



# Edmondsley Primary School

## Curriculum Map: Years 4 and 5 Cycle A

**Red Text = Theme**

**Purple Text = Links to specific topics/themes which will prepare children for the experiences of later life in modern Britain and particular needs identified for children who attend Edmondsley Primary School.**

	Autumn		Spring		Summer	
<b>TOPIC</b>	Fantastical Beasts and Where to Find Them	One Continent, Many Countries	Extreme Earth	The Terrifying Tudors	Take Off!	Across the pond
<b>Hook into Learning</b>	Discovery of a dragon Egg	A 'flight' to a European destination	Life Centre Visit – Museum	Art Gallery Visit – Tudor Art	Bird of prey sanctuary visit	Cowboy Day
<b>Writing across the curriculum</b>	Diary entry Wanted poster	Travel brochure Religious story retell	Explanation Instructions	Newspaper Diary entry	Artist biography Descriptive writing	Discussion texts Poetry
<b>History</b>	<p><b>Mythological Creatures</b></p> <p>1. Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</p> <p>2. Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</p> <p>3. Begin to offer explanations about why people in the past acted as they did</p>	<p><b>Europe</b></p> <p>1. Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p> <p>2. Suggest where we might find answers to questions considering a range of sources</p> <p>3. Understand that knowledge about the past is constructed from a variety of sources</p>	<p><b>Natural disasters</b></p> <p>1. Select sources independently and give reasons for choices</p> <p>2. Begin to offer explanations about why people in the past acted as they did</p> <p>2. Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p> <p>2. Suggest where we might find answers to questions considering a range of sources</p>	<p><b>Tudor Britain</b></p> <p>1. Understand that the past is represented &amp; interpreted in different ways and give reasons for this</p> <p>2. Offer explanations why people in the past acted as they did</p> <p>3. Show understanding of some of the similarities and differences between different periods.</p> <p>4. Understand that knowledge is constructed differently.</p>	<p><b>Tobias and the Angel</b></p> <p>1. Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</p> <p>2. Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</p>	<p><b>The USA</b></p> <p>1. Locate the world's countries, using maps to focus on North and South America.</p> <p>2. Compare and contrast their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>3. Identify the position and significance geographical features.</p>
<b>Geography</b>	<p>1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>2. Locate places on a range of maps (variety of scales)</p> <p>3. Follow a route on a large scale map</p>	<p>1. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p>2. Locate Europe on a large scale map or globe,</p> <p>3. Name and locate countries in Europe (including Russia) and their capitals cities</p>	<p>1. Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes, and the water cycle features (including hills, mountains, coasts and rivers), understand how these aspects have changed</p> <p>2. Begin to use atlases to find out other information</p> <p>3. Use maps, atlases, globes and digital mapping to locate countries and describe features studied</p>	<p>1. Draw a variety of thematic maps based on their own data</p> <p>2. Draw a sketch map using symbols and a key.</p> <p>3. Name and locate counties and cities of the United Kingdom</p>	<p>1. Compare and contrast their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>2. Follow a route on a large scale map</p>	<p>1. Give reasons why some events, people or developments are seen as more significant than others</p> <p>2. Describe and begin to make links between main events, situations and changes within and across different periods and societies</p> <p>3. Locate the world's countries, using maps to focus on Central and North America.</p>





# Edmondsley Primary School

<b>Design and Technology</b>	<p><b><u>Pneumatics operated mechanisms</u></b></p> <ol style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>understand and use mechanical systems in their products</li> </ol>	<p><b><u>Food from around Europe</u></b></p> <ol style="list-style-type: none"> <li>Carry out research, using surveys,</li> <li>Identify the needs, wants, preferences and values of particular individuals and groups</li> <li>Develop a simple design specification to guide their thinking</li> <li>How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, the use of a heat source</li> <li>Use a range of techniques</li> </ol>	<p><b><u>Papier Mache volcanoes</u></b></p> <ol style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>Understand how to use learning from science and maths to help design and make products that work</li> <li>Know that materials have both functional properties and aesthetic qualities</li> <li>Know that materials can be combined and mixed to create more useful characteristics</li> </ol>	<p><b><u>Tudor houses</u></b></p> <ol style="list-style-type: none"> <li>Generate innovative ideas, drawing on research</li> <li>Make design decisions, taking account of constraints such as time, resources and cost</li> <li>Develop prototypes</li> <li>investigate and analyse a range of existing products</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>Understand how key events and individuals in design and technology have helped shape the world</li> </ol>	<p><b><u>Collage wings</u></b></p> <ol style="list-style-type: none"> <li>Know how to reinforce/strengthen a 3D framework</li> <li>Know that a 3D textiles product can be made from a combination of fabric</li> <li>Measure, mark out, cut and shape materials and components with some accuracy</li> <li>Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques</li> <li>Identify the strengths and weaknesses of their ideas and products</li> <li>Consider the views of others, including intended users, to improve their work</li> <li>Refer back to their design criteria as they design and make</li> <li>Use their design criteria to evaluate their completed products</li> </ol>	<p><b><u>Dreamcatchers</u></b></p> <ol style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing</li> <li>products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ol>
	<b>Art and Design</b>	<p><b><u>Clay modelling</u></b></p> <ol style="list-style-type: none"> <li>create sketch books to record their observations and use them to review and revisit ideas</li> <li>improve mastery of art and design techniques including drawing, painting and sculpture with a range of materials</li> <li>Develop confidence working with clay adding greater detail and texture</li> <li>Add colour once clay is dried</li> <li>Investigate ways of joining clay</li> </ol>	<p><b><u>Painting - Spanish artists</u></b></p> <ol style="list-style-type: none"> <li>Use a variety of brushes and experiment with ways</li> <li>of marking with them</li> <li>Develop shadows</li> <li>Show total qualities using cross hatching,</li> <li>pointillism, sidestrokes, use of rubber to draw/highlight</li> <li>Use the work of artists to replicate ideas or inspire own work</li> </ol>	<p><b><u>Printing – Volcano Art</u></b></p> <ol style="list-style-type: none"> <li>Select and develop ideas confidently, using suitable materials confidently</li> <li>Investigate working on canvas experiment with colour in creating an effect</li> <li>Blend two colours when printing</li> <li>Create a collage using fabric as a base</li> <li>Develop individual and group collages, working on a range of scales</li> </ol>	<p><b><u>Portraits - Hans Holbein</u></b></p> <ol style="list-style-type: none"> <li>create sketch books to record their observations and use them to review and revisit ideas</li> <li>improve mastery of art and design techniques including drawing, painting and sculpture with a range of materials</li> <li>Use the work of artists to replicate ideas or inspire own work</li> </ol>	<p><b><u>Collage - Tobias and the Angel</u></b></p> <ol style="list-style-type: none"> <li>Develop artistic/visual vocabulary to discuss work</li> <li>Select and develop ideas confidently, using suitable materials confidently</li> <li>Begin to explore possibilities, using and combining different styles and techniques</li> <li>Investigate ways of changing fabrics – sewing, ironing, cutting, tearing, creasing, knotting.</li> </ol>
<b>Science</b>		<b>Animals (including humans)</b>	<b>Forces</b>	<b>Properties of changing materials</b>	<b>Electricity</b>	<b>Sound</b>





# Edmondsley Primary School



		Describe simple functions of the basic parts of the digestive system in humans (Peer teach then explore individual questions children have) Identify types of teeth in humans and their functions Comparison of the teeth of herbivores and carnivores Construct and interpret a variety of food changes identifying producers, predators and prey (Vary living things involved) Recognise that living things can be grouped in a variety of ways (Focus on animals) Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (Focus on plants)	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (Gravity experiment) Identify the effects of air resistance (Air resistance in the nature eg/ seeds, leaves falling, flying animals) Water resistance (Boat design) Friction (Pulling an object on different surfaces) Levers (Test on mass of objects/ distance from fulcrum) Pulleys (To raise an object vertically) Gears (Gears to change the direction of movement)	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets (Focus on varying materials/ properties decided by children) Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution (Test materials dissolving to form a solution) Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating (Test a variety of materials/ separating techniques decided by children) Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (Testing materials for flexibility/ hardness)	Identify common appliances that run on electricity (Link to power plants and sources of electricity) Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers (Peer teach) Identify whether or not a motor turn on in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp turns on in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors Vary choice of materials Open experiment with hypothesis	Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear (Experiment on travelling through water) Find patterns between the pitch of a sound and features of the object that produced it (Using elastic bands instruments) Find patterns between the volume of a sound and the strength of the vibrations that produced it (Beating a drum) Recognise that sounds get fainter as the distance from the sound source increases (Making ear muffs) Design an instrument to create a certain volume Raising/ answering questions based on individual observations of animals and what they have found out about other animals they have researched	Recognise that environments can change and that this can sometimes pose dangers to living things. (Negative/ positive ideas generated by children then focus closely on 1 negative and 1 positive) Negative: population and development.) Describe the life process of reproduction in some plants and animals. (Vary animals looked at) Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Vary animals looked at) Describe the changes as humans develop to old age Research gestation periods of animals and comparing length/mass of baby as it grows to humans (Vary animals compared)
Spellings	Year 4	Week 1 - ible, -ibly, able, -ably Week 2 - --ful, -fully, -ally, -ically Week 3 - Homophones Week 4 - Homophones Week 5 - Near homophones Week 6 - Near homophones	Week 7 - ation, cian, Week 8 - tion, sion Week 9 - Plural apostrophes Week 10 - sure, ture Week 11 - - cious Week 12 - -tious	Week 13 - -ent, -ant Week 14 - sc as s Week 15 - sh as ch eg. chef, machine Week 16 - gue, que as in league, antique Week 17 - ous Week 18 - k spelt as ch	Week 19 - Suffixes - ly Week 20 - Suffixes - ly when root word ends in vowel Week 21 - Suffixes - ally when added to ic Week 22 - Prefixes - un, dis, mis Week 23 - Prefixes - anti, auto, re Week 24 - Prefixes - super, under	Week 25 - Soft c, soft g Week 26 - ou as 'u' eg. young, double, touch Week 27 - Prefixes - im, in, ir (double constants) Week 28 - Prefixes sub, inter Week 29 - i spelt as 'y' not on ends of words eg. gym Week 30 - Prefixes - in, im	Week 31 and 32- Double consonant words when adding suffixes Week 33 - Unusual plurals and possessive apostrophes Week 34 - --ure, -or, Week 35 - ei, ey, eigh Week 36 - ei, ey, eigh
	Year 5	Week 1 - ough/ou/ow Week 2 - ur/ir/er Week 3 - air/are/ear Week 4 - homophones Week 5 - ei after c Week 6 - nouns/ adjectives to verbs using -ate, -ise, ify	Week 7 - soft c Week 8 - soft g Week 9 - unusual plurals Week 10 - short vowel doubling Week 11 - double consonant words Week 12 - or/ore/oor/aw	Week 13 -tion, sion Week 14 -ssion, -cian Week 15 - ous, ious Week 16 -al Week 17 -ary Week 18 - ful	Week 19 - -able, -ible Week 20 - -our Week 21 - Spells words with the (ee) sound spelt ei after c Week 22 - ar Week 23 - Converts nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, ify) Week 24 -ch, que	Week 25 - -able, -ably Week 26 - double consonant Week 27 - ibly, ible Week 28 - ei and ie Week 29 - augh, eigh Week 30 - tial and cial	Week 31 - ai, ee, ie, oe, ue Week 32 - silent letters Week 33 - ir, ur, er Week 34 - or, aw, au, ore Week 35 - ant, ance/ancy Week 36 - tion, sion, cian





# Edmondsley Primary School



<b>Reading</b>	<ul style="list-style-type: none"> <li>Reads a range of texts with fluency, understanding and expression</li> <li>Talks about books read, offering opinions and synopsis, sometimes with prompts needed</li> <li>Retrieves and records information from non-fiction texts</li> <li>Begins to draw inferences, such as characters' thoughts, feelings and motives from their actions</li> <li>Summarises main points of stories in fiction and information from non-fiction within a paragraph</li> <li>Recognises the purpose, form and audience of a text</li> <li>Identifies and comments on author viewpoints</li> <li>Begins to read a range of different forms of poetry</li> <li>Begins to prepare readings to be presented to audiences</li> </ul>		<ul style="list-style-type: none"> <li>Reads a range of texts with fluency, understanding and expression selecting the most effective strategy</li> <li>Reads further Common Exception Words</li> <li>Talks about books read, offering opinions and synopsis</li> <li>Expands and explains answers to questions based on texts read</li> <li>Makes reference to texts when answering questions</li> <li>Justifies inferences with evidence</li> <li>Picks out vocabulary and phrases used for impact and effect</li> <li>Identifies main ideas drawn from more than one paragraph and can summarise these</li> <li>Predicts what might happen from details stated and implied</li> <li>Names some key children's authors</li> <li>Reads aloud with increasing confidence</li> <li>Chooses books based on knowledge of author, text type and purpose of reading</li> </ul>		<ul style="list-style-type: none"> <li>Reads most words effortlessly at a speaking pace</li> <li>Uses knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words</li> <li>Reads all Common Exception Words noting unusual differences between spelling and sound and where these occur in words</li> <li>Talks confidently about a wide range of books read, retelling narratives, summarising information and offering opinions</li> <li>Talks about themes and conventions when discussing books</li> <li>Understands the different reasons for reading – for pleasure to find information etc.</li> <li>Uses the structure of books to navigate around texts</li> <li>Selects books based on own reading experiences and preferences</li> <li>Talks widely about known authors and their lives and books they have written</li> <li>Reads independently with sustained concentration</li> </ul>	
	<b>Writing</b>	<p><b>Grammar</b></p> <p>Fronted adverbials Pronouns Word families Questions and commands Identifying adjectives, verbs and adverbs Verb tenses past and present perfect Articles Prepositions</p>	<p>Conjunctions Fronted adverbials Verb tenses past present and future Past tenses – was, were Pronouns and possessive pronouns Adverbial phrases Identifying nouns and verbs</p>	<p>Subordinate clauses Relative pronouns Commas for fronted adverbials Identifying adjectives, verbs and nouns Time conjunctions Commands/statements/questions Verb tenses – Present perfect</p>	<p>Subordinate clauses Verb tenses – Present perfect Identifying adverbs Adverbial phrases Time conjunctions</p>	<p>Conjunctions Prepositions Subordinate connectives Commas for fronted adverbials Verb tenses – past, present, future</p>
	<p><b>Punctuation</b></p> <p>Apostrophes for possession (including plural) Commas in lists Inverted commas Capital letters</p>	<p>Apostrophes for possession (including plural) Inverted commas Capital letters for proper nouns</p>	<p>Apostrophes for contraction</p>	<p>Apostrophes for possession Question/exclamation marks</p>	<p>Rules of inverted commas Capital letters and full stops Commas in lists Use of exclamation marks</p>	<p>Rules of inverted commas Apostrophes for singular/plural Capital letters for proper nouns Commas for clauses</p>
	<p><b>Vocab</b></p> <p>Prefixes – auto, mis Suffixes – ful, less, ment, ful</p>	<p>Plural and 's possession Prefixes – auto, super, mis, dis</p>	<p>Singular/plural Suffixes – ous Determiners</p>	<p>Prefixes – auto, inter, dis, super Singular/plural verbs (is/are) Determiners</p>	<p>Root words from families Prefixes – un, dis Verb choices</p>	<p>Prefixes – anti, dis, mis, super Singular/plural Verb tenses – was/were, did/done</p>
	<ul style="list-style-type: none"> <li>Use pronouns and nouns within and across sentences to aid cohesion and flow in independent writing</li> <li>Proof reads for spelling, grammar and punctuation errors then self-corrects as the writing develops</li> </ul>		<ul style="list-style-type: none"> <li>Attempts to make simple links between paragraphs</li> <li>Plans effectively for a range of writing</li> <li>Decisions about writing are based on awareness of audience and purpose</li> <li>Proposes changes to grammar and vocabulary to improve consistency</li> <li>Reads aloud their own writing to a group or the whole class, using appropriate intonation and controls the tone and volume so that meaning is clear</li> </ul>		<ul style="list-style-type: none"> <li>Creates effective and well-described settings, characters and plot in narrative writing</li> <li>Writes non-fiction using appropriate organisational devices</li> <li>Organises paragraphs around a theme and 'sticks' to that theme</li> <li>Explore genres similar to that which they are planning to write, discussing its structure, vocabulary and grammar</li> <li>Assesses the effectiveness of their own and others' writing and suggests improvements</li> </ul>	
	<p><b>Genre</b></p> <p>Non-fiction; Explanation <a href="#">Linked to Fantastical Beasts and Where to Find Them.</a> Narrative; Traditional Tales – Beowulf <a href="#">Linked to Fantastical Beasts and Where to Find Them</a> Narrative; Descriptive Writing; Gothic Tale <a href="#">Linked to Fantastical Beasts and Where to Find Them.</a></p>	<p>Narrative; Stories with familiar settings – Suspense and mystery – The Football Shirt</p> <p>Poetry: Christmas <a href="#">Linked to One Continent Many Countries</a></p> <p>Narrative; Take One Book – One week whole school focus</p>	<p>Poetry: concrete descriptive poems <a href="#">linked to Extreme Earth</a></p> <p>Non-fiction; Recount <a href="#">linked to Extreme Earth</a></p> <p>Narrative; Stories with a dilemma <a href="#">linked to Extreme Earth</a></p>	<p>Narrative; fiction from our literature heritage; Romeo and Juliet - <a href="#">Linked to The Terrifying Tudors</a></p> <p>Non-fiction; Report <a href="#">Linked to The Terrifying Tudors</a></p>	<p>Non-fiction; Instructions <a href="#">Linked to Take Off</a></p> <p>Narrative; fiction adventure stories; <a href="#">Linked to Take Off</a></p> <p>Poetry; <a href="#">Linked to Take Off</a></p>	<p>Non-fiction; Persuasion <a href="#">Linked to Across The Pond</a></p> <p>Non-fiction; Newspaper Report <a href="#">Linked to Across The Pond</a></p> <p>Non-fiction; Discussion <a href="#">Linked to Across The Pond</a></p>







