/news/world-europe-42694218</a>
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## BEING SCIENTIFIC

1. Ask relevant questions and use scientific enquiry to answer them.
2. Carry out simple practical enquiries, comparative and fair tests.
3. Observe systematically and carefully; where appropriate take measurements using standard units
4. Identify differences, similarities or changes related to simple scientific ideas or processes
5. Gather, record, classify and present data to answer questions.
6. Report on findings of investigations
7. Use scientific evidence to answer questions, draw simple conclusions, make predictions, suggests improvements and raise further questions
- 8 – Y6 -Use test results to make predictions and to set up further comparative and fair tests.

## Languages- Developing language and communication skills

A New Start	Animals I like and don't like	Fruits and Vegetables, Hungry Giant	Welcome to School	Family Tree and Faces	Feeling Unwell/ Jungle Animals	Talking About Us/School Subjects	Healthy Eating/Going to Market	Out of this Word	Revisiting Me/Telling the Time/Everyday Life	Playing and Enjoying Sport	Café Culture
Calendar and Celebrations	Carnival and Using Numbers	Going on a Picnic/Aliens in France	My town, your town	Face and body parts	The Weather/Ice creams	Time in the City	Clothes	Going to the seaside	Homes and Houses	Funfair and Favourites	Performance Time

### POURQUOI LA FRANCAIS?

- 200 million people speak French around the world, and it is an official language in 32 countries.
- 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.
- The British Council recognises the long-held attachment the British have felt to the language.
- 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
- By introducing children to the language and some of the basic aspects during the Junior years the uptake in KS3 and 4 may increase.

## PSE & HRE Personal, Social Economic, Health & Relationships - developing the knowledge, skills and attributes I need to manage life now and in the future

Being Me in My World	Dreams and Goals	Relationships	Being Me in My World	Dreams and Goals	Relationships	Being Me in My World	Dreams and Goals	Relationships	Being Me in My World	Dreams and Goals	Relationships
Celebrating Difference	Healthy me	Changing Me	Celebrating Difference	Healthy me	Changing Me	Celebrating Difference	Healthy me	Changing Me including puberty	Celebrating Difference	Healthy me	Changing Me including human reproduction
											
NOTE this is a spiral curriculum where each year group has the same theme and progression is seen each year.	Lower KS2 NSPCC Stay safe, Speak Out	Open Water Safety Workshops	NSPCC Safe Speak	Lower KS2 NSPCC Stay safe, Speak Out	Open Water Safety Workshops	NSPCC Safe Speak	Lower KS2 NSPCC Stay safe, Speak Out	Road Safety Workshops	NSPCC Safe Speak	Lower KS2 NSPCC Stay safe, Speak Out	Open Water Safety Workshops
	Road Safety Workshops			Road Safety Workshops			Road Safety Workshops	SHAPE Workshops		Road Safety Workshops	FIRE SAFETY WORKSHOP
	SHAPE Workshops	& RNLI Workshops		SHAPE Workshops	& RNLI Workshops		SHAPE Workshops			SHAPE Workshops	Health & Relationships using PSHE Matters and recommended resources
								& RNLI Workshops		Indecent Images and the law workshop	



**Safer Internet Day** (every day) - Understand the benefits of the internet - Year group safety focus from 'Education for a Connected World'. - Identify where and how to report concerns and get support.

Ongoing **5 Ways to Well-being** work - Understand that mental wellbeing is part of daily life - Year group healthy emotions focus - Recognise that it is usual to experience mental ill health, and often easy to help with support - Understand the benefits of a variety of activities/ strategies for mental wellbeing - Identify where and how to seek support. Optional use of anti-stigma champions and well-being WONDERS.

**Diversity – Cultural Diversity Day** themes – Visits from Derby Open Centre - Recognise our different identities

(and that families can be different) - Understand the dangers of stereotypes - Explore the Universal Declaration of Human Rights - Study a different culture.



