

KS2 Curriculum Grid 2024-2025

Term	Autumn		Spring		Summer	
Cross Curricular Topic	Henry VIII & the Tudors	TBC Christmas Show	Dinosaurs	World War 1	Great Inventors	Natural Disasters
National & Whole School Events	National TA Day Black History Month International Sign Language Week BSL Celebration Day World Mental Health Day Diwali	Remembrance Day Road Safety Week Anti-Bullying week Christmas Workshops FBS Christmas Show Christmas Lunch & Father Christmas	Chinese New Year Safer Internet Day Sign2Sing LGBT Month Charlotte's Mad Hat Day Children's Mental Health Week	World Book Day BSL Recognition Day Ramadan British Science Week Mother's Day World Maths Day	Deaf Awareness Week Eid-al-Fitr Earth Day English Language Day International Nurse Day	World Oceans Day Deaf Festival Week Sports Day Whole School Trip Winning House Trip
Head teacher Key Assemblies	International Day of Sign Language Rosh Hashanah Harvest Black History Month	Anti-bullying British Values and Friendship Diwali Celebrating our achievements Resolving Conflict	NSPCC – Keeping Safe World Religion Day Chinese New Year Online Safety Mental Health & Well-Being	World Wildlife Day People who help us Holi World Water Day Easter	Resilience Meaning of Friendships Different Relationships Ramadan British Values: Respect	World Environment Day Father's Day Healthy Relationship Culture Week Moving on and Saying Goodbye
Books	DK Eyewitness Tudors Hal the Hero A Tudor School Tudors and Stuarts The Tudors in Britain Henry VIII and his Six Wives Usborne YR3 Henry VIII by Jonathan Melmoth Who was Henry VIII by Ellen Labrecque The Six Queens of Henry VIII: Fiercest Queens in History by Honor Cargill-Martin and Jaimee Andrews. Men, Women and Children in Tudor Times by Jane Bingham. Horrible Histories – Terrifying Tudors by Terry Deary	TBC	Dinosaurs Find It! Explore it! By National Geographic Kids. The World of Dinosaurs by Roman Garcia Mora and Cristina Banfi. DK Dinosaurs See Inside the World of Dinosaurs by Alex Frith and Peter Scott. Children's Encyclopaedia of Dinosaurs by Clare Hibbert. Dinosaurs and All That Rubbish by Michael Foreman Dinosaurs by Conard Mason 1,001 Facts about Dinosaurs by Neil Clark and William Lindsay. Do You Love Dinosaurs? By Matt Robertson How Do Dinosaurs Say Good Night? By Jane Yolen. DK My Book of Dinosaurs and Prehistoric Life by DK, Dean R Lomax. The Girl and the Dinosaur by Hollie Hughes. The Dinosaurs who lost his Roar by Russell Punter.	DK Eyewitness World War 1 by DK. DK Find Out World War 1 by DK. Usborne See Inside First World War by Rob Lloyd Jones. 500 World War 1 & 2 Facts by Scott Matthews. Aces and Aircrafts of World War 1 by Christy Campbell. Children in the First World War by Mike Brown. The Story of World War One by Richard Brassey The Poppy Lady by Moina Belle Michael and Her Tribute to Veterans. Stubby – A True Story of Friendship by Micheal Foreman. Stubby the Dog Solider: World War 1 by Blake Hoena. Winnies' Great War by Lindsay Mattick and Josh Greenhut. Finding Winnie by Lindsay Mattick.	Great Inventors. Benjamin Franklin. Thomas Edison. Alexander G Bell. British Art. David Attenborough. Margaret Hamilton. Leonardo Da Vinci. Eva Crane. Inventors around the World. Deaf Inventors in History. Hidden Figures by Margot Lee Shetterly. So You Want to be an Inventor by Judith St. George. Mistakes that Worked by Charlotte Foltz Jones. I can be an Awesome Inventor by Anna Claybourne. Inventors Who Changed the World by Heidi Poelman and Kyle Kershner. Gary and The Great Inventors by Akura Marshall.	DK Natural Disasters Map Your Planet: Natural Disasters by Rachel Minay The Big Earth Book by Mark Brake and Brendan Kearney. Natural Disasters Book for Kids by Medina Creative National Geographic Kids - Everything Volcanoes and Earthquakes by Kathy Furgang Flood Villa, AF Pompeii (Usborne) Ancient Wonders The Where, the Why and the How The Pebble in my Pocket
Vocabulary (Key English words and BSL signs)	King Queen Wives Monarch	TBC	Fossils Scales Extinction Dinosaur	Solider Gun/Rifle Bomb Plane	Inventor Inspirations Product Services	Volcano Tornado Tsunami Flood

	Execution Reign Treason War of the Roses Inherit Heir Archer Arithmetic Catholic Coronation Court Plague Reformation Tudor Tower Beefeater Ruff Gallows Heritage Church of England Lady in Waiting		Herbivore Period Omnivorous Carnivorous Prey Predator Egg Jurassic Meteor T-Rex Velociraptors Skeleton Footprint Volcano Brachiosaurus Reptile Palaeontologists	Ship Britian Poppies Heroes Air Force Battlefield Army Fight Tank Surrendered Allies Peace Ration Card Remembrance Day Troops	Goods Resources Artisan Design Technology Engineer	Earthquake Tectonic Plates Natural Disaster World Hurricane Thunderstorm Blizzard Wildfire Drought Lightning Sandstorm Avalanche Eruption
Questions for Deeper Learning	Who was the first Tudor monarch? How many wives did Henry VIII behead? Who succeeded Henry VIII? When did Elizabeth I become Queen? Of those wives, which one was he married to for the longest? Why did Henry divorce his first wife? What would have done if you were Anne Boleyn? Who was the most effective Queen and why? What evidence can you find to support the idea that Henry VIII was short-tempered? What would Henry VIII's perfect wife have been like?	TBC	The word dinosaur comes from two Greek words 'deinos' and 'sauros'. What do these two words mean? What are dinosaurs and what were they like? How long did dinosaurs exist on Earth? What is an expert who studies fossils to find clues about dinosaurs and prehistoric creatures called? How did dinosaurs go extinct? Pick ONE dinosaur and tell me about its fact. How many species of dinosaurs were there? Make your own flying Pterodactyl.	What is Remembrance Day? How did the First World War Start? Which countries were involved? What are the main events on the First World War Timeline? What was Trench Warfare? Why do we have poppies for Remembrance Day? Who won World War 1?	What year was the invention created? Why was there a need for the invention? How did the innovator communicate their ideas to others? How was it shared? Did any inventor have their mistakes discovered to become an invention? How? Design your own invention and explain why you are creating it.	What is a natural disaster? What are the features of a volcano? What might happen to people after an earthquake happens? How can you stay safe in a natural disaster? 'Tectonic plates cause most of the Earth's natural disasters.' Use evidence to prove or disprove this. Can you design your own safety room/bunker? What would you pack in an emergency?
English	<u>Non-Fiction Information Text & Reading Comprehensions</u> To draw Henry VIII and his six wives. To label each picture with nouns, verbs, and adjectives.	TBC	<u>Non-Fiction Poetry</u> To understand what is poem. To identify the different poets and poems. To learn how to read a poem. To understand the poem features. To understand what is similes.	<u>Non-Fiction Diary</u> To understand what is diary and why we have diary? To understand diary feature. To mind-map about soldier's day e.g., what did they do? what they ate? how do they	<u>Non-Fiction Persuasive Letter</u> To learn and identify the features of letter. To explain the different types of the letter e.g., formal, informal and persuasive letter. To understand what is persuasive letter.	<u>Non-Fiction Newspaper Articles</u> To identify features of newspaper report. To recognise different types of report writing. To draw and label features of a natural disaster.