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Maths

## Number Place Value

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the

## Number-Multiplication and Division

- count in multiples of 6, 7, 9, 25 and 1000
- recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing together three numbers
- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply and divide numbers mentally drawing upon known facts

## Measurement - Length and Perimeter

- Convert between

## Number - multiplication and division

- recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

## Measurement - Area and volume

- find the area of rectilinear shapes by counting squares

## Fractions

- recognise and show, using diagrams, families of common equivalent fractions
- compare and order fractions whose

denominators are all multiples of

## Fractions

- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator

## Decimals

- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- recognise and write decimal equivalents of any number of tenths or hundredths
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- read and write decimal numbers as fractions (for example,  $0.71 = \frac{71}{100}$ )

- recognise and use

## Decimals

- recognise and write decimal equivalents to one quarter, one half, three quarters
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- Measurement Money
- estimate, compare and calculate different measures, including money in pounds and pence
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
- solve problems involving number up to three decimal places
- Time
- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- read, write and convert time between analogue and digital 12- and 24-hour clocks

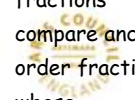
- solve problems involving

## Geometry Properties of Shape

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.
- identify 3-D shapes, including cubes and other cuboids, 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (o)
- identify: angles at a point and one whole turn (total 360o)
- identify: angles at a point on a straight line
- describe positions on a 2-D grid as

## Geometry Position and Direction

- describe





# Edmondsley Primary School



<b>Computing</b>	<p><b>True or False</b></p> <ul style="list-style-type: none"> <li>I can find content from the world wide web using a web browser.</li> <li>I can navigate the web and can carry out simple web searches to collect digital content.</li> <li>I know what is acceptable and unacceptable behaviour when using technologies and online services</li> <li>I can show use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.</li> </ul>	<p><b>Sensing and Logging</b></p> <ul style="list-style-type: none"> <li>I know that all software executed on digital devices is programmed</li> <li>I know that a range of digital devices can be considered a computer.</li> <li>I know and can use a range of input and output devices.</li> <li>I know that computers collect data from various input devices, including sensors and application software.</li> </ul>	<p><b>Chatter Bots</b></p> <ul style="list-style-type: none"> <li>I can create programs that implement algorithms to achieve given goals.</li> <li>I can declare and assign variables.</li> <li>I can use sequence of selection statements in programs, including an if, then and else statement.</li> <li>I can designs solutions (algorithms) that use repetition and two-way selection i.e. if, then and else.</li> <li>I can use diagrams to express solutions.</li> <li>I can use logical reasoning to predict outputs, showing an awareness of inputs.</li> </ul>	<p><b>Games Maker</b></p> <ul style="list-style-type: none"> <li>I can create programs that implement algorithms to achieve given goals.</li> <li>I can declare and assign variables.</li> <li>I can use post-tested loops e.g. 'until', and a sequence of selection statements in programs, including an if, then and else statement.</li> <li>I can make appropriate improvements to solutions based on feedback received, and can comment on the success the solution.</li> <li>I know different types of data: text, number.</li> </ul>	<p><b>Interactive Adventures</b></p> <ul style="list-style-type: none"> <li>I can collect, organise and present data and information in digital content.</li> <li>I can create digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience.</li> <li>I can designs solutions (algorithms) that use repetition and two-way selection i.e. if, then and else.</li> <li>I can use logical reasoning to predict the behaviour of programs.</li> </ul>	<p><b>Digital Director</b></p> <ul style="list-style-type: none"> <li>I can create digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience.</li> <li>I can make appropriate improvements to solutions based on feedback received, and can comment on the success the solution.</li> <li>I can make judgements about digital content when evaluating and repurposing it for a given audience.</li> <li>I know the audience when I am designing and creating digital content.</li> <li>I know the potential of information technology for collaboration</li> </ul>
	<b>PSHCE</b>	<p><b>New Beginnings</b></p> <ul style="list-style-type: none"> <li>I know how to join a group.</li> <li>I understand why we need to have different rules in different places.</li> <li>I can give and accept a compliment.</li> <li>I can tell you how unique and special I am.</li> <li>I can manage my feelings &amp; usually find a way to calm myself down when necessary.</li> <li>I can think of ways to solve a problem in my friendship group.</li> <li>Understand what positively and negatively affects my physical mental and emotional health (including media) Stand alone.</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>I know the difference between family, friends and others I know</li> <li>I know how people feel if they lose something or someone they love.</li> <li>I can explain the feelings of guilt and feeling ashamed.</li> <li>I can predict how I will feel in a new situation.</li> <li>I know how to make a good choice over a bad choice.</li> <li>I can make important people in my life feel valued.</li> <li>To recognise and manage dares.</li> </ul>	<p><b>Going for goals</b></p> <ul style="list-style-type: none"> <li>I know what I need to improve to be a better learner.</li> <li>I can set myself a challenging goal to improve my learning skills.</li> <li>I can make a personal long-term plan and break it down into smaller, achievable goals.</li> <li>I can recognize when I find learning difficult and persevere when I need to.</li> <li>I can make a choice about what to do based upon my predictions of the likely consequences.</li> <li>I can make a choice based upon my predictions of the likely consequences.</li> </ul>	<p><b>Good to be me</b></p> <ul style="list-style-type: none"> <li>I can tell you when I am impulsive and when I think things through.</li> <li>I can tell whether I like surprises or like things to stay the same.</li> <li>I understand why we sometimes run away or feel frightened when we feel threatened.</li> <li>I can use strategies to help me deal with disappointment.</li> <li>I can express myself assertively in a variety of ways.</li> <li>I can stop and think before I act when I have negative feelings.</li> </ul>	<p><b>Getting on and falling out</b></p> <ul style="list-style-type: none"> <li>I can understand and use peaceful problem solving.</li> <li>I can see a situation from another person's perspective.</li> <li>I can take on a role in the group and contribute to overall outcome.</li> <li>I can use peaceful problem solving to sort out difficulties.</li> <li>To recognise and challenge stereotypes.</li> <li>To recognise when and how to ask for help to resist pressures to do something dangerous, unhealthy or things which makes me feel uncomfortable.</li> </ul>





# Edmondsley Primary School

Physical Education	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>play competitive games.</li> <li>apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and show improvement to achieve personal best.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance</li> <li>perform dances using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> </ul> <p><b>Outdoor Adventure Activities</b></p> <ul style="list-style-type: none"> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul> <p><b>Net and Wall Games</b></p> <ul style="list-style-type: none"> <li>play competitive games.</li> <li>apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve personal best.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>develop flexibility, strength, technique, control and balance</li> <li>compare their performances with previous ones and demonstrate improvement to achieve personal best.</li> </ul>
	MFL	<p><b>L'argent de Poche</b></p> <ul style="list-style-type: none"> <li>Tu aimes ça?</li> <li>J'adore ça! or Je déteste ça</li> <li>Numbers to 30</li> <li>Buying/cost of items</li> <li>Le Juste Prix</li> <li>C'est magnifique!/C'est Nul</li> <li>Je n'ai pas de poupée. Je voudrais ... une poupée</li> </ul>		<p><b>Raconte-moi une histoire</b></p> <ul style="list-style-type: none"> <li>French stories - la belle, le prince, la méchante fée, la haie d'épines, ouvre les yeux, tu dors cent ans.</li> <li>Chef d'orchestre</li> <li>Numbers to 60</li> <li>French songs/nursery rhymes</li> <li>Verb and adjective agreement</li> </ul>		<p><b>Le Carnaval des animaux</b></p> <ul style="list-style-type: none"> <li>Names of animals</li> <li>Dans la Forêt Lointaine</li> <li>Animal descriptions</li> <li>Quelle heure est-il?</li> <li>Adjective and verb agreement</li> <li>Un éléphant ça trompe</li> </ul>
Religious Education	<p>How do Hindus worship? (Visit to Mandir in Newcastle)</p>	<p>How and why is Advent important to Christians?</p>	<p>What do Christians believe about Jesus?</p>	<p>What do Christians remember on Palm Sunday?</p>	<p>What is the significance of the 5 K's of Sikhism?</p>	<p>What can we learn about the Christian faith through studying the lives of northern saints?</p>





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## Music

- Demonstrate how to play a B, A and G on the recorder. They will be able to play mostly with accuracy and follow the music notation provided, although may make some mistakes. They will make a good sound on their recorder but may make some mistakes (overblowing, fingers not quite covering the holes). They will enjoy singing with their classmates.
- Consistently make sounds on their recorder whilst playing with a high degree of accuracy. They will be demonstrating this good technique to their classmates and sing with enthusiasm.

### Christmas Performance

- listen with attention to detail and recall sounds with increasing aural memory
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

- Play their recorder using appropriate volume and will have attempted to play new notes. They will understand that the Recorder is an important instrument in the history of music. They will listen to classical music and respond appropriately.
- To play more challenging recorder music and be able to play the new notes. They will also be able to describe some key historical and musical points in the history of the recorder. They listen to classical music and use musical language to describe it.

- recognise and play different percussion instruments. They will be able to listen to and reproduce musical patterns and play with a group. They will work as part of a group creating their own music.
- play different percussion instruments with confidence, playing different parts as part of a group. They will be able to contribute to group compositions.

- Take part in listening to and singing pop music and respond appropriately. They will be part of the class band.
- Identify different styles of pop music. They will enjoy trying different roles in the class band.

### Leavers' Performance

- listen with attention to detail and recall sounds with increasing aural memory
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