TALK & LISTEN,  
BE THERE,  
FEEL CONNECTED



DO WHAT YOU CAN,  
ENJOY WHAT YOU DO,  
MOVE YOUR HOOD



REMEMBER  
THE SIMPLE  
THINGS THAT  
GIVE YOU JOY



EMBRACE NEW  
EXPERIENCES,  
SEE OPPORTUNITIES,  
SURPRISE YOURSELF



Your time,  
your words,  
your presence



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

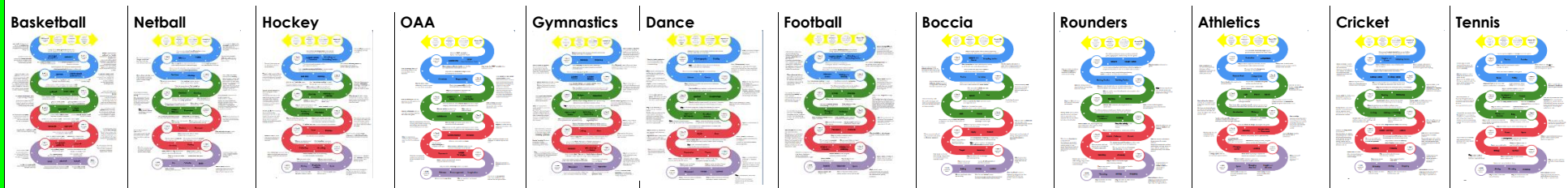
<p><b>PLACE VALUE</b> Includes representing, partitioning, comparing and ordering 3- digit numbers.</p> <p><b>ADDITION AND SUBTRACTION</b> Includes adding and subtracting 100s, 10s and 1s. Use of informal and formal methods.</p> <p><b>MULTIPLICATION AND DIVISION</b> Recognising equal groups. Multiplying and dividing by 2,3,4 and 8.</p>	<p><b>MULTIPLICATION AND DIVISION</b> Multiplying and dividing 2-digit numbers by a 1- digit number. Scaling.</p> <p><b>PERIMETER</b> Measuring and calculating the perimeter of different figures</p> <p><b>FRACTIONS</b> Unit and non-unit fractions. Fractions of numbers and quantities. Equivalent fractions.</p> <p><b>MASS and CAPACITY</b> Read scales in grams, kilograms, litres and millilitres. Explore equivalent masses.</p>	<p><b>FRACTIONS</b> Adding and subtracting fractions. Finding unit/non-unit fractions of amounts.</p> <p><b>MONEY</b> Pounds and pence Converting pounds and pence Adding money Subtracting money Giving change</p> <p><b>TIME</b> 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><b>PROPERTIES OF SHAPES</b> 2D and 3D shapes. Regular and irregular shapes. Properties of shapes.</p> <p><b>STATISTICS</b> Pictograms Bar Charts Tables</p>	<p><b>PLACE VALUE</b> 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><b>ADDITION AND SUBTRACTION</b> 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><b>AREA</b> Counting squares Making shapes Comparing area</p> <p><b>MULTIPLICATION AND DIVISION</b> Multiply and divide by 3,6,9,7,11 and 12. Multiply by 1 and 0. Divide a number by 1 and itself. Multiply 3 numbers.</p>	<p><b>MULTIPLICATION AND DIVISION</b> Use factor pairs. X and divide by 10 100 Multiply and divide 2/3-digit numbers by a 1-digit number. Related facts, correspondence problems and efficient multiplication</p> <p><b>LENGTH AND PERIMETER</b> Kilometres and metres. Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes. Perimeter of regular polygons.</p> <p><b>FRACTIONS</b> Understand the whole. Mixed number fractions. Improper fractions. Convert between mixed number and improper fractions. Equivalent fractions. Add and subtract fractions.</p> <p><b>DECIMALS</b> Tenths as fractions and as decimals. Divide by 10. Hundredths as fractions and decimals.</p>	<p><b>DECIMALS</b> Make a whole with tenths or hundredths. Partition decimals. Compare and order decimals. Rounding decimals. Halves and quarters as decimals.</p> <p><b>MONEY</b> Write £ and p with decimals. Write, convert, compare, estimate, calculate and solve problems with money.</p> <p><b>TIME</b> Years, weeks, months, days. Hours, minutes and seconds. Analogue and digital. 24-hour clock.</p> <p><b>SHAPE</b> Angles. Triangles, quadrilaterals, polygons. Symmetry.</p> <p><b>STATISTICS</b> Charts and line graphs.</p> <p><b>POSITION AND DIRECTION</b> Coordinates. Draw and translate 2D shapes on grids.</p>	<p><b>PLACE VALUE</b> Roman numerals to 1,000 Rounding Numbers to 1,000,000 Compare and order numbers to 1,000,000 Rounding numbers.