|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Predator | Engage | Develop | Develop | Develop | Develop | Innovate  Project board challenge | Express |
| Maths  Year 3 | Multiplication and division – block 3  To count on from o in multiples of 4,8,50 and 100  Recall and use multiplication and division facts for 3,4 and 8 | Multiplication as equal groups  Multiply by 3, divide by 3, 3 times tables  To count on from o in multiples of 4,8,50 and 100  Recall and use multiplication and division facts for 3,4 and 8 | X by 4, divide by 4, 4 x tables.  To count on from o in multiples of 4,8,50 and 100  Recall and use multiplication and division facts for 3,4 and 8 | Multiply by 8, divide by 8, 8 times tables.  To count on from o in multiples of 4,8,50 and 100  Recall and use multiplication and division facts for 3,4 and 8 | Multiplication and division mixed using knowledge gained.  Write and calculate mathematical statements for x and division using multiplication tables they know including 2 digit numbers x 1 digit numbers using mental and progressing to formal written methods. | Solve problems involving multiplication and division of facts known.  Solve problems including missing number problems involving multiplication and division, including positive integer scaling problems correspondence problems in which objective n are connected to m objectives. | Consolidation  Mathematics  Present data using bar charts, pictograms and tables.  Ma S 1 Interpret and present data using bar charts, pictograms and tables.  PE 1, 6; Ma S 2; Co 6  Continue to work towards their personal best in a range of sports challenges. Record their results in a table or spreadsheet and plot graphs or charts to demonstrate their improvement over the course of the project. |
| Year 4 | Use place value knowledge and derived facts to multiply and divide mentally, including multiplying by 0 and 1, dividing by 1 mutliplying together 3 numbers.  Division facts for times tables up to 12 x 12.  To count in multiples of 6,7,9, 25 and 1000 | Use place value knowledge and derived facts to multiply and divide mentally, including multiplying by 0 and 1, dividing by 1 mutliplying together 3 numbers.  Division facts for times tables up to 12 x 12.  To count in multiples of 6,7,9, 25 and 1000 | X by 10, x by 100.  Divide by 10, divide by 100 | Multiply and divide by 6, 6 times tables and division facts. | To solve problems involving multiplication and addition, including using the distributive law to multiply 2 digit numbers by 1 digit numbers.  Multiply and divide by 9, 9 times table and find division facts. | Multiply and divide by 7, 7 times table and division facts. | Consolidation |
| Year 5 | Read and interpret line graphs  Draw line graphs  Use line graphs to solve problems | Read and interpret tables  Two way tables  Timetables | Measure perimeters  Calculate perimeters  Find unknown length  Area of rectangles | Compound shapes  Estimate and approximate area  Volume | To solve problems involving multiplication and division. | To solve problems involving multiplication and division | Consolidation |
| Year 6 | Read and interpret line graphs  Draw line graphs  Use line graphs to solve problems | Circles  Read and interpret pie charts  Pie charts percentage  Draw pie charts  The mean | Shapes with same area  Area and Perimeter | Area of triangle  Area of parallelogram | Volume counting cubes  Volume cuboid | Consolidation | Consolidation |
| English  Speaking and Listening | **Spoken language**  Talk with increased fluency in some situations, varying talk to capture and hold the listeners’ attention.  En SL 10 Gain, maintain and monitor the interest of the listener(s).  En SL 1, 5, 12; En W C 1b; Co 6.  Use photographs of the memorable experience as a stimulus for orally recounting the visit. Recall what they have learnt by listening to the expert and consider how effectively others have listened. Order the photographs on a washing line, or use the IWB, and write sentences and captions to accompany them. Add callouts (speech and thought bubbles) showing the questions raised and answers given. |  | Spoken language  Respond appropriately to comments made by others.  En SL 6 Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.  En W C 1b, 3a; En R C 3; En SL 1, 6; Co 5, 6, 7  Continue to draft the text for their leaflets, referring back to information books and the web to gather more information, check facts and develop their ideas. Talk through their plans with an adult to explain their intentions and make changes in response to any feedback given. |  |  | The Ultimate Predator  What do you get if you mix a hippopotamus with your little brother? A Venus flytrap with your mum? An assassin bug with your granny? Or a lion with your sister? A very odd family indeed!Use what you know about the most effective predatory plants and animals to create the ultimate human predator.Which combination of plants, animals and humans will work best?  Spoken language  En SL 4 Articulate and justify answers, arguments and opinions.  En SL 9 Participate in discussions, presentations, performances, role play, improvisations and debates.  En SL 11 Consider and evaluate different viewpoints, attending to and building on the contributions of others.  Writing  En W C 1b Discuss and record ideas  Computing  Co 6 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  Co 5 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  Science  Sc A 1 Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.  Sc A 2 Identify that humans and some other animals have skeletons and muscles for support, protection and movement.  What is your favourite predator? Is it an aquatic animal, a deadly stinging insect or a poisonous plant? Explain which of its predatory features impress you the most.  Decide who from your friends or family is the strongest, fastest and most agile. Take a digital photo of them, making sure that all of their body is in shot. Save in a digital folder.  Find a picture of your favourite predator and compare it with the picture of your family member. Make a list of their best predatory features, like your brother’s speedy legs or a shark’s sharp teeth.  Search the web for good quality digital images of predatory features you want to combine. Save them in your digital folder.  