	To write sentences using their labels for each of the wives. To read information texts on Henry VIII and each of his six wives and read out loud. To retrieve information on each information text. To identify and highlight the unfamiliar/new vocabulary from the text. To explain who Henry VIII and his six wives were and discuss what Henry VIII did for the country. To use relevant strategies to build their vocabulary. To learn each word with meaning. To read and answer the questions. To improve their understanding of a text. To apply my growing knowledge of root words, prefixes and suffixes. To read aloud and understand the meaning of new words I meet. To use dictionaries to check the meaning of words that I have read. To retrieve and record information from the text. To apply my growing knowledge of root words, prefixes and suffixes. To read aloud and understand the meaning of new words I meet. To use dictionaries to check the meaning of words that I have read. To retrieve and record information from the text. To use knowledge of text and organisation devices retrieve, record and discuss information from text.		To use similes about dinosaur in their poem writing. To plan and mind-map of how to write a poem about chosen dinosaur. To practice to sign poem as a dinosaur. To film poetry in the green screen in BSL. To include a title that tells us about the poem. To use powerful verb choices. To chose vocabulary carefully. To use powerful verbs to describe actions. To include some similes, alliteration and onomatopoeia. To organise my poem into stanzas. To include characters. To organise stanzas around a theme. To include poetic language, such as similes, alliteration and onomatopoeia.	feel? What sounds and feel like during the war? To plan a diary entry. To write a diary in chronological order including time conjunctions and adverbials. To write a diary entry about soldier's day during war. To expand their writing with their vocabulary, thoughts, feelings and emotions. To use 'speech marks' in their sentences. To include date/time of writing. To include 'Dear Diary' followed by a comma. To describe the main events using past tense. To begin to use adverbs and prepositions of time and place. To include date/time of writing. To include a short introduction to set the scene. To describe the main events using past tense. To include an introduction to establish the context. To show writer's point of view, thoughts and feelings. To chose the correct past tense according to the purpose of the sentence. To choose appropriate adverbials to show time, place, manner and how often.	To know why we need persuade for the audience. To design their own invention. To explain why they design it and the purpose. To plan and edit a persuasive letter. To write paragraphs in the persuasive letter. To include powerful, and emotive language. To add the point of view for the reader. To include the date of writing. To use emotive language. To include an opening to introduce the purpose of the letter. To include the date of writing. To include an opening to introduce the purpose of the letter. To use noun phrases, extended by an adjective, nouns and prepositional phrases. To punctuate fronted adverbials with a comma. To include an opening to hook the reader and introduce the purpose the letter. To finish with 'Yours sincerely'. To include a key point with facts and evidence to support it.	To use nouns, verbs and adjectives to describe a natural disaster. To research a chosen natural disaster. To investigate the cause and effect of a chosen natural disaster and preventative measures. To write a report on a natural disaster. To gain, maintain and monitor the interest of the listener(s). To discuss words and phrases that capture the readers' interest and imagination. To plan and draft their writing in non-narrative material, using simple organisational devices. To evaluate and edit by proposing changes to grammar and vocabulary to improve consistency. To use paragraphs as a way to group related material. To include direct speech. To include an introduction and answer the 5Ws. To include facts about the main events. To write in the third person. To write in the past tense. To include facts about the main event. To include an introduction that answers the 5Ws. To use direct speech. To elaborate on key events. To include an introduction that answer the 5Ws. To use brackets to indicate parenthesis.
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	To draw inferences from character's feelings, thoughts and motives. To identify all Yr5 expectations words from the text.					
BSL	Leisure To retell an event that happened during their summer holiday. To use the BSL timeline e.g., will or been. When retelling stories to include regular pauses. To use signs linked to the BSL timeline e.g. Yesterday, last week, last month etc. To use pronouns e.g., you, me, them, us, all and both. To ask teachers for clarification on signs when required. To answer questions using the correct BSL syntax.	Christmas Production To know how to sign all the characters' names in the Christmas show. To know how to sign sentences from the script, using the correct lip pattern.	Dream Job To know what jobs their parents/families do. To consider what job they want to do in the future. To identify a range of jobs by the uniform and to be able to describe the roles in BSL. To ask and answer questions about their 'dream job'.	Deaf/BSL Awareness To watch a variety of deaf awareness videos. To able to answer questions about deaf awareness using the correct BSL syntax. To develop a positive attitude towards BSL by conversing with Deaf people, watching Deaf programmes and BSL clips. To know when to use the correct directional verbs during stories and role shift. To identify a range of emotions by watching a signer's facial expression, NMF and aspect/manner. To create a Deaf awareness video to be shown after the Easter holiday.	Lifestyle To learn about a variety of hobbies/activities. To use the correct facial expressions when signing about different hobbies/activities. To identify which activities a signer is describing by observing their facial expression and body language. To describe the place/location that the hobbies/activities take place. To sign about another person's hobbies/interests. To sign about their own personal experience of hobbies/activities.	BSL Stories To know about BSL stories and poems. To follow BSL stories and summarise them. To create my own BSL story and characters. To use inflections to verbs in their stories. To use role shift in their BSL stories. To recognise when role shift is used in BSL stories.
Mathematics	Money To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Multiplication and Division To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Money To add and subtract amounts of money to give change using both £ and p in practical contexts.	Addition and Subtraction To solve problems with addition and subtraction: To using concrete objects and pictorial representations, including those involving numbers, quantities and measures To applying their increasing knowledge of mental and written methods To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 To add and subtract numbers using concrete objects, pictorial representations, and mentally, including: To show that addition of 2 numbers can be done in any order (commutative) and	Place Value To count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number To recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) To compare and order numbers up to 1,000 To identify, represent and estimate numbers using different representations To read and write numbers up to 1,000 in numerals and in words To solve number problems and practical problems involving these ideas Addition and Subtraction To add and subtract numbers mentally, including:	Measurement To measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). To measure the perimeter of simple 2-D shapes. To add and subtract amounts of money to give change, using both £ and p in practical contexts. To tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. To estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight.	Geometry – Properties of Shapes. To draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. To recognise angles as a property of shape or a description of a turn. To identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle. To identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Measurement	Multiplication and Division To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. To solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Fraction - Decimals