</p> <p><b>ADDITION AND SUBTRACTION</b> Mental/formal calculation strategies with more than 4-digits. Inverse operations. Round numbers to check. Multi-step addition and subtraction problems Missing numbers</p> <p><b>MULTIPLICATION AND DIVISION</b> Multiples, factor, Prime Numbers, Square Numbers and Cube numbers Multiply and divide by 10, 100, 1000.</p> <p><b>FRACTIONS</b> Equivalent fractions. Convert Improper fractions and mixed number fractions. Compare and order fractions Add and subtract fractions</p>	<p><b>MULTIPLICATION AND DIVISION</b> Mental calculation strategies. Formal multiplication of 4-digit numbers. Formal division of 4 digit numbers including calculations with remainders. Solve multiplication and division problems.</p> <p><b>FRACTIONS</b> Add Multiply unit, non-unit and mixed number fractions. Calculate fractions of quantities and amounts. Find the whole. Use fractions as operators.</p> <p><b>DECIMALS and PERCENTAGES</b> Decimals to 2 places. Tenths and hundredths. Thousandths as fractions and decimals. Order and compare decimals up to 3 places.</p> <p><b>PERIMETER AND AREA</b> Measure and calculate perimeter of rectangles, rectilinear shapes and polygons. Estimate and calculate area of rectangles and compound shapes.</p> <p><b>STATISTICS</b> Read, draw and interpret line graph and tables. Read timetables.</p>	<p><b>SHAPE AND SPACE</b> Measure, draw and calculate angles. Lengths and angles in shapes. Regular and irregular polygons. 3D shapes.</p> <p><b>POSITION and DIRECTION</b> Coordinates, translation, symmetry and reflection.</p> <p><b>DECIMALS</b> Add and subtract to 1, across 1. Add and subtract decimal with the same number of decimal places and with different numbers of decimal places. Efficient strategies. Decimal sequences.</p> <p><b>NEGATIVE NUMBERS</b> Understand, order and compare. Find the difference.</p> <p><b>CONVERTING UNITS</b> Kilograms, kilometres. Millilitres, millimetres. Units of length. Metric and imperial. Units of time. Timetables.</p> <p><b>VOLUME</b> Cubic cm, Estimate and compare volume. Estimate and compare capacity.</p>	<p><b>PLACE VALUE</b> Numbers to ten million. Compare and order any number. Round any numbers. Negative numbers. <b>DECIMALS</b> Multiplying by 10, 1000 and 1000. Dividing by 10, 100 and 1000.</p> <p><b>FOUR OPERATIONS</b> Add and subtract whole numbers. Factors, multiples, primes and squares. Multiply up to a 4-digit by 1-digit number. Short division Division using factors. Order of operations.</p> <p><b>FRACTIONS</b> Equivalent and simplify fractions Compare and order fractions. Add and subtract fractions. Multiply fractions by whole number Multiply fractions by fraction Divide a fraction by a whole number Fraction of an amount.</p>	<p><b>FRACTIONS, DECIMALS AND PERCENTAGES</b> Decimal and fraction equivalence. Understanding percentages. Fractions to percentages. Percentage of amounts.</p> <p><b>RATIO</b> Ratio and fractions. Using scale factors.</p> <p><b>ALGEBRA</b> Forming expressions. Substitution. Forming and solving equations.</p> <p><b>AREA, PERIMETER and VOLUME</b> Area of triangles, quadrilaterals and parallelogram . Volume of regular shapes.</p> <p><b>STATISTICS</b> Line graphs, bar charts and pie charts.</p>	<p><b>SHAPE</b> Drawing and measuring angles. Angles in triangles, quadrilaterals and polygons. Nets of 3D shapes.</p> <p><b>GEOMETRY</b> Co-ordinates, translations and reflections.</p> <p><b>THEMED PROJECTS&lt; CONSOLIDATION AND PROBLEM SOLVING</b></p>
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# Physical Education - utilising fine and gross motor skills, cultivating character, ambition and healthy competition

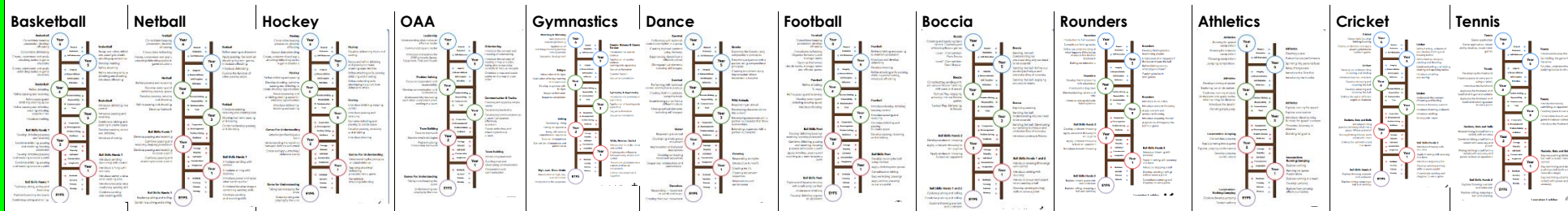
<p><b>Real PE</b> – Unit 1 Personal Unit 2 Social</p> <p><b>COMPLETE PE</b></p> <p><u>Netball</u></p> <ul style="list-style-type: none"> <li>• Introduce passing, receiving and creating space</li> <li>• Develop /combine passing and moving</li> <li>• Combine/ development passing and shooting</li> </ul> <p><u>Outdoor and Adventurous</u> School based. To follow a map in a familiar context.</p>	<p><b>Real PE</b> – Unit 3 Cognitive Unit 4 Creative</p> <p><b>Real PE</b> – Unit 5 Physical Unit 6 Health and Fitness</p> <p><b>COMPLETE PE</b></p> <p><u>Basketball</u></p> <ul style="list-style-type: none"> <li>• Introduce dribbling;</li> <li>• Introduce passing and receiving</li> <li>• Combine dribbling and passing to create space</li> <li>• Develop passing, receiving and dribbling</li> <li>• Introduce shooting</li> </ul> <p><u>Dance</u></p> <p>To compose own dances in a creative way. To perform to an accompaniment. To develop dance that shows clarity, fluency, accuracy and consistency.</p> <p>Perform at Winding Wheel to large audiences</p>	<p><b>COMPLETE PE</b></p> <p><u>Tennis</u></p> <ul style="list-style-type: none"> <li>• Introduction tennis, outwitting an opponent</li> <li>• Creating space to win a point</li> <li>• Consolidate how to win a game introduce rackets</li> <li>• Introduce the forehand</li> </ul> <p><u>Rounders</u></p> <ul style="list-style-type: none"> <li>• Introduce to rounders</li> <li>• Introduce overarm throwing</li> <li>• Apply overarm and underarm throwing</li> <li>• Introduce stopping the ball</li> <li>• Application of stopping the ball in a game</li> </ul> <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• Explore running for speed</li> <li>• Explore acceleration</li> <li>• Introduce /develop relay: Running for speed in a team</li> <li>• Throwing: Accuracy vs distance</li> <li>• Standing Long Jump</li> </ul> <p><u>Gymnastics</u> Symmetry and Asymmetry</p> <ul style="list-style-type: none"> <li>• Introduction to symmetry</li> <li>• Introduction to asymmetry</li> <li>• Application of learning onto apparatus</li> <li>• Sequence formation</li> <li>• Sequence completion</li> </ul>	<p><b>COMPLETE PE</b></p> <p><u>SWIMMING/ OAA/ Forest School</u> - 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.</p> <p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> <li>• Creating movements to help express ourselves and our emotions.</li> <li>• Using mime to manage positive and negative emotions</li> <li>• Using meditative poses to help control and manage our emotions</li> </ul> <p><u>Gymnastics Bridges</u></p> <ul style="list-style-type: none"> <li>• Introduction to bridges</li> <li>• Application of bridge learning onto apparatus</li> <li>• Develop sequences with bridges</li> <li>• Sequence formation</li> <li>• Sequence completion</li> </ul> <p><u>Dodgeball</u></p> <ul style="list-style-type: none"> <li>• Introduce jumping and ducking</li> <li>• Develop throwing with accuracy and power over an increased distance</li> <li>• Develop catching</li> <li>• Consolidate</li> </ul>	<p><b>COMPLETE PE</b></p> <p><u>SWIMMING/ OAA/ Forest School</u> - 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.</p> <p><u>Problem Solving</u></p> <ul style="list-style-type: none"> <li>• Benches and mats challenge</li> <li>• Round the clock card challenge</li> <li>• The pen challenge</li> <li>• The river rope challenge</li> <li>• Caving challenges</li> </ul> <p><u>Netball</u></p> <ul style="list-style-type: none"> <li>• Refine passing and receiving</li> <li>• Develop passing and dribbling creating space</li> <li>• Develop passing, moving and shooting</li> <li>• Refine passing and shooting</li> <li>• Develop footwork</li> </ul>	<p><b>COMPLETE PE</b></p> <p><u>Dance</u></p> <p>To compose own dances in a creative way. To perform to an accompaniment</p> <p><u>Gymnastics</u></p> <p><u>Swimming/Outdoor and Adventurous/ Forest Schools</u> School based / Field work at Holmebrook Valley Park</p> <p><u>Hockey</u></p> <ul style="list-style-type: none"> <li>• Refine dribbling and passing</li> <li>• Combine passing and dribbling to create shooting opportunities</li> <li>• Develop passing and dribbling creating space for attacking opportunities</li> <li>• Introduce defending; blocking and tackling</li> </ul> <p><u>Dance Weather</u></p> <ul style="list-style-type: none"> <li>• Responding to stimuli, extreme weather</li> <li>• Developing thematic dance into a motif</li> <li>• Extending dance to create sequences with a partner</li> <li>• Developing sequences with a partner</li> </ul> <p><u>Cricket</u></p> <ul style="list-style-type: none"> <li>• Develop an understanding of batting and fielding</li> <li>• Introduce bowling</li> </ul>	<p><b>COMPLETE PE</b></p> <p><u>Health Related Exercise</u></p> <ul style="list-style-type: none"> <li>• Explore and understand cardio fitness</li> <li>• Explore and understand flexibility fitness</li> <li>• Explore and understand strength fitness</li> </ul> <p><u>Cross-country Running</u></p> <p>Running for speed competition</p> <p>• Running for distance competition</p> <p><u>Sportshall Athletics</u></p> <ul style="list-style-type: none"> <li>• Finishing a race</li> <li>• Evaluating our performance</li> <li>• Sprinting: My personal best</li> <li>• Relay changeovers</li> <li>• Javelin</li> <li>• Introducing the speed bounce, hop, skip and jump, high jump</li> </ul> <p><u>Basketball</u></p> <p>Refine passing and receiving</p> <ul style="list-style-type: none"> <li>• Apply passing, footwork and shooting into mini games, introduce officiating</li> <li>• Introduce defending</li> <li>• Explore the function of other passing styles</li> </ul>	<p><b>COMPLETE PE</b></p> <p><u>Inclusion Sports</u></p> <p>To include boccia, New Age Kurling, Archery, Sitting Volleyball</p> <p>: Develop our understanding why we need to be accurate</p> <ul style="list-style-type: none"> <li>• Refine our sending technique and understanding of accuracy</li> <li>• Applying accuracy in teams</li> <li>• Understanding to importance of inclusion</li> </ul> <p><u>Basketball</u></p> <p>Consolidate keeping possession and officiating</p> <ul style="list-style-type: none"> <li>• Consolidate defending</li> <li>• Create, understand and apply attacking tactics in game situations</li> <li>• Create, understand and apply defending tact</li> </ul> <p>PLAY TO COMPETITION LEVEL</p>	<p><b>COMPLETE PE</b></p> <p><u>SWIMMING</u> – Non-swimmers-continues</p> <p><u>Gymnastics</u></p> <p>To make complex extended sequences.</p> <p><u>Outdoor and Adventurous</u></p> <p>To follow a map in an unknown location. To use new information to change my route. Y2 Transition orienting and leading.</p> <p><u>Gymnastics</u> Counter Balance and Counter Tension</p> <ul style="list-style-type: none"> <li>• Introduction to Counter Balance</li> <li>• Application of Counter Balance learning onto apparatus</li> <li>• Sequence formation</li> <li>• Counter Tension</li> <li>• Sequence completion</li> </ul> <p><u>Cricket</u></p> <ul style="list-style-type: none"> <li>• Refine batting, batting and bowling tactics</li> <li>• Refine fielding stopping, catching and throwing</li> <li>• Combine bowling and fielding creating and applying tactics</li> <li>• Introduce umpiring and scoring</li> </ul> <p><u>Tennis</u></p> <p>Tennis</p>	<p><b>COMPLETE PE</b></p> <p><u>Health Related Exercise</u></p> <ul style="list-style-type: none"> <li>• Develop a secure understanding of cardio fitness</li> <li>• Develop a secure understanding of flexibility fitness</li> <li>• Develop a secure understanding of strength fitness.</li> </ul> <p><u>Cross-country running</u></p> <p>Running for speed competition</p> <ul style="list-style-type: none"> <li>• Running for distance competition</li> </ul> <p><u>Outdoor and Adventurous WEEK RESIDENTIAL WHITEHALL</u></p> <p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> <li>• Consolidate passing and moving</li> <li>• Consolidate defending</li> <li>• Create, understand and apply attacking/defending tactics in game situations.</li> </ul> <p><u>Dance</u></p> <p>Performing with technical control and rhythm in a group</p> <ul style="list-style-type: none"> <li>• Creating rhythmic patterns using the body</li> <li>• Experiencing dance from a different culture</li> <li>• Chorographical elements including still imagery</li> </ul>	<p><b>COMPLETE PE</b></p> <p><u>Sportshall Athletics</u></p> <ul style="list-style-type: none"> <li>• Finishing a race</li> <li>• Evaluating our performance</li> <li>• Sprinting: My personal best</li> <li>• Relay changeovers</li> <li>• Javelin</li> <li>• Introducing the speed bounce, hop, skip and jump, high jump.</li> </ul> <p><u>Netball</u></p> <p>Consolidate keeping possession, develop officiating</p> <ul style="list-style-type: none"> <li>• Consolidate defending</li> <li>• Create, understand and apply attacking/defending tactics in game situations.</li> </ul> <p><u>Dance</u></p> <p>Performing with technical control and rhythm in a group</p> <ul style="list-style-type: none"> <li>• Creating rhythmic patterns using the body</li> <li>• Experiencing dance from a different culture</li> <li>• Chorographical elements including still imagery</li> </ul>	<p><b>COMPLETE PE</b></p> <p><u>Inclusion Sports</u></p> <p>To include boccia, New Age Kurling, Archery, Sitting Volleyball</p> <p>: Develop our understanding why we need to be accurate</p> <ul style="list-style-type: none"> <li>• Refine our sending technique and understanding of accuracy</li> <li>• Applying accuracy in teams</li> <li>• Understanding to importance of inclusion</li> </ul> <p><u>Rounders</u></p> <ul style="list-style-type: none"> <li>• Introduction to full rounders</li> <li>• Consolidate fielding tactics</li> <li>• Refine our understanding of what happens if the batter misses or hits the ball backwards</li> <li>• Batting considerations</li> </ul> <p><u>Hockey</u></p> <ul style="list-style-type: none"> <li>• Develop defending; blocking and tackling</li> <li>• Refine dribbling/passing to create attacking opportunities</li> <li>• Refine attacking skills, passing dribbling and shooting</li> <li>• Refine defending skills developing transition from defence to attack</li> </ul> <p><u>Golf</u></p> <p>Demonstrate knowledge of</p>
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			dodging, jumping and ducking		underarm • Develop stopping and returning the ball • Develop retrieving and returning the ball • Striking the ball at different angels and speeds			Introduce/devel op the volley • Controlling the game from the serve • Doubles, understanding and apply		when to use a tee shot ii. Correctly apply chipping technique when playing a golf hole iii. Correctly apply putting technique for holing out when playing a golf hole iv. Demonstrate an understanding of safety when playing a golf hole
		SPORTS DAY			SPORTS DAY			SPORTS DAY		SPORTS DAY

## Knowledge Progression Journeys



## Skills Progression Journeys



*"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 Tolerance Of other Faith & Culture	Online Safety (Educated for a Connected World)	5 Ways to Well-Being & mental health	Inspiring People and Inspiring Leaders – Role Models	Religious themes and stories	Christmas Growth Mindset	Easter	Singing School and Young Voices	Ten Pieces Mental Health – managing anxiety Smart Rules	BBC Learning Podcast BBC Learning	Celebration and sharing great work and attitude.
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