Open the photo of your friend or family member in Paint. Crop and resize the image so it fits on your screen.  Start a new Paint window and open a photo of one of your predator’s features. Crop and resize the image.  Make sure the ‘Transparent selection’ option is ticked in both windows, then use the free-form selection tool to cut around the predatory feature. Copy the cut-out area and paste it to your image of a human.  Drag the predatory feature into the right position and resize it, if necessary. Repeat the process with all the other features until your ultimate predator is complete. Save the finished image in your digital folder.  What will you name your new predator? You could merge the names to make one, like Hippobro or Grannybug!  Think about where your predator might live and search for food. Search online for an image that shows its ideal habitat. What will this predator eat? Construct a food chain or web to show its dietary needs.  Display your predator on an IWB and present it to your class. Tell them its name and describe its features, including where it lives and what it eats.  After listening to all the presentations, consider whose predator might be the most powerful – the predator to beat all predators!    CONGRATULATIONS! You have completed your Innovation Challenge. | Spoken language  Explain simple differences between formal and informal register.  En SL 12 Select and use appropriate registers for effective communication.  En SL 1, 4, 6, 8, 9; En W C 1b  Spoken language  Read aloud written work, independently, in pairs and in small groups.  En SL 9 Participate in discussions, presentations, performances, role play, improvisations and debates.  En SL 1, 4, 8, 12; En W C 3a, 3b, 5  Listen to different speeches and decide what makes a good one. Work as a class to list the features of this genre. Discuss how to make the delivery of a speech effective and highlight the difference between formal and informal register. Choose a favourite speech, practise reading an excerpt from it and perform it to others in the class.  Focus on their final line, using repetition to reinforce a point and trying out different examples until they find the most effective. Practise reading their work aloud with expression before presenting their speeches to parents and carers. |
| Reading | Reading  Use dictionaries and thesauri to find the meaning of new words and express interest in the meaning and origin of words.  En R C 1c Use dictionaries to check the meaning of words that they have read.  En W Sp 5; En SL 3  Explore dictionaries, discussing what they are and how they are used. Answer questions such as: What will you find in a dictionary? Why are the words listed in alphabetical order? Why do some dictionaries have pictures? How do you use a dictionary? Look up a list of key words relevant to the memorable experience and predator theme, writing a definition of each in their own words. Use these to make a class glossary. | Reading  Identify the purpose of different parts of non-fiction texts (e.g. sub-headings and numbering).  En R C 1b Read books that are structured in different ways and read for a range of purposes.  En R C 2a, 2f; En SL 6  Read a selection of leaflets on different themes to identify their features. Describe the organisation of each text and describe how this helps the reader to make sense of the information. Choose one or more leaflets to read and report back any interesting facts they discovered. | Reading  Prepare poems and play scripts to read aloud using intonation, tone, volume and actions to show understanding/assist the understanding of others.  En R C 1f Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  En R C 1a; En SL 8, 9  Read the haiku poems ‘Predator’ and ‘Prey’, available on The Hub. Discuss the content of each poem, explaining the difference between the feelings of the predator and prey. Consider the descriptions, making a guess at what each animal might be. Describe how the words and phrases help the reader create their own visual images. Practise reading the poems in unison noting their syllabic pattern, then perform them as a group with appropriate intonation, volume and action. | Reading  Discuss their understanding of, and explain clearly, the meaning of words in context.  En R C 2b Ask questions to improve their understanding of a text.  En R C 1a, 1g, 2f, 4; En SL 1, 2, 6  Read Alfred Lord Tennyson’s poem, The Eagle, and talk about the words, phrases and imagery created. Ask questions about any parts of the poem they don’t understand and give a view on how accurately they think the poet has captured the power of the eagle. Compare the features of this poem with the style of the haikus. | Reading  Understand what information they need to look for and be clear about the task in hand.  En R C 3 Retrieve and record information from non-fiction.  En R C 1b; Co 5, 7; En SL 1, 6, 9  Use a range of reading materials to find out about different predatory birds. Choose a favourite, then use the web to search for an inspiring image of it. Using the information they have found, make notes to describe the bird’s appearance, predatory features and movements.  Reading  Understand what information they need to look for and be clear about the task in hand.  En R C 3 Retrieve and record information from non-fiction.  En R C 2a, 2e; Co 5, 6, 7; Sc WS 8  Search online to find out as much information as they can about both species. Make comparisons between the two, thinking carefully how to record their information. Copy and paste or drag and drop text and images into prepared templates. |  |
| Writing | Writing  Begin to use paragraphs to group related material.  En W C 2b Organise paragraphs around a theme.  En W C 1a, 2a  Writing  Evaluate their own and others’writing, suggesting improvements to grammar and vocabulary.  En W C 3a  Draft ideas for a chronological recount of their memorable experience, thinking about the information they need to include and how they will organise it. Refer back to their dictionary work to include specialist terms and accurate spellings.  Assess the effectiveness of their own and others’ writing and suggest improvements.  En SL 1, 5, 9; En W C 2d, 3b, 4  Develop and complete their recounts, pointing out any specialist terms used and explaining to an adult how this language helps make their recount more scientific. Add headings, sub-headings, diagrams and captions to help orientate the reader. | Writing  Note down new ideas, key words and topic-specific vocabulary in a given planning format, with some appropriate detail.  En W C 1b Discuss and record ideas.  En W C 2d; Co 6  Consider what information they would include in a leaflet about a favourite terrestrial predator (see Curriculum Enrichment activities on page 7). Think about how they would organise each page and which presentational devices they would use. Consider who might read their leaflet and what type of information would interest them. Begin to map out their ideas, sharing them with a writing partner. | Writing  Use headings and sub-headings to aid presentation.  En W C 2d In non-narrative material, use simple organisational devices (e.g. headings and sub-headings).  En W C 1a, 2b; En SL 1, 6; Co 6  Use organisational features to arrange text and other features on a page. Cut and stick on paper or work electronically to try out different options before coming up with the best solution. Search for and create illustrations, charts, tables, photographs, captions and any other features they wish to include in their finished leaflets.  Writing  Proof-read and correct errors in spelling, grammar and punctuation, knowing when to use a dictionary.  En W C 4 Proof-read for spelling and punctuation errors.  En W C 3a, 3b  Finish their leaflets making sure they have an eye-catching title. Add one ‘call to action’ which prompts the reader to do something related to their theme. Check that all spelling, grammar and punctuation is correct and add any contact details on the back page. | Writing  Recognise and imitate the main features of a given model and create checklists for their own writing (including sentence level features).  En W C 1a Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  En W C 1b, 3b  Plan a haiku poem about their chosen bird of prey using the information gathered and from examples they have read and shared. Think carefully about their haiku’s structure, remembering the number of syllables required in each line. Write a second haiku, focusing on a different bird. | Writing  Note down new ideas, key words and topic-specific vocabulary in a given planning format, with some appropriate detail.  En W C 1b Discuss and record ideas.  En SL 1, 4, 5, 6; Sc WS 3, 5; Sc A 1  Watch video and documentary footage of crocodiles and alligators. Make notes to remember and record important facts and snippets of information. Share their information with others and compare notes. Discuss and describe their own feelings and opinions about the creatures.  Writing  Recognise and imitate the main features of a given model and create checklists for their own writing (including sentence level features).  En W C 1a Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  En W C 1b; En SL 1, 6, 7; Co 5, 6, 7  Discuss the word ‘dilemma’ – what does it mean? Contribute to discussions to give examples of everyday dilemmas or dilemmas in stories they have read. Imagine they are a ranger working in the Everglades National Park and consider some of the dilemmas they might face in their work. Begin to jot down ideas for a ranger dilemma story using the headings: Dilemma, Choices, Resolution, Consequences and Moral.  Writing  Write narrative structure to include a simple beginning, middle and end, and some development of setting and characters in one or more of the sections.  En W C 2c In narratives, create settings, characters and plot.  En W C 2a, 2b, 3b; En R C 1g, 2d, 2f  Focus on an opening paragraph that sets the scene for their dilemma story. Use their research to draft out ideas, using descriptive and figurative language to describe the setting.  Writing  Evaluate their own and others’ writing, suggesting improvements to grammar and vocabulary.  En W C 3a Assess the effectiveness of their own and others’ writing and suggest improvements.  En W C 2c, 3b, 5; En SL 1, 6, 8, 9  Continue to develop their stories, discussing their writing with a reading partner or adult as it progresses. Make sure they include a satisfactory resolution to their dilemma and explain the effects and outcomes. Remember to write in the first person and check their work to ensure consistency. | Writing  Recognise and imitate the main features of a given model and create checklists for their own writing (including sentence level features).  En W C 1a Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  En W C 1b, 2a; En SL 1, 6  Writing  Use generally appropriate vocabulary with some words chosen for effect (e.g. using paired adjectives when expanding simple noun phrases).  En W C 2a Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).  En W C 2b, 3b  Writing  Use generally appropriate vocabulary with some words chosen for effect (e.g. using paired adjectives when expanding simple noun phrases).  En W C 2a Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).  En W C 2b, 3b  Begin to write a speech to convince others that their apex predator is the greatest of them all! Describe their creation in the opening paragraph, giving its name and outlining its special predatory features. Think of ways to grab the audience’s attention, perhaps by beginning with a question (‘Do you know which animal has the greatest bite?’) or by making a statement, (‘Hippobro is the strongest of all predators’). Remember that their speeches can be funny or serious.  Develop their speeches to make and elaborate on a point. State why they believe their creation is the greatest of all predators and expand their points with examples. Add more points to make their speeches more convincing.  Review their paragraphs and points to make sure they make their strongest point first and repeat it at the end, so that people will remember it. Consider ways in which they could use metaphors in their work to help create pictures in the audience’s mind. |
| Grammar | Year 3  Formation of nouns using a range of prefixes, such as super-, anti-, auto  Use of forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)  Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]  Year 4  The grammatical difference between plural and possessive –s  Standard English forms for verb inflections instead of local spoken forms (we were instead of we was, I did instead of I done)  Year 5  Converting nouns or adjectives into verbs using suffixes [for example –ate; -ise; -ify]  Verb prefixes [for example dis-, de-, mis-, over-, and re-  Year 6  The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]  How words are related by meaning as synonyms and antonyms [for example, big, large, little] | Year 3  Expressing time,  place and cause using conjunctions (for example, when, so, before, after, while, because] adverbs [for example, then, next, soon, therefore] or prepositions (for example, before, after, during, in because of  Year 4  Noun phrases expanded by addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)  Fronted adverbials (e.g. Later that day, I heard the bad news.)  Year 5  Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun  Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]  Year 6  Use of the passive voice to affect the presentation of information in a sentence [for example, I broke the window in the green house versus The window in the greenhouse was broken(by me)]  The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags e.g. He's your friend, isn't he? Or the use of the subjunctive forms such as If I were or Were they to come in some very formal writing and speech] | Year 3  Introduction to paragraphs as a way to group related material  Headings and sub-headings to aid presentation  Use of the perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]  Year 4  Use of paragraphs to organise ideas around a theme  Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition  Year 5  Devices to build cohesion within paragraphs [for example, then, after that, this, firstly]  Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]  Year 6  Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis  Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] | Year 3  Introduction to inverted commas  to punctuate direct speech  Year 4  Use of inverted commas and other punctuation to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, “Sit down!”]  Apostrophes to mark plural possession [for example, the girl's name, the girls' name]  The use of commas after fronted adverbials  Year 5  Brackets, dashes or commas to indicate parenthesis  Use of commas to clarify meaning or avoid ambiguity  Year 6  Use of semi-colon, colon or dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]  Use of a colon to introduce a list  Punctuation of bullet points to list information  How hyphens can be used to avoid ambiguity [for example man eating shark versus man-eating shark, or recover versus re-cover] | Year 3  Terminology for children - conjunction word family, prefix clause, subordinate clause, direct speech consonant, consonant letter, vowel, vowel letter inverted commas (or 'speech marks')  Year 4  Terminology  Determiner  pronoun, possessive pronoun adverbial  Year 5  Modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity  Year 6  Subject, object active, passive synonym, antonym ellipsis hyphen colon semi-colon bullet points |  |
| Handwriting | Handwriting  Join letters appropriately in independent writing, being aware that capital letters do not join.  En W H 1 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  En W H 2; Co 6; En SL 5, 6, 8; En W C 3a, 5 | Handwriting  Join letters appropriately in independent writing, being aware that capital letters do not join.  En W H 1 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  En W H 2; Co 6; En SL 5, 6, 8; En W C 3a, 5 | Handwriting  Join letters appropriately in independent writing, being aware that capital letters do not join.  En W H 1 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  En W H 2; Co 6; En SL 5, 6, 8; En W C 3a, 5 | Handwriting  Join letters appropriately in independent writing, being aware that capital letters do not join.  En W H 1 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  En W H 2; Co 6; En SL 5, 6, 8; En W C 3a, 5  Write out their poem neatly and legibly using handwriting joins. Read poems aloud, recording them using sound recording software. Listen back to their recordings and evaluate how effectively they have completed the task. Discuss how listening to poetry makes them feel. | Handwriting  Join letters appropriately in independent writing, being aware that capital letters do not join.  En W H 1 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  En W H 2; Co 6; En SL 5, 6, 8; En W C 3a, 5 | Handwriting  Join letters appropriately in independent writing, being aware that capital letters do not join.  En W H 1 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  En W H 2; Co 6; En SL 5, 6, 8; En W C 3a, 5 |
| Science Y3 | Pupils should be taught to:  identify that animals, including humans, need the right types and amount 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.  Pupils should be taught to:  identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  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  investigate the way in which water is transported within plants  explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | | | | |  |
| Science Y4 | Pupils should be taught to:  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  Pupils should be taught to:  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 | | | | |  |
| Year 5 | Pupils should be taught to:  describe the changes as humans develop to old age  Pupils should be taught to:  describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  describe the life process of reproduction in some plants and animals | | | | |  |
| Year 6 | Pupils should be taught to:  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  Pupils should be taught to:  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 | | | | |  |
| Science | Science  Gather, record and use data in a variety of ways to answer a simple question.  Sc WS 4 Gather, record, classify and present data in a variety of ways to help in answering questions.  Sc A 1; En R C 1b; En SL 6, 7; Co 5, 7  Find out what the terms ‘producer’, ‘consumer’ (primary, secondary and tertiary), ‘apex predator’ and ‘decomposer’ mean. Sort images of a wide range of living organisms into these groups, deciding on the best way to present their data. List physical features of each group and see if there are any similarities between them. Discuss any challenges faced when organising the animals into groups.  Science  Compare the diets of a herbivore and carnivore with (typically) omnivorous humans.  Sc A 1 Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.  Co 5, 7; En W C 1b  Find out about the basic dietary needs of both domestic and wild animals by talking to a vet, veterinary nurse, animal handler or by searching online. Read the labels of common pet foods to find out what they contain and compare this with the diet of a wild animal. Identify the similarities and differences between an animal and a human diet and show their findings on a mind map or Venn diagram.  Science  Define what a fossil is and how they are formed.  Sc R 2 Describe in simple terms how fossils are formed when things that have lived are trapped within rock.  Sc A 1; Co 1, 2  Look at images of fossils from predatory dinosaurs. Discuss what features can be seen and make labelled drawings of them. Consider which living predators have similar features. Learn how fossils are formed and display their findings as a sequence or flow diagram. | Science  Identify and describe the functions of common plant parts.  Sc P 1 Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.  Sc WS 3, 4, 5; Sc P 2  Watch film or documentary clips about carnivorous and predatory plants including the Venus flytrap, pingicula, sundew, butterwort, and pitcher plants. Find out why and how these have evolved as predators, recording their findings in a format of choice. Draw a diagram of their favourite plant, adding captions to explain how the plant traps its prey. Identify and describe the function of each part of their chosen plant, comparing parts and functions with non-predatory plants and listing any similarities and differences. Consider why the flowers of some predatory plants are on long stalks.  Science  Draw a simple diagram to show how water is transported through a plant.  Sc P 3 Investigate the way in which water is transported within plants.  Sc P 1, 2; Sc WS 3, 5; En R C 3  Learn about the xylem vessels in plants and observe the movement of water through them. Find out about parasitic plants (such as mistletoe, yellow rattle and eyebright) that invade the vasculature of host plants, drawing out their essential water and nutrients. | Science  Describe how the skeleton and muscles work together to support, protect and assist movement.  Sc A 2 Identify that humans and some other animals have skeletons and muscles for support, protection and movement.  Sc WS 5; En SL 3, 4, 7  Use models and diagrams of human and animal skeletons to locate body parts including the skull, ribs, spine (vertebrae), pelvis, femur, tibia, humerus, ulna and radius and the joints where bones meet. Consider the importance of the skeleton for supporting and protecting vital organs, and as a framework for muscles, movement and blood production. Choose a favourite terrestrial predator, drawing a scientific diagram of it and identifying and naming both its body parts and the adaptations that make it amazing. | Science  Know that animals, including humans, cannot make their own food, by investigating food chains and recognise that all food begins with a plant.  Sc A 1 Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.  Sc A 2; Sc WS 5; En SL 1, 7; En W C 1b  Watch video and documentary footage of different predatory birds catching and eating their prey. Consider why predators must kill and feed upon other animals and creatures and predict what would happen to them if food became scarce. Make a food chain to show the prey and predator relationships for a chosen bird of prey. | Science  Draw, with help, a simple conclusion based on evidence from an enquiry or observation.  Sc WS 6 Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  Sc A 1, 2; Sc WS 5; Co 6; PSHE 3b; En SL 7; En R C 1b; En W C 2d  Watch footage of an owl producing a pellet of indigestible material. Predict what the pellet might contain before dissecting a real owl pellet. Use their observational skills to discover what the owl has eaten. Separate pieces of bone and other materials found in the pellet, and wash carefully in a sieve. Identify any bone fragments before piecing the skeleton together. Take a photograph of the bones or skeleton before labelling key finds and features. Work in small groups to make a menu for an owl’s ideal three-course meal and then present this to the class to report upon the discoveries made in their enquiry.  Science  Draw, with help, a simple conclusion based on evidence from an enquiry or observation.  Sc WS 6 Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  Sc A 1, 2; En SL 1, 6; En R C 3; PSHE 5f; Co 5, 6, 7  Discuss and make a list to brainstorm as many aquatic predators as they can think of. In groups, use a range of source materials to research a given predator. Plan a collaborative 30-second Deadly 60-style narrative about their aquatic predator, rating it for size, speed, weapons and danger.  Science  Know that animals, including humans, cannot make their own food, by investigating food chains and recognise that all food begins with a plant.  Sc A 1 Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.  En SL 1; En R C 3; Co 5, 6, 7; AD 2  Find out which predators eat the common UK frog and which animals the frogs prey on. Display findings as a food chain or simple web. It’s a frog-eat-frog world out there! | Science  Gather, record and use data in a variety of ways to answer a simple question.  Sc WS 4 Gather, record, classify and present data in a variety of ways to help in answering questions.  Sc WS 5; Sc A 1; En R C 3  Science  Record their findings using scientific language and present in note form, writing frames, diagrams, tables and charts.  Sc WS 5 Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.  Co 5, 6, 7; En R C 1b, 3  Learn all about the parasitic bird – the cuckoo. Read non-fiction books, watch videos and search the web to find out why they are referred to as ‘brood parasites’. Draw a diagram showing the life of a cuckoo, including hatching and its annual migration to and from Africa.  Explore the interesting (and disgusting) world of human parasites! Identify the differences between parasites and predators. Use materials such as medical leaflets to investigate human parasites including head lice, threadworms, tapeworms and the scabies mite. Annotate an outline of the human body drawn on a large piece of paper, showing where the different parasites live and multiply, how they are spread, what they feed on and how they can be treated. |
| Geography |  |  |  | Geography  Observe, measure and record the human and physical features in the local area responding to a range of geographical questions.  Ge SF 3 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.  Ge HP 1, 2; Co 4; En SL 7  Watch footage of the peregrine falcon, finding out its favoured habitat and in which continents and countries it can be found. Consider how it has been able to colonise urban landscapes as well as coastlines. Draw a bird’s eye view of a familiar local landscape, imagining what they would see if they were a peregrine flying overhead. Use a key to identify human and physical features. | Geography  Locate geographical features on a map or atlas using symbols shown in a key.  Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Sc A 1; Ge HP 1, 2; En R C 3; Co 5, 6, 7; En SL 5  Investigate where crocodiles and alligators are found in the wild. Mark their distributions on a digital map of the world and describe how the geography of these places supports their predatory needs. |  |
| Computing | Computing  Use sequence, selection and repetition in programs.  Co 1 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  Co 2, 3  Move a programmable toy across a grid to the other side without being ‘eaten’ by a predator. Write a program that avoids any squares on the grid containing the word ‘Predator!’ and test out their programs. If the programmable toy moves onto a ‘Predator!’ square, they must start again. Identify their errors, debug their program and try again. | Computing  Use software or search engines effectively.  Co 6 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  Sc A 1; Co 1, 2, 3, 5, 7; En W C 1b  Use ICT to produce a flow diagram of a chosen food chain. Sketch out on paper before presenting using the ‘Shapes’ tool in drawing or presentation software. Insert flowchart icons, connectors and arrows before formatting with different colours and sizes. Add and format text and clip art, or insert images copied from the web. Print and display their food chains. | Computing  Use software or search engines effectively.  Co 5 Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  Co 6, 7; En R C 3; En W C 1a; En R C 1g, 2f  Use the web to find out about ferocious insect predators, such as assassin bugs, tiger beetles, dragonflies and antlions. Search for information about their habitats, favourite foods and how they catch their prey. Use ICT to produce and print a ‘Wanted’ poster of a favourite predatory insect for display. | Computing  Use logical reasoning to explain how a simple algorithm works.  Co 3 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.  Co 1, 2; En SL 1, 6; En W C 1b; PSHE 5f  Work in pairs to ‘program’ a bird of prey across a treacherous terrain to capture its lunch! Design their own terrain on a grid that includes a range of hazards such as rocky outcrops, tall buildings, wind farms and moving vehicles that they must avoid. Devise a way of recording then write a program to move their bird successfully around the obstacles to its prey. Exchange grids and programs with another pair then use logical reasoning to predict what the program does. Detect any errors in each other’s programs and correct them as necessary. | Computing  Use software or search engines effectively.  Co 6 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  Co 5, 7; Sc A 1; AD 2; En SL 7  Search online for images of an aquatic predator and its prey, such as a blue-ringed octopus and a crab. Save the images to a named digital folder. Use a simple graphics package, such as Paint, to design and draw an aquatic scene. Consider what features could be added to help the prey camouflage itself to avoid predation. Create a new document, import an image of the prey and use the free-form selection tool to carefully ’cut’ around it. Copy and paste the cut-out prey into their aquatic scene, resizing and dragging it into a suitable position. Repeat the process with the image of the predator. Save the final scene image to their folder. Evaluate how successful the scene is in terms of how easy it is for the prey to hide! | Computing  Recognise which information is suitable for their topic.  Co 6 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  Co 5, 7; En W C 1b; En SL 1, 5, 6, 9, PSHE 5b, 5f  Work in small groups to create a presentation using ICT, explaining their favourite part of the project and five facts they will remember. Incorporate images from the web or upload photographs and videos taken during the project. Include speech and thought bubbles on their slides to share their feelings and emotions. |
| Music | Christmas performance and songs/hymns | Christmas performance and songs/hymns | Christmas performance and songs/hymns | Christmas performance and songs/hymns | Christmas performance and songs/hymns | Hymns |
| R.E. | UC Concept: Incarnation    Key Question: What is Trinity?    Religion: Christianity | UC Concept: People of God  Key Question: What is it like (for Christians) to follow God?    Religion: Christianity | UC Concept: Incarnation  Key Question: Was Jesus the Messiah?  Religion: Christianity | Theme: Christmas Concept: Incarnation Key Question: How significant is it that Mary was Jesus’ mother?    Religion: Christianity | termUC Concept: Gospel    Key Question: What would Jesus do? Religion: Christianity | termUC Concept: Gospel    Key Question: What would Jesus do? Religion: Christianity |
| P.E – cornerstones. |  | PE  Demonstrate a range of throwing techniques, using accuracy and power and perform a range of jumps, sometimes with run ups.  PE 6 Compare their performances with previous ones and demonstrate improvement to achieve their personal best.  PE 1; Ma S 1; Sc A 2; Co 6  Take part in different sporting challenges, including sprinting, long-distance running, jumping, throwing and catching. Record their achievements in a table or spreadsheet and work over the course of the project to improve and achieve their personal best. |  |  | PE  Choose tactics/a suitable strategy to cause problems for the opposition.  PE 2 Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.  En SL 1; Sc A 1; PSHE 5f  Play an attack and defence game linked to predators and prey. Split into two teams and choose an object that each team must defend, such as a food source. Work together to capture the other team’s object. |  |
| P.E. | PE 2 Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.  En SL 3; PE 1  Physical Invasion games – football with NUFC  Swim competently, confidently and proficiently over a distance of at least 25 metres   use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations. | PE 2 Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.  En SL 3; PE 1  Physical Invasion games – football with NUFC  Swim competently, confidently and proficiently over a distance of at least 25 metres   use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations. | PE 3 Develop flexibility, strength, technique, control and balance (e.g. through athletics and gymnastics).  Hi 2; PE 6  Rules for conflict – mock fights.  PE 2 Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.  En SL 3; PE 1  Physical Invasion games – football with NUFC  Swim competently, confidently and proficiently over a distance of at least 25 metres   use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations. | PE 2 Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.  En SL 3; PE 1  Physical Invasion games – football with NUFC  Swim competently, confidently and proficiently over a distance of at least 25 metres   use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations. | PE 2 Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.  En SL 3; PE 1  Physical Invasion games – football with NUFC  Swim competently, confidently and proficiently over a distance of at least 25 metres   use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations. | PE 2 Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.  En SL 3; PE 1  Physical Invasion games – football with NUFC  Swim competently, confidently and proficiently over a distance of at least 25 metres   use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations. | PE 2 Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.  En SL 3; PE 1  Physical Invasion games – football with NUFC  Swim competently, confidently and proficiently over a distance of at least 25 metres   use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations. |
| PHSCE | Friendship  I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships.  I can accept and appreciate people’s friendship andtry not to demand more than they are able or wish to give.  I know that sometimes difference can be a barrier to friendship. | I try to recognise when I, or other people, are prejudging people, and I make an effort to overcome my own assumptions.  Seeing things from someone else’s perspective  I am able to see a situation from another person’s perspective.  I know how it can feel to be excluded or treated badly because of being different in some way. | Working together  I can tell you some things that a good leader should do.  When I am working in a group I can tell people if I agree or don’t agree with them and why.  When I am working in a group I can listen to people when they don’t agree with me and think about what they have said. | Managing feelings – anger  I know: what my triggers are for anger; what happens when I get angry; what happens when I am overwhelmed by feelings of anger; some ways to calm myself down. | I can consider the short- and long-term consequences of my behaviour in order to make a wise choice, even when I am feeling angry.  I know I am responsible for the choices I make and the way I behave, even if I am very angry.  I know how my behaviour is linked to my thoughts and feelings. | I can stop and try to get an accurate picture before I act.  Resolving conflict  I can say things and do things that are likely to make a difficult situation better.  I can use my skills for solving problems peacefully to help other people resolve conflict.  I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse. | I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves.  I can use language (‘I messages’) that does not make conflict situations worse |
| French | Recap numbers, days, months, family members etc.  Year 4  Parts of the body: Une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles Adjectives: Grand, petit, gros, long, pointu  • Listen to and follow a short story • Identify adjectives in a text and recognise that they can change spellings • Listen for specific words and phrases • Pronounce some words accurately  Year 5  Il y’a buildings on the high street un marché, un magasin, un supermarché, une poste, une banque, un café, une mairie, un magasin de vêtements, une boulangerie      • Make simple sentences and manipulate them by changing an element • Understand and use negatives • Recite a short text with accurate pronunciation • Appreciate similarities and differences between French and English high streets  Year 6  Classroom routines - Answering the register Saying the date Describing the weather Asking for classroom objects Following instructions Recap of simple negative from Y4: Je n’ai pas de • Initiate and sustain conversations • Re-use previously learned language in a new context • Discuss language learning and reflect on how to memorise and recall language • Understand the formation of a basic negative sentence | Year 3 - numbers zero to twenty - Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Oui, non  • Letter strings – oi, eu • Links between some sounds and spellings • Watch mouth of speaker  Year 4  Parts of the body: La jambe, le pied, le ventre, la main, le bras (l’épaule and le genou introduced for receptive use through song) Asking for French translation: Comment dit-on… en français? Revision of adjectives  • Understand that all nouns have a gender • Ask how to say something in French • Listen for a key sound as it occurs in a rhyme  Year 5  Directions A gauche, à droite, Revision of connectives – et, aussi Revision of adjectives – grand, petit • Identify the position of adjectives in a sentence • Memorise and present two or three sentences describing a high street • Manipulate language by changing an element in a sentence • Use a dictionary  Year 6  As for lesson 1 As-tu...?      • Perform a sketch in French to an audience • Present oral work confidently, speaking clearly and audibly with good pronunciation • Understand key details from an authentic text • Make predictions based on existing knowledge • Use a dictionary • Evaluate work | Year 3 - Greetings, asking and saying how you are Bonjour, au revoir, comment ça va? très bien, bien, comme  • Listen and respond to rhymes • Imitate pronunciation • Participate in a short exchange  Year 4  Revision of asking for French translation Comment dit-on… en français?  Year 5  Asking where places are Il y a? C’est, au coin Pause words Et alors, voyons, eh bien,  Year 6  Recap of clothes vocabulary from lesson 4+ des chaussures, des chaussettes, un sweat Recap of expressing opinions from Y3, Y4,Y5: J’aime, Je n’aime pas Justifying opinions: Je n’aime pas le rouge C’est + adjective | Year 3 - Classroom instructions Salut! Ecoutez, regardez, asseyezvous, levez-vous, répétez, venez ici, silence  Year 4  Zoo animals: Le tigre, l’éléphant, l’ours, la souris, le lion, la girafe, le singe, le crocodile, le pingouin Some letters of the alphabet Introduction of vowels  • Follow a story using visual clues • Recognise some letters of the alphabet • Listen for sounds, rhyme and rhythm  Year 5  Revision of days of the week Times of day Matin, après-midi, soir, à 10 heures, à 4 heures et demie Très, assez  • Substitute quantifiers and adjectives in a sentence • Collect and record evidence about activity on the high street at certain times of day, and express it in French • Recap of key letter strings – in/oi  Year 6  Recap of family members from Y4 Recap of structures from Y4 and Y5: Il s’appelle; il a x ans; il est; il habite à Recap of quantifi ers from Y3, Y4, Y5: Très, assez Recap of adjectives from Y4: Sympa, intelligent, amusant Sportif/sportive, Beau/belle • Join in two playground games in French • Understand the main points and simple opinions expressed in a short, written text and respond by answering true/false questions • Follow a story as it is read aloud, demonstrating understanding • Recognise agreements and patterns in the foreign language • Listen for clues to meaning – e.g. tone of voice | Year 3 - Ask for and give name Comment t’appelles-tu? Je m’appelle, Monsieur, Madame, Mademoiselle Ask for and state age Quel âge as-tu? J’ai… ans.  • Recognise a question form • Perform a simple communicative task  Year 4  Verb – être (to be): Il est (He is) Elle est (She is) Quantifi ers: Assez, très Adjectives: Grand, petit, gentil, rigolo, féroce  Year 5  No new vocabulary  Year 6  Recap of verb être from Y4 and Y5: Il est, elle est Occupations vocabulary: Médecin Vendeur vendeuse Serveur serveuse Agent de police Professeur | Year 3, Revision of numbers 0-20 Ask for and state age Quel âge as-tu? J’ai… ans.  Year 4  Members of the family: Le père, la mère, le frère, la soeur, le grand-père, la grand-mère, Possessive adjectives: Mon, ma Ask and answer questions about family members  • Participate in a short drama • Play a game, communicating in French • Present a short role play introducing family members • Ask and answer questions • Join in singing a French song • Write individual words or short sentences in French • Recite a short poem from memory • Identify rhyming words in short texts • Letter string –in  Year 5  Christmas theme Christmas vocabulary La forêt, il neige, un sapin, je brille, une bougie Revision of colours and verb être – je suis/je ne suis pas  • Learn and join in singing a French carol • Recite a short text with accurate pronunciation • Follow the transcript of a Christmas story • Appreciate similarities and differences between Christmas in France and England  Year 6  Recap of family members from Y4 and from Y6 lesson 4 Phrases to use when playing games in French: Donne-moi A toi A moi S’il te plaît Merci      • Play a game using phrases in French • Recognize adjectival agreements in a short text • Read aloud phrases from a text using a variety of voices and expression • Prepare songs and sketches for a performance • Listen for clues to meaning – tone of voice, key words | Year 3 - Colours Rouge, bleu, blanc, noir, vert, jaune, orange, rose  • Letter strings oi, eu • Perform actions to a French song  Year 4  Ask and answer questions about family Members  Ask and answer questions • Recognise rhyming words and understand that the final consonant is rarely pronounced • Use mental associations to help remember words  Year 5  Christmas theme No new vocabulary • Use actions and mimes to aid memorisation • Make a traditional French Christmas sweet • Join in performing a short Christmas story in French, reading and pronouncing unknown words  Year 6  As for lesson 6  • Sing French songs with accurate pronunciation • Speak audibly and clearly when performing to an audience |
| Mandarin  All about me | Awareness of languages around the World | Tones of Mandarin | Names | Families | Numbers up to 10 | How old are you? | Recap on what has been learnt so far. |
| Art, Design and Technology |  |  |  | Art & design  Identify interesting aspects of objects as a starting point for work.  AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).  DT M 1, 2; Sc A 2; En SL 1, 6; PSHE 5f  Look at a range of photographs and drawings of birds of prey in flight and sketch their form. Discuss what they know about its skeleton and describe how this supports its muscles for movement and flight. Work in small groups to make 3-D scale models of a bird of prey using a range of recycled materials. Display their finished work in a thought-provoking installation. |  |  | D&T  Plan which materials will be needed for a task and explain why.  DT M 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  DT D 2; DT M 1; En SL 1, 6  Choose a favourite predator, parasite or scavenger from the project. Make a fabric collage of their predator using tactile materials such as felt, net, textured papers, metallic papers, craft fur, tissue paper, corrugated card and fabric scraps. Plan their design and cut pieces carefully to make a pattern. Sew or glue their designs onto hessian adding details such as eyes, feathers, scales and patterns. |