	Addition and subtraction To add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. To estimate the answer to a calculation and use inverse operations to check answers. Multiplication and Division To recap with timetable with 6,7,8,9 and 12. To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods. To show that multiplication of two numbers can be done in any order (commutative) and division on one number by another cannot. To count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and back. To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. To recall and use multiplication and division facts for the 3, 4 and 9 multiplication tables. Number and Place Value To read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.	subtraction of 1 number from another cannot To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems Fractions To recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators. To compare and order unit fractions, and fractions with the same denominators. To measure, compare, add and subtract: length (m/cm/mm); mass (kg/g); volume/capacity (l/ml). To recognise and show, using diagrams, equivalent fractions with small denominators. To add and subtract fractions with the same denominator within one whole. Measurement To measure, compare, add and subtract: lengths (mm/cm/m); mass (kg/g); volume/capacity (l/ml). Number - Multiplication and Division To identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers. To know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. To establish whether a number up to 100 is prime and recall prime numbers up to 19. To multiply numbers up to 4 digits by a one- or two-digit number using a formal written	- a three-digit number and 1s - a three-digit number and 10s - a three-digit number and 100s To add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction To estimate the answer to a calculation and use inverse operations to check answers To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Number and Place Value To count in multiples of 6, 7, 9, 25 and 1,000 To find 1,000 more or less than a given number To count backwards through 0 to include negative numbers To recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) To order and compare numbers beyond 1,000 To identify, represent and estimate numbers using different representations To round any number to the nearest 10, 100 or 1,000 To solve number and practical problems that involve all of the above and with increasingly large positive numbers To read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value. Multiplication and Division	To know the number of seconds in a minute and the number of days in each month, year and leap year. To compare durations of events [for example, to calculate the time taken by particular events or tasks]. Statistics To interpret and present data using bar charts, pictograms and tables. To solve one-step and two-step questions [for example ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables. Geometry – Properties of Shapes. To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. To identify acute and obtuse angles and compare and order angles up to 2 right angles by size. To identify lines of symmetry in 2-D shapes presented in different orientations. To complete a simple symmetric figure with respect to a specific line of symmetry Geometry - position and direction To describe positions on a 2-D grid as coordinates in the first quadrant. To describe movements between positions as translations of a given unit to the left/right and up/down. To plot specified points and draw sides to complete a given polygon	To convert between different units of measure [for example, kilometre to metre; hour to minute]. To measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. To find the area of rectilinear shapes by counting squares. To estimate, compare and calculate different measures, including money in pounds and pence. To read, write and convert time between analogue and digital 12- and 24-hour clocks. To solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days. Fractions To recognise and show, using diagrams, families of common equivalent fractions To count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 To 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 To add and subtract fractions with the same denominator Statistics To solve comparison, sum and difference problems using information presented in a line graph.	To recognise and write decimal equivalents of any number of tenths or hundreds. To recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ To 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. To round decimals with 1 decimal place to the nearest whole number. To compare numbers with the same number of decimal places up to 2 decimal places. To solve simple measure and money problems involving fractions and decimals to 2 decimal places. Measurement To calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes. To estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]. To solve problems involving converting between units of time. To use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
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	To count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. To interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0. To round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000. To solve number problems and practical problems that involve all of the above. To read Roman numerals to 1,000 (M) and recognise years written in Roman numerals. Addition and Subtraction To add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). To add and subtract numbers mentally with increasingly large numbers. To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	method, including long multiplication for two-digit numbers. To multiply and divide numbers mentally, drawing upon known facts. To divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. To multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000. To recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³). To solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes. To solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. To solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	To recall multiplication and division facts for multiplication tables up to 12 × 12. To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers. To recognise and use factor pairs and commutativity in mental calculations To multiply two-digit and three-digit numbers by a one-digit number using formal written layout. To solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. Fractions (Including decimals and percentages). To compare and order fractions whose denominators are all multiples of the same number. To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]. To add and subtract fractions with the same denominator, and denominators that are multiples of the same number. To multiply proper fractions and mixed numbers by whole	Statistics To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. Geometry – Position and Direction To identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. Geometry – Properties of Shapes. To identify 3-D shapes, including cubes and other cuboids, from 2-D representations To know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles To draw given angles, and measure them in degrees (°) To identify: - angles at a point and 1 whole turn (total 360°). - angles at a point on a straight line and half a turn (total 180°). - other multiples of 90°. - use the properties of rectangles to deduce related facts and find missing lengths and angles. - distinguish between regular and irregular	To complete, read and interpret information in tables, including timetables. Measurement To convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]. To understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.	
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			numbers, supported by materials and diagrams. To read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]. To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. To round decimals with 2 decimal places to the nearest whole number and to 1 decimal place. To read, write, order and compare numbers with up to 3 decimal places. To solve problems involving number up to 3 decimal places. To recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per 100’, and write percentages as a fraction with denominator 100, and as a decimal fraction. To solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.	polygons based on reasoning about equal sides and angles.		
Science	<u>State of Matter</u> To describe and sort materials into solids, liquids and gases. To investigate solids and explain their properties. To investigate liquid and explain their properties. I can investigate gases and explain their properties. To investigate changing materials when they are heated or cooled, and share my findings using scientific vocabulary. To explore how water changes state.	<u>Science Experiments</u> To explore different science experiments. To gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. To record finding using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. To report on finding from enquiries including oral and written explanation, displays or presentations of results and conclusions. To use result to draw simple conclusion.	<u>Living things and their habitats (Living in the Environment)</u> To group living things by their characteristics/features. To explain the differences between vertebrates and invertebrates. To create a classification key. To use classification keys to identify, classify and group living things. To use a key to identify invertebrates. To describe how changes in the environment can impact on the endangered species. To present my findings in writing and in BSL.	<u>Sound</u> To describe and explain sound sources. To explain how different sounds, travel. To recognise sounds can travel through vibrations from medium to the ear. To find patterns between the volume of a sound and the strength of vibrations that it produces in my music lessons. To recognise that sounds, get fainter as the distance from the sound source increases. <u>Science Experiments</u>	<u>Electricity</u> To describe what electricity is and give examples. To identify and name common electrical appliances and the type of electricity they use (mains/battery, etc) To construct a simple electrical circuit, and name the parts e.g. cells, wires, bulbs, switches and buzzers. To explain how a switch works and why circuits need it. To recognise that a switch opens and closes a circuit. I can identify, name and sort materials into conductors and insulators.	<u>Animals, including humans (Eating and Digestion)</u> To draw and label the main parts of the human digestive system (focus on mouth, oesophagus, stomach, liver, small/large intestines and rectum). To explain the functions of the digestive system. To explain the basic function for each part of the digestive system (e.g. stomach breaks down food, liver cleans blood, etc). To identify and label different types of teeth.

	To investigate how water evaporates. To identify and describe the different stages of the water cycle. <u>Forces</u> To identify forces acting on objects. To identify and describe forces as pushes and pulls. To explain the effect of gravity on unsupported objects. To briefly explain Isaac Newton’s role in developing the theory of gravity. To identify the effects of air resistance, water resistance and friction, that act between moving surfaces. To explain how air resistance affects moving objects. To do investigations on the effects of air and water resistance and friction. To explain the effects of friction on a moving vehicle. To do an investigation on the effect of air or water resistance. To do an investigation on the effects of friction created by different materials. <u>Living things and their habitats (classifying organisms)</u> To describe how living things are classified into groups. To identify and match groups of animals based on their characteristics. To use classification systems and keys to identify the characteristics of different types of animals. To give reasons for classifying animals based on their similarities and differences.	To able to predict the investigation. To understand the fair test, and variable changes. To identify differences and similarities or changes related to simple scientific ideas and processes. To use straightforward scientific evidence to answer questions or to support their findings. <u>Earth and Space</u> To name and describe features of the planets in our solar system. To order the planets in our solar system. To explain why we know the Sun, Earth and Moon are spherical. To describe the movement of the Earth and other planets, relative to the Sun in the solar system To use scientific evidence to explain the movement of the solar system. To use the Earth’s rotation to explain how daytime and night-time occur. To investigate night and day in different parts of the Earth and share my findings. To explain the movement of the Moon. To describe the movement of the Moon relative to the Earth. <u>Science Experiments</u> To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. To take measurements, using a range of scientific equipment, with increasing accuracy and	<u>Properties and changes of materials</u> To compare and group everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. To use my knowledge of solids, liquids and gases to decide how mixtures might be separated, including by filtering, sieving and evaporating. To give reasons based on evidence from comparative and fair tests, of everyday materials, including metals, wood and plastic. To demonstrate that dissolving, mixing and changes of states can be reversible. To explain that some changes will result in the formation of new materials, and that this kind of change is not usually reversible. This includes changes associated with burning and the action of acid on bicarbonate of soda. <u>Evolution and Inheritance</u> To recognise that living things have changed over time, by looking at fossils. To explain that fossils provide information about living things that lived on Earth millions of years ago. To identify evidence on evolution from fossils. I can recognise that living things produce offspring of the same kind	To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. To use test results to make predictions to set up further comparative and fair test. To use reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. To identify scientific evidence that has been used to support or refute ideas or arguments. <u>Light (Seeing Light)</u> To explain that light travels in straight lines from light sources to our eyes, from light sources to objects and then to our eyes. To understand how mirrors, reflect light, and how they can help us see objects. To investigate how refraction changes the direction in which light travels. To investigate how a prism changes a ray of light. To explain why shadows, have the same shape as the object that casts them.	To recognise some common conductors and insulators, and associate metals as good conductors. To demonstrate how to use electrical appliances safely. <u>Animals, including humans (Changes and Reproduction)</u> To draw, label and describe the 7 stages of human development (from baby to old person). To explain how babies are developed. To describe what changes girls and boys go through during puberty. To describe the life cycles of different living things e.g. mammals, amphibians, birds. To explain the differences in the life cycles of mammals, amphibians, and birds. To draw and explain how plants reproduce (recall Plants Year 3). <u>Electricity (Changing Circuits)</u> To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. To observe and explain the effects of differing volts in a circuit. To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches To use recognised symbols when representing a simple circuit in a diagram. To investigate, record my data and report my findings.	To identify and explain the function of each type of teeth. I can do a scientific enquiry on tooth decay. To create a simple food chain containing one producer and two consumers. To identify the producer and consumer (predator and prey) in food chains. To create a food web of plants and animals we find in a forest. <u>Living things and their habitats (Life Cycles curriculum linked to RSE)</u> To describe the life cycles of different mammals. To compare the life cycles of amphibians and insects. To compare the life cycles of a mammal, an amphibian, an insect and a bird. To describe how some plants reproduce [recall from year 3 Plants]. To describe how some animals reproduce. <u>Animals, including humans (Healthy Bodies)</u> To identify and label parts of the circulatory system. To explain the functions of the heart and how it pumps blood around the body. To describe the main functions of the lungs. To explain the functions of blood vessels. To name and describe the differences between three blood vessels. To explain how nutrients are broken down in the digestive system. To describe how water and nutrients are transported around the body.
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	To classify organisms given to me as part of my project. To summarise the significant work of scientist Carol Linnaeus, a pioneer of classification.	precision, taking repeat readings when appropriate. To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. To use test results to make predictions to set up further comparative and fair tests. To report and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. To identify scientific evidence that has been used to support or refute ideas or arguments.	To recognise that offspring do vary, and may not be identical to their parents To identify how animals and plants are adapted to suit their environments in different way, and that adaption may lead to evolution. To explain how humans have evolved over millions of years. To explain how human intervention affects evolution. To explain what evolution means. To explain what inheritance means by giving examples.			To describe how poor diet and no exercise can impact on human bodies. To identify what a healthy lifestyle looks like by giving examples. To do a scientific experiment on pulse rates. I will record and present my findings using BSL.
Computing/RE	<u>RE: Tudor Period</u> To draw Tudor clothes and today's clothing. To name Tudor clothing and compare with today's clothes. To compare Tudor homes with present day homes. To find out about different punishment methods that were popular during the Tudor period. To compare and contrast the Tudor and current justice systems. To draw and label different religious symbols and survey different religious groups in school. To understand why Henry VIII broke with Rome. To compare Catholicism and Christianity.	TBC	<u>Computing: Create Your Own Dinosaur.</u> To use purple mash to design their own dinosaur. To add different textures, colour and draw in detail from Purple Mash app. To label the dinosaur's body parts. To create a new name for their design dinosaur. To type sentences to describe the dinosaur and their characteristics/power.	<u>RE: Emotions</u> To explore the soldier's uniform, and what did they do with their job. To explore the soldier's life during the war. To give emotions of WW1's soldiers' feelings. To discuss why are there wars? How did people respond to the conflict and horror of the First War 1? To recognise what they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. To explain the importance of remembering those who died 100 years later.	<u>Computing: The Vehicle</u> Design a vehicle. Purple Mash: 2Design and Make: Choose a vehicle model matching their design. Move points around the vehicle to specification. Rotate, check 2D & 3D designs. Add colours & patterns/design patterns. Print & make their vehicle model.	<u>Computing: Journalist</u> To practice with their typing with speed and accuracy. To type the newspaper article. To use formatting tools to change the layout and appearance of my work. To inset, edit and format images in within a text document. To save and retrieve my work. Relationships and Sex Education for Yr5/6. RSE Programme
Geography	<u>UK & Tudor Times</u> To name the 4 UK countries. To name the capital cities in each UK country. To give different facts for each of the 4 countries in the UK.	TBC	<u>Dinosaurs Habitat</u> To identify the position and significant of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the tropic of cancer and Capricorn, Artic and	<u>World War 1</u> To order WW1 timeline of events. To name countries involved in WW1 To identify countries on a world map.	<u>The Inventors</u> To find out where do the Inventors come from? To locate a map of the World. To name countries. To identify places where the inventions took place.	<u>The World</u> To name the layers that make up the Earth and describe the properties of the Earth's layers; To name the key parts of a volcano;

	To write facts about the United Kingdom. To compare the UK during Tudor times and now and research facts. To give some facts for different London landmarks. To compare similarities and differences for London during Tudor times and now.		Antarctic circles and Greenwich Meridian. To identify where dinosaur lives from the globe. To able to label specific dinosaur name on the map. To use dinosaur timeline to help them to locate the map. To able to see the evolve over time. To encourage them to use Atlas book.	To learn about compass with 8 points when locator map. To able to use grid-references when locate the map. To add symbol from Ordnance Survey Map). To recognise different oceans on a map.	To research where the inventors were born. To understand the time zones.	To show where most volcanoes are found; To explain how a volcano is formed; To describe how earthquakes formed. To explain how to keep safe during an earthquake; To describe a tsunami; To describe the damage caused by a tsunami; To explain how tornadoes form. To understand the water cycle. To compare the human and physical geography, including natural disasters.
History	<u>Henry VIII & 6 Wives</u> To study an aspect and theme in British history that extends pupils’ chronological knowledge. To explain who Henry VIII was. To name three things for each of Henry VIII’s six wives. To explain who Catherine of Aragon was. To explain who Anne Boleyn was. To explain who Jane Seymour was. To explain who Anne of Cleves was. To explain who Catherine Howard was. To explain who Catherine Parr was.	TBC	<u>Jurassic Period</u> To learn about Dinosaur Timeline, including Triassic, Jurassic and Cretaceous Periods and Cenozoic Era. To explain what is dinosaur is. To name some dinosaurs. To explore and name dinosaur’s bodies parts. Including teeth. To classify dinosaurs into groups. To understand what is fossil. To make own fossils with dinosaur prints. To explore the dinosaur fossils around the world.	<u>World War 1</u> To understand and explain why WW1 started. To write about World War 1. To name and describe how animals were used in WW1. To think about what life was like on the frontline. To recognise women’s role during WW1. To recognise why we have Remembrance Day.	<u>Great Inventors</u> To explore the timeline past 100 years ago. To explore Victorian inventions and their timeline. To learn about the Wright Brothers who invented aeroplane. To learn the famous, Louis Braille who invented braille for the blind people. To learn about Spencer Silver who invented post-it notes. To learn about Elizabeth Magie who invented Monopoly game. To learn Steve Job who invented Apple.	<u>Significant Events in Natural Disaster</u> To find out about significant historical events where natural disasters took place, the impact on places and people’s lives. To look at changes within living memory and our world today. To create an Earthquake simulation. To discuss the impact a major earthquake had on the country, region and people. To conduct a Tsunami Experiment. To discuss the impact the Tsunami had on the country, region and people. To discuss the impact the Australian bushfire had on the country, region and people. To do a flood experiment.
Art	<u>The Tudors</u> To draw a War of the Rose symbol. To draw a Tudor Portrait. To pick ONE of Henry VIII’s wives and draw it in detail. To draw a Tudor pattern. To give examples of Henry VIII’s character, status and power based on a portrait painting. To sew a simple pattern.	TBC	<u>Jurassic</u> To draw a ‘Close Up’ of dinosaur’s head in detail using oil pastels. To draw a chosen dinosaur in detail. To design a dinosaur silhouette. To make a dinosaur collage, using contrasting colours with both positive and negative space. To make a dinosaur fossil using different materials (2 weeks).	<u>War</u> To use a variety of medium: sugar paper, charcoal, paint, oil pastels, tissue papers and marbling. To draw WW1 Trench Silhouette. To paint a poppy with a solider for Remembrance Day, inspired by Jacqueline Hurley. To design a war silhouette. To draw a solider headshot.	<u>Britain Art</u> To make Sensory Boxes, inspired by Anish Kapoor. To paint Abstract Cut-Ups, inspired by Howard Hodgkin. To draw portraits in different effect, inspired by Lucian Freud. To create a Memory Postcard, inspired by Sonia Boyce. To paint a Landscape picture, influenced by Thomas Gainsborough.	<u>Natural Disaster</u> To improve their mastery of art and design techniques working with different medium creating artworks in Natural Disasters. To paint ‘The Great Wave’, inspired by Katsushika Hokusai related to the Tsunami. To draw a Volcano with oil pastels. To shade and draw a tornado with charcoal pencils.

				To draw a tank using different shading of pencils. To draw a WW1 Biplane.	To paint Stories in Pictures, inspired by Paula Rego.	To create and draw Seismograph artwork, related to Earthquakes. To paint Wildfire artwork including silhouette. To create Avalanche art using cotton wool and bubble wrap.
Design & Technology (D&T / FT)	<u>Food Technology: The Tudors Time</u> To name food and drink during Tudor times. To recognise the differences in food for the poor and wealthy during Tudor times. To cook a Vegetable soup. To make Gingered Bread. To fry Yeoman's Pudding. To cook Smartards.	TBC – <u>Food Technology</u>	<u>Design & Technology: Dinosaur Habitat Shoebox</u> To plan a dinosaur habitat shoebox. To design a shoebox. To discuss the materials what they would use. To make a dinosaur habitat shoebox. To use various materials & adhesives. To evaluate the product and consider how it could be improved.	<u>Food Technology: World War 1 Recipes.</u> To make cheese and potato dumplings. To boil Pumpkin Soup. To bake Soda Bread. To make Trench Stew. To fry Bubble & Squeak. To make Pear Crumble. To make Poppy Day Biscuits.	<u>Design & Technology: Game</u> To plan and design a new game. To follow Step-by Step Instructions. To make the game using recycled materials, according to their designs, add details, paint/colour. To able to test the game. To evaluate the game.	<u>Design & Technology: Natural Disaster Diorama.</u> To choose a Natural Disaster topic to present on. To make a (specific) Natural Disaster diorama. To plan and design their ideas. To select from and use a wider range of materials and components including construction materials and textiles. To evaluate the diorama and consider how it could be improved.
Physical Education	Swimming Cricket To develop gross motor skills. To learn how to hold the handle of the cricket. To able to focus at the ball when hit.	Swimming Dance To perform dances using a range of movement patterns. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Swimming Volleyball To build muscles strength. To improve cardiovascular. To develop hand-eye coordination.	Swimming Non-Contact Boxing To develop brain-body coordination. To challenge the balance.	Swimming Kayaking To develop confidence with the water. To improve their hand-eye coordination. To increase muscle strength in the back, arms, shoulders and chest. To learn the skills when moving the paddle.	Swimming Football To play competitive games and apply basic principles suitable for attacking and defending.
Sports Tournaments / Trips		Ice-Skating at the Tower of London.		Deaf Sports Event	Panathlon Swimming Gala.	Sports Day: Inter-House Competition. Deaf Schools Football Tournament.

PSHE	<u>Money Matters</u> To explain what skills are needed for a range of jobs and why people go to work. To explain the different ways people, pay for things. To discuss financial risk and borrowing and explain some consequences of this. To understand the different decisions people, have to make about how to spend their money. To explain how adverts, try to influence our spending and why they do this. To explain ways, I can keep track of what I spend and why it is important to do this. <u>Diverse Britain</u> To talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people. To explain what a community is and what it means to belong to on To explain why and how laws are made and identify what might happen if laws are broken. To discuss the terms democracy and human rights in relation to local government. To discuss the terms democracy and human rights in relation to national government. To investigate what charities and voluntary groups do and how they support the community.	<u>Digital Wellbeing</u> To identify the positives and negatives of being online. To be kind online and I can help make the Internet a safer place. To know how to stay safe when communicating online and what to do if I don't feel safe. To decide how reliable online information is and know how to share information responsibly online. To identify things we shouldn't share online and give reasons why we shouldn't share them. To understand how technology can affect our wellbeing in different ways. <u>Think Positive</u> To understand the link between thoughts, feelings and behaviours. To understand the concept and impact of positive thinking. To recognise and manage uncomfortable feelings. To understand the importance of making good choices. To use mindfulness techniques in my everyday life. To apply a growth mindset in my everyday life.	<u>Safety First</u> To responsible for making good choices to stay safe and healthy. To identify a risky situation and act responsibly. To understand that I can choose not to do something that makes me feel uncomfortable. To know how to stay safe when out and about. To know about dangerous substances and how they affect the human body. To know how to respond in emergency situations. <u>Aiming High</u> To understand how people learn new things and achieve certain goals. To understand that a helpful attitude towards learning can help us succeed in life. To identify opportunities that may become available to me in the future and I am aware of how to make the most of them. To understand that gender, race and social class do not determine what jobs people can do. To understand there are a variety of routes into different jobs which may match my skills and interests. To discuss my goals for the future and the steps I need to take to achieve them.	<u>Very Important People</u> To explain the importance of respecting my VIPs. To explain how to make and keep fabulous friends. To identify my own support network. To demonstrate strategies for resolving conflicts. To identify what bullying is. To know what to do if someone is being bullied. <u>Be Yourself</u> To understand the link between thoughts, feelings and behaviours. To understand the concept and impact of positive thinking. To recognise and manage uncomfortable feelings. To understand the importance of making good choices. To use mindfulness techniques in my everyday life. To apply a growth mindset in my everyday life.	<u>One World</u> To discuss ways in which people's lives are similar and different and give reasons for these differences. To explore differences of opinion and identify if I feel these are fair. To think about the lives of people living in other places, make considered decisions and give reasons for my opinions. To recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place. To explain what climate change is and how it affects people's lives as well as identify what I can do to help. To identify different organisations that help people in different countries who are in challenging situations and can explain how they do this. <u>Together Everyone Achieves More</u> To talk about the attributes of a good team. To accept that people have different opinions and know that I can politely disagree with others and offer my own opinion. To compromise and collaborate to ensure a task is completed. To reflect on the need to care for individuals within a team. To identify hurtful behaviour and suggest ways I can help. To understand the importance of shared responsibilities in helping a team to function successfully.	<u>Growing Up</u> To describe male and female body parts and explain what these are for. To describe how boys' bodies will change as they go through puberty. To describe how girls' bodies will change as they go through puberty. To describe the feelings that some people experience as they grow up. To understand that there are many different types of relationships and families. To describe how babies are made and how they are born. <u>It's MY Body</u> To know that my body belongs to me and that I have control over what happens to it. To understand why getting enough exercise and enough sleep is important. To understand how to take care of my body To understand the harmful effects of using drugs, including alcohol and tobacco. To understand what a positive body image is. To make informed choices in order to look after my physical and mental health.
Deaf Studies	Communication To explore different communication methods. To create a message in Morse Code.	Deaf Community and Culture: Christmas Production To know the story of the Christmas production in BSL. To draw their character in the play.	Technology To understand the role of interpreters and how they work. To think of questions to ask an interpreter.	Deaf History What provision did schools for the deaf have in the past? How many schools for deaf children were there in UK in	Deaf Community and Culture To learn about Deaf role models and their role in the community.	Deaf Identity To understand the transition from Primary to Secondary school.

	To learn about the different sign languages around the world. To learn some signs from countries in WWII.	To describe their character in detail. To act in the style of their character. To create a series of dance moves for each of their characters. To brainstorm ideas for each workshop.	To carry out a Q&A session with an interpreter. To create their own interpretation of some videos.	the past? (Guess and then research) How many schools for deaf children are there in the UK now? (Guess and then research) To learn about Thomas Braidwood and John Creasy.	To participate in sessions led by Deaf role models in sports and cookery. To plan and make their own short fitness video for FB:TV. To plan and make a cooking video using healthy recipes for FB:TV.	To learn about what an EHCP is and their rights regarding their EHCP. To create a short pamphlet about themselves for their new school. To learn about employment and what jobs Deaf people can do.
Educational Trips	Tower of London: Crown Jewels, Beefeaters & Prisons. Hampton Court Palace: Henry VIII's Great Hall, Royal Rooms & Tudor Kitchens. Westminster Abbey. Windsor Castle.	TBC	Crystal Palace Dinosaurs Natural History Museum Dinosaur Safari Adventure Golf	Imperial War Museum RAF (Royal Air Force) National History Museum	Science Museum Challenge of Materials Object Gallery & Wonder Lab & Making the Modern World Object Gallery Inventors & Makers Workshops.	Natural History Museum The Science Museum: Our Future Plant & Antarctica 3D.
Community links	British Deaf Association.	Christmas Show Workshops: working with external volunteers. Christmas Show performances to parents and the community.	Geography Day Maths Day British Science Week	British Deaf Association.	Aspiration Week	Deaf Schools & Units. Deaf Role Models.

Year 1 = Purple

Year 2 = Orange

Year 3 = Blue

Year 4 = Green

Year 5 = Pink

Year 6 = Red