

## Our Curriculum Offer

Subject / Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	<b>Continents of the world</b>  Black History Month	<b>Music through the years</b>  Armistice Day – Thursday 11 <sup>th</sup> November Children in Need - Friday 13 <sup>th</sup> November (Charity) Christmas Jumper Day – Saturday 11 <sup>th</sup> December (Charity)	<b>Historical figures/events</b>  Martin Luther King Day – 17 <sup>th</sup> January	<b>Authors</b>  World Book Day – Thursday 3 <sup>rd</sup> March British Science Week – 11 <sup>th</sup> – 20 <sup>th</sup> March Sport Relief?	<b>The history of art</b>  VE Day – 8 <sup>th</sup> May Mental Health awareness Week	<b>Weather</b>  Sports Day
English Spain class  Power of Reading  Year standards  Phonics – Read, Write, Inc.	<p><b>PoR:</b> <b>Title: Billy's Bucket</b> <b>Author: Kes Gray</b></p> <p><b>Writing outcomes:</b></p> <ul style="list-style-type: none"> <li>To listen with enjoyment and respond to the book, through retelling and re-enacting the story;</li> <li>To get to know the story really well and be able to revisit it in a variety of ways;</li> <li>To think and talk confidently about their response to the book, the story and illustrations, and the meanings;</li> <li>To explore the structure through storytelling;</li> <li>To write for meaning and purpose in narrative, poetic and non-narrative forms;</li> <li>To create a non-fiction text, inspired by the story, through shared writing and illustration.</li> </ul> <p><b>PoR:</b> <b>Title: The Everywhere bear</b> <b>Author: Julia Donaldson and Rebecca Cobb</b></p> <p><b>Writing outcomes:</b></p> <ul style="list-style-type: none"> <li>To listen with enjoyment and respond to the book, through retelling and re-enacting the story</li> <li>To think and talk confidently about their response to the book, the story and illustrations, and their meanings</li> <li>To explore and interpret stories through creative activity including play, art, drama and drawing</li> <li>To engage children with a story with which they will empathise</li> <li>To get to know the story really well and be able to revisit it in a variety of ways</li> <li>To sequence and explore story structure through storytelling and storymapping.</li> </ul> <p><b>PoR:</b> <b>Title: Augustus and his smile</b> <b>Author: Catherine Rayner</b></p> <p><b>Writing outcomes:</b></p> <ul style="list-style-type: none"> <li>To engage children with a story with which they will empathise</li> <li>To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives</li> <li>To develop creative responses to the text through play, drama, music and movement, storytelling and artwork</li> <li>To compose a call and response poem</li> <li>To write in role in order to explore and develop empathy for a character</li> </ul>	<p><b>PoR:</b> <b>Title: The carnival of animals</b> <b>Author:</b> by Saint Saens’ music Illustrated by Satoshi Kitamura</p> <p><b>Writing outcomes:</b></p> <p>To listen carefully to a piece of music and describe the mental images which it evokes • To discuss and record responses and ideas in note form • To compose own musical sequences using untuned instruments • To paint/draw an image in response to a piece of music • To compose and redraft poems • To compare and analyse a selection of poems</p> <p><b>PoR:</b> <b>Title: Hickory Dickory Dog</b> <b>Author: by Alison Murray</b></p> <p><b>PoR:</b> <b>Title: Tanka, Tanka Skunk</b> <b>Author: Steve Webb</b></p> <p><b>Writing outcomes:</b></p> <p>Chiming in with known stories Using words and phrases to describe animals and their characteristics Statements and questions about animals Syllabifying words An oral performance of a text Orally blending and segmenting words A made book about a favourite animal</p> <p><b>PoR:</b> <b>Title: The Leopards Drum</b> <b>Author: Jessica Souhami</b></p> <p><b>Writing outcomes:</b></p> <ul style="list-style-type: none"> <li>To interpret stories through creative activity including play, art, drama and drawing</li> <li>To write for meaning and purpose in a variety of narrative and non-narrative forms</li> <li>To develop experience of storytelling and retell stories orally</li> <li>To listen with enjoyment to stories, songs and other music</li> <li>To use talk, actions and objects to recall the story</li> <li>To use language to imagine and recreate roles and experiences</li> <li>To enjoy an increasing range of books</li> </ul> <p><b>Title; Because</b></p>	<p><b>To be confirmed during the autumn term</b></p>	<p><b>To be confirmed during the autumn term</b></p>	<p><b>To be confirmed during the spring term</b></p>	<p><b>To be confirmed during the spring term</b></p>

- To write with confidence for real purposes and audiences
- To write for meaning and purpose in a variety of non-narrative forms
- To know that information can be retrieved from a variety of sources
- To use talk to give explanations and opinions
- To use vocabulary influenced by books
- To enjoy an increasing range of books
- To compose and perform own poetry

**PoR:**

**Title:** One Plastic Bag

**Author:** Miranda Paul

**Writing outcomes:**

Children should plan their writing by: ☐ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ☐ noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ☐ using a wide range of devices to build cohesion within and across paragraphs ☐ using further organisational and presentational devices to structure text and to guide the reader. Evaluate and edit by: ☐ assessing the effectiveness of their own and others' writing ☐ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ☐ ensuring the consistent and correct use of tense throughout a piece of writing ☐ proof-read for spelling and punctuation errors

**PoR:**

**Title:** Arthur and the Golden rope

**Author:** Joe Todd-Stanton

**Writing outcomes:**

Children should plan their writing by: ☐ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary ☐ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: ☐ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ☐ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ☐ using a wide range of devices to build cohesion within and across paragraphs ☐ using further organisational and presentational devices to structure text and to guide the reader

**PoR:** Gregory Cool

**Title:**

**Author:** Caroline Binch

*Author; Mo Willems*

	<p><b>Writing outcomes:</b> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. ☑ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ☑ Evaluate and edit by assessing the effectiveness of their own and others' writing. ☑ Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ☑ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><b>PoR:</b> <b>Title:</b> <i>If all the world were.....</i> <b>Author:</b> Joseph Coelho and Allison Colpoys</p> <p><b>Writing outcomes:</b> draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally ☑ sequence sentences to form short narratives ☑ write for different purposes including about fictional personal experiences, poetry, non-fiction and real events ☑ re-read and evaluate writing to check it makes sense and make simple revisions ☑ read writing aloud with appropriate intonation to make the meaning clear ☑ use new and familiar punctuation correctly ☑ use sentences in different forms ☑ expand noun phrases to describe and specify ☑ use past and present tense correctly and consistently ☑ use simple conjunctions to link subordinate and co-ordinating clauses</p>					
<p><b>English New Zealand class</b></p> <p>Power of Reading</p> <p>Year standards</p> <p>Phonics – Read, Write, Inc.</p>	<p><b>PoR:</b> <b>Title:</b> <i>Arthur and the Golden rope</i> <b>Author:</b> Joe Todd-Stanton</p> <p><b>Writing outcomes:</b> Children should plan their writing by: ☑ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary ☑ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: ☑ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ☑ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ☑ using a wide range of devices to build cohesion within and across paragraphs ☑ using further organisational and presentational devices to structure text and to guide the reader</p> <p><b>PoR:</b> <b>Title:</b> <i>One Plastic Bag</i> <b>Author:</b> Miranda Paul</p>	<p><b>PoR:</b> <b>Title:</b> <i>The carnival of animals</i> <b>Author:</b> Saint Saens' music Illustrated by Satoshi Kitamura</p> <p><b>Writing outcomes:</b> To listen carefully to a piece of music and describe the mental images which it evokes • To discuss and record responses and ideas in note form • To compose own musical sequences using untuned instruments • To paint/draw an image in response to a piece of music • To compose and redraft poems • To compare and analyse a selection of poems</p> <p><b>PoR:</b> <b>Title:</b> <i>Ossiri and the Bala Mengro</i> <b>Author:</b> Richard O'Neill and Katherine Quarumby,</p> <p><b>Writing Outcomes</b> ☑ Role on the Wall ☑ Information Writing – Scientific Processes ☑ Thought Bubbles ☑ Questions and suggestions ☑ Persuasive note and letter ☑ Diary entry ☑ Recipes</p>	<p>To be confirmed during the autumn term</p>	<p>To be confirmed during the autumn term</p>	<p>To be confirmed during the spring term</p>	<p>To be confirmed during the spring term</p>

	<p><b>Writing outcomes:</b> Children should plan their writing by: ☐ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ☐ noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ☐ using a wide range of devices to build cohesion within and across paragraphs ☐ using further organisational and presentational devices to structure text and to guide the reader. Evaluate and edit by: ☐ assessing the effectiveness of their own and others’ writing ☐ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ☐ ensuring the consistent and correct use of tense throughout a piece of writing ☐ proof-read for spelling and punctuation errors</p> <p><b>PoR:</b> <b>Title: The Ice Palace</b> <b>Author: Robert Swindells</b></p> <p><b>Writing Outcomes:</b> Poetry (list poems, imagery) Instructions (rules for playing a game) Recount (note, written in role) Non-chronological report (information leaflet) Thought bubbles, notes (writing in role) Captions Narrative ending</p>	<p>☐ Instructions for making instruments ☐ Story writing</p>				
<p>English Switzerland class</p> <p>Power of Reading</p> <p>Year standards</p> <p>Phonics – Read, Write, Inc.</p>	<p><b>PoR:</b> <b>Title: Fly, Eagle, Fly!</b> <b>Author: Christopher Gregorowski</b></p> <p><b>Writing outcomes:</b> Poetry Thought bubbles Letter in role Narrative from a character's perspective</p> <p><b>PoR:</b> <b>Title: Tales told in tents</b> <b>Author: Sally Pomme Clayton</b></p> <p><b>Writing outcomes:</b> Poetry Letter in role Narrative writing Story mapping Journals and diary entries</p> <p><b>PoR:</b> <b>Title: The Miraculous Journey of Edward Tulane</b> <b>Author: Kate DiCamillo</b></p> <p><b>Writing outcomes:</b> Poetry Story maps Instructions</p>	<p><b>PoR:</b> <b>Title: Libba: The Magnificent Musical Life of Elizabeth Cotten</b> <b>Author: Laura Veirs</b></p> <p><b>Writing outcomes:</b> Personal Writing Poetry Information Writing Writing in Role: Diary or Letter Advertisement Poetry or Lyrics Persuasive Speech Writing in Role: Letter Liner Notes or Newspaper Article Biography</p> <p><b>PoR:</b> <b>Title: Princess’ Blanket</b> <b>Author: Carol Ann Duffy</b></p> <p><b>Writing outcomes:</b> Note taking Written argument Newspaper article Poetry Write a commentary Letter Script writing Story writing</p>	<p>To be confirmed during the autumn term</p>	<p>To be confirmed during the autumn term</p>	<p>To be confirmed during the spring term</p>	<p>To be confirmed during the spring term</p>

	<p>Writing in role Character descriptions Narrative descriptions Diary entry Autobiography</p>	<p><b>PoR:</b> <b>Title: Blue Penguin</b> <b>Author: Petr Horáček (Walker)</b></p> <p><b>Writing outcomes:</b> Shared Journal Caption Writing Information writing Letters of advice Songs Speech and thought bubbles Retelling</p>				
<p>English USA/Sweden/Kenya class</p> <p>Power of Reading</p> <p>Year standards</p> <p>Phonics – Read, Write, Inc.</p>	<p><b>PoR:</b> <b>Title: Arthur and the Golden Rope</b> <b>Author: Joe Todd-Stanton</b></p> <p><b>Writing outcomes:</b> To engage children with a story told through a mixture of narration, speech and visual imagery To explore themes and issues, and develop and sustain ideas through discussion To develop creative responses to the text through drama, storytelling and artwork To compose writing for a wide variety of purposes To write in role in order to explore and develop empathy for characters</p> <p><b>PoR:</b> <b>Title: Orion and the Dark</b> <b>Author: Emma Yarlett</b></p> <p><b>Writing outcomes:</b> To engage children with a story with which they will empathise. To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives. To develop creative responses to the text through play, drama, music and movement, storytelling and artwork. To compose a free verse poem. To write in role in order to explore and develop empathy for a character. To write with confidence for real purposes and audiences.</p> <p><b>Wk5-Literacy Shed</b> <b>The alchemist letter</b></p> <p><b>Wk6 Literacy Shed</b> <b>The Cloudy Lesson</b></p>	<p><b>PoR:</b> <b>Title: Grandad’s Island</b> <b>Author: Benjii Davies</b></p> <p><b>Writing outcomes:</b> To explore a high-quality picture book which allows children to put themselves inside the story and empathise with characters and their issues and dilemmas. ☑To engage with illustrations throughout a picture book to explore and recognise the added layers of meaning these can give to our interpretation of a text. To explore how to use drawing as an approach to enhance thinking for writing and developing vocabulary. ☑To explore and follow the authentic process that an author/illustrator goes through when developing a picture book. To create a picture book based on children’s own creative story ideas.</p> <p><b>PoR:</b> <b>Title: Grendel: A Cautionary Tale about Chocolate</b> <b>Author: David Lucas</b></p> <p><b>Writing outcomes:</b> To explore, interpret and respond to a picture book ☑To explore characters and draw inferences to aid our understanding of them ☑To explore narrative plots and characters through role-play and play ☑To broaden understanding and use of appropriate vocabulary ☑To write character descriptions ☑To write a short narrative episode</p> <p><b>Wk5- Literacy Shed</b> <b>Once in a lifetime</b></p> <p><b>Wk6 Literacy Shed</b> <b>The Lighthouse</b></p>	To be confirmed during the autumn term	To be confirmed during the autumn term	To be confirmed during the spring term	To be confirmed during the spring term
<p>English Japan class</p> <p>Power of Reading</p> <p>Year standards</p> <p>Phonics – Read, Write, Inc.</p>	<p><b>PoR:</b> <b>Title: Fly, Eagle, Fly!</b> <b>Author: Christopher Gregorowski</b></p> <p><b>Writing outcomes:</b> Poetry Thought bubbles Letter in role Narrative from a character’s perspective</p>	<p><b>PoR:</b> <b>Title: Libba: The Magnificent Musical Life of Elizabeth Cotten</b> <b>Author: Laura Veirs</b></p> <p><b>Writing outcomes:</b> Personal Writing Poetry Information Writing</p>	To be confirmed during the autumn term	To be confirmed during the autumn term	To be confirmed during the spring term	To be confirmed during the spring term

	<p><b>PoR:</b> <b>Title: Tales told in tents</b> <b>Author: Sally Pomme Clayton</b></p> <p><b>Writing outcomes:</b> Poetry Letter in role Narrative writing Story mapping Journals and diary entries</p> <p><b>PoR:</b> <b>Title: The Miraculous Journey of Edward Tulane</b> <b>Author: Kate DiCamillo</b></p> <p><b>Writing outcomes:</b> Poetry Story maps Instructions Writing in role Character descriptions Narrative descriptions Diary entry Autobiography</p>	<p>Writing in Role: Diary or Letter Advertisement Poetry or Lyrics Persuasive Speech Writing in Role: Letter Liner Notes or Newspaper Article Biography</p> <p><b>PoR:</b> <b>Title: Princess' Blanket</b> <b>Author: Carol Ann Duffy</b></p> <p><b>Writing outcomes:</b> Note taking Written argument Newspaper article Poetry Write a commentary Letter Script writing Story writing</p> <p><b>PoR:</b> <b>Title: Blue Penguin</b> <b>Author: Petr Horáček (Walker)</b></p> <p><b>Writing outcomes:</b> Shared Journal Caption Writing Information writing Letters of advice Songs Speech and thought bubbles Retelling</p>				
<p>English Brazil class</p> <p>Power of Reading</p> <p>Year standards</p> <p>Phonics – Read, Write, Inc.</p>	<p><b>PoR:</b> <b>Title: Billy's Bucket</b> <b>Author: Kes Gray</b></p> <p><b>Writing outcomes:</b></p> <ul style="list-style-type: none"> <li>• To listen with enjoyment and respond to the book, through retelling and re-enacting the story;</li> <li>• To get to know the story really well and be able to revisit it in a variety of ways;</li> <li>• To think and talk confidently about their response to the book, the story and illustrations, and the meanings;</li> <li>• To explore the structure through storytelling;</li> <li>• To write for meaning and purpose in narrative, poetic and non-narrative forms;</li> <li>• To create a non-fiction text, inspired by the story, through shared writing and illustration.</li> </ul> <p><b>PoR:</b> <b>Title: The Everywhere bear</b> <b>Author: Julia Donaldson and Rebecca Cobb</b></p> <p><b>Writing outcomes:</b></p> <ul style="list-style-type: none"> <li>• To listen with enjoyment and respond to the book, through retelling and re-enacting the story</li> <li>• To think and talk confidently about their response to the book, the story and illustrations, and their meanings</li> <li>• To explore and interpret stories through creative activity including play, art, drama and drawing</li> <li>• To engage children with a story with which they will empathise</li> </ul>	<p><b>PoR:</b> <b>Title: Hickory Dickory Dog</b> <b>Author: Alison Murray</b></p> <p><b>Writing outcomes:</b></p> <ul style="list-style-type: none"> <li>• To introduce a text that can be read to, with and by children;</li> <li>• To engage children in reading a rhyming text with predictable pattern and refrain;</li> <li>• To take an interest in meaningful print and what it can do;</li> <li>• To develop early phonological awareness through story, rhyme and song;</li> <li>• To apply phonic knowledge through a rich reading programme;</li> <li>• To broaden children's experience of vocabulary through reading and grasp of language through word play;</li> <li>• To explore and develop strategies to support early reading of whole words and printed texts;</li> <li>• To orchestrate cues to learn to read print independently in familiar and supportive contexts.</li> </ul> <p><b>PoR:</b> <b>Title: Tanka Tanka Skunk</b> <b>Author: Steve Webb</b></p> <p><b>Writing outcomes:</b></p> <ul style="list-style-type: none"> <li>• To encourage children to enjoy listening to, responding to and using spoken and written language</li> <li>• To encourage children to join in with repeated phrases, rhymes and refrains</li> <li>• To support children in recognising that print carries meaning</li> </ul>	<p>To be confirmed during the autumn term</p>	<p>To be confirmed during the autumn term</p>	<p>To be confirmed during the spring term</p>	<p>To be confirmed during the spring term</p>

	<ul style="list-style-type: none"> <li>To get to know the story really well and be able to revisit it in a variety of ways</li> <li>To sequence and explore story structure through storytelling and storymapping.</li> </ul> <p><b>PoR:</b> <b>Title: Augustus and his smile</b> <b>Author: Catherine Rayner</b></p> <p><b>Writing outcomes:</b></p> <ul style="list-style-type: none"> <li>To engage children with a story with which they will empathise</li> <li>To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives</li> <li>To develop creative responses to the text through play, drama, music and movement, storytelling and artwork</li> <li>To compose a call and response poem</li> <li>To write in role in order to explore and develop empathy for a character</li> <li>To write with confidence for real purposes and audiences</li> <li>To write for meaning and purpose in a variety of non-narrative forms</li> <li>To know that information can be retrieved from a variety of sources</li> <li>To use talk to give explanations and opinions</li> <li>To use vocabulary influenced by books</li> <li>To enjoy an increasing range of books</li> <li>To compose and perform own poetry</li> </ul>	<ul style="list-style-type: none"> <li>To support children in exploring and developing strategies and orchestrating cues to learn to read print independently</li> <li>To encourage children to think and talk confidently about their response to a book, using prediction, asking questions, making connections with their own experience</li> <li>To deepen children's understanding of the world through a fictional text</li> </ul> <p><b>PoR:</b> <b>Title: The Leopards Drum</b> <b>Author: Jessica Souhami</b></p> <p><b>Writing outcomes:</b></p> <ul style="list-style-type: none"> <li>To interpret stories through creative activity including play, art, drama and drawing</li> <li>To write for meaning and purpose in a variety of narrative and non-narrative forms</li> <li>To develop experience of storytelling and retell stories orally</li> <li>To listen with enjoyment to stories, songs and other music</li> <li>To use talk, actions and objects to recall the story</li> <li>To use language to imagine and recreate roles and experiences</li> <li>To enjoy an increasing range of books</li> </ul>				
<p>Maths Year 1 Standards</p> <p>Classes: Spain, New Zealand, Brazil</p> <p>White Rose Maths</p>	<p><b>Number</b> – Place value (within 10) <b>Number</b> – Addition and subtraction (within 10)</p>	<p><b>Number</b> – Addition and subtraction (within 10) <b>Geometry</b> – Shape <b>Number</b> – Place value (within 20)</p>	<p><b>Number</b> – Addition and subtraction (within 20) <b>Number</b> – Place value (within 50)</p>	<p><b>Number</b> – Place value. <b>Measurement</b> – Length and height. <b>Measurement</b> – Weight and volume.</p>	<p><b>Number</b> – Multiplication and division. <b>Number</b> – Fractions. <b>Geometry</b> – Position and direction.</p>	<p><b>Number</b> – Place value (within 100) <b>Measurement</b> – Money. <b>Measurement</b> – Time.</p>
<p>Maths Year 2 Standards</p> <p>Classes: Japan, Spain, New Zealand</p> <p>White Rose Maths</p>	<p><b>Number</b> – Place value <b>Number</b> – Addition and subtraction</p>	<p><b>Number</b> – Addition and subtraction <b>Measurement</b> – Money <b>Number</b> – Multiplication and division.</p>	<p><b>Number</b> – Multiplication and division. <b>Statistics</b> <b>Geometry</b> – Properties of shape</p>	<p><b>Geometry</b> – Properties of shape <b>Number</b> – Fractions <b>Measurement</b> – Length and height.</p>	<p><b>Geometry</b> – Position and direction. <b>Problems solving and efficient methods</b> <b>Measurement</b> – Time.</p>	<p><b>Measurement</b> – Time. <b>Measurement</b> – Mass, capacity and temperature. <b>Investigations</b></p>
<p>Maths Year 3 Standards</p> <p>Classes: Japan, Spain, Sweden, Switzerland, USA</p> <p>White Rose Maths</p>	<p><b>Number</b> – Place value <b>Number</b> – Addition and subtraction</p>	<p><b>Number</b> – Addition and subtraction <b>Number</b> – Multiplication and division.</p>	<p><b>Number</b> – Multiplication and division. <b>Measurement</b> – Money <b>Statistics</b></p>	<p><b>Measurement</b> – Length and perimeter <b>Number</b> – Fractions.</p>	<p><b>Number</b> – Fractions. <b>Measurement</b> – Time.</p>	<p><b>Geometry</b> – Properties of shape <b>Measurement</b> – Mass and capacity.</p>
<p>Maths Year 4 Standards</p> <p>Classes: Kenya, Sweden, Switzerland</p> <p>White Rose Maths</p>	<p><b>Number</b> – Place value <b>Number</b> – Addition and subtraction</p>	<p><b>Number</b> – Addition and subtraction <b>Measurement</b> – Length and perimeter <b>Number</b> – Multiplication and division.</p>	<p><b>Number</b> – Multiplication and division. <b>Measurement</b> – Area. <b>Number</b> – Fractions</p>	<p><b>Number</b> – Fractions <b>Number</b> - Decimals</p>	<p><b>Number</b> – Decimals <b>Measurement</b> – Money. <b>Measurement</b> – Time. <b>Statistics</b></p>	<p><b>Statistics</b> <b>Geometry</b> – Properties of shape <b>Geometry</b> – Position and direction.</p>
<p>Maths Year 5 Standards</p> <p>Classes: Kenya</p> <p>White Rose Maths</p>	<p><b>Number</b> – Place value <b>Number</b> – Addition and subtraction <b>Statistics</b></p>	<p><b>Statistics</b> <b>Number</b> – Multiplication and division. <b>Measurement</b> – Perimeter and area.</p>	<p><b>Number</b> – Multiplication and division. <b>Number</b> – Fractions.</p>	<p><b>Number</b> – Fractions. <b>Number</b> – decimals and percentages.</p>	<p><b>Number</b> – Decimals. <b>Geometry</b> – Properties of shape</p>	<p><b>Geometry</b> – Properties of shape <b>Geometry</b> – Position and direction. <b>Measurement</b> – Converting units. <b>Measurement</b> – Volume.</p>
<p>Maths Year 6</p>	<p><b>Number</b> – Place value</p>	<p><b>Number</b> – Fractions.</p>	<p><b>Number</b> – Decimals.</p>	<p><b>Measurement</b> – Converting units.</p>	<p><b>Geometry</b> – Properties of shape</p>	<p><b>Statistics</b></p>

Standards	Number – Addition, subtraction, multiplication and division.	Geometry – Position and direction.	Number – Percentages Number - Algebra	Measurement – Perimeter, area and volume. Number - Ratio	Problem solving Statistics	Investigations
White Rose Maths						
Science Year 1 Standards  Switched on science	<b>Topic 1: Who am I?</b> My body My senses	<b>Topic 2: Celebrations</b> Our celebration: light Our celebration: music Our celebration: food	<b>Topic 3: Polar places</b> The Expedition Polar animals Food	<b>Topic 4: Plants and animals</b> Our local area Birds and animals	<b>Topic 5: On safari</b> Minibeasts, bug or invertebrates? Comparing ourselves and vertebrates	<b>Topic 6: Holiday</b> Get packed By the seaside Protect the environment
Science Year 2 Standards  Switched on science	<b>Topic 1: Healthy Me</b> Body and mind Healthy choices	<b>Topic 2: Materials Monster</b> Meet the material monsters Working with materials	<b>Topic 3: Squash, Bend, Twist and Stretch</b> Squash, squeeze, bend and twist!	<b>Topic 4: Our Local Environment</b> Living things Habitats Food chains	<b>Topic 5: Young Gardeners</b>	Topic 6: Little MasterChef's Becoming a MasterChef Let's get cooking!
Science Year 3 Standards  Switched on science	<b>Topic 1: Rocks, soils and fossils</b> Rocks Soil Fossils	<b>Topic 2: Food and our bodies</b> Food for thought Bones and skeletons Protecting our bones Muscles and joints	<b>Topic 3: Light and shadows</b> Light and reflections Making shadows	<b>Topic 4: How does your garden grow?</b> Plant parts Let's get growing Flower power	<b>Topic 5: Forces and magnets</b> Forces and magnetism Using magnets	<b>Topic 6: The nappy challenge</b> Test centre Environmental effects
Science Year 4 Standards  Switched on science	<b>Topic 1: What's that sound?</b> How are sounds made? Sound travelling	<b>Topic 2: Living things</b> Classifying and identifying What's living in our school ground? Saving bees	<b>Topic 3: Looking at states</b> What's the matter? Food changing state The water cycle	<b>Topic 4: Teeth and eating</b> Tremendous teeth The digestive system Producers, predators and prey	<b>Topic 5: Power it up</b> Living with electricity Let's make circuits Conducting investigations	<b>Topic 6: The big build</b> Bridges Building towers Animal big builds Big build project
Science Year 5 Standards  Switched on science	<b>Topic 1: Out of this world</b> Our solar system Meet the scientists Day and night	<b>Topic 2: Material world</b> Sorting and grouping materials Solutions and mixtures	<b>Topic 3: Circle of life</b> Making new plants Animal life cycles Making babies	<b>Topic 4: Let's get moving</b> Forces of nature Friction Simple machines	<b>Topic 5: Growing up and growing old</b> From baby to old age Growing up Growing old	<b>Topic 6: Amazing changes</b> Getting a reaction Real-world reactions
Science Year 6 Standards  Switched on science	<b>Topic 1: Classifying living things</b> Classifying animals and plants Classification kingdoms	<b>Topic 2: Healthy bodies</b> Circulatory system Exercise Diet and lifestyle	<b>Topic 3: Evolution and inheritance</b> What can fossils tell us? Inheritance and adaptation Evolution	<b>Topic 4: Light</b> Shadows Reflection Bending light	<b>Topic 5: Electricity</b> Think like an electrician Changing circuits Build your own	<b>Topic 6: The Titanic</b> Keeping it afloat Sinking the unsinkable Staying alive
PSHE/RSE  PSHE Association	Families and friendships Safe relationships	Safe relationships Respecting ourselves and others	Belonging to a community Media literacy and digital resilience	Media literacy and digital resilience Money and work	Physical health and mental wellbeing Growing and changing	Growing and changing Keeping safe
PE Spain Class	<b>Agility, Balance and Co-ordination</b>  <i>Moving with control and speed whilst performing different skills</i>	<b>Invasion Games (Netball Focus)</b>  <i>Movement, Passing and catching, team games</i>	<b>Invasion Games (Football Focus)</b>  <i>Ball control, movement, passing, shooting and team games</i>	<b>Send and Return</b>  <i>Movement, positional play, throwing, rolling, hand eye-coordination, striking objects with different rackets.</i>	<b>Athletics</b>  <i>Jumping for height and distance, running speed, types of throw and races, body control</i>	<b>Striking/Fielding Games (Cricket Focus)</b>  <i>Catching, throwing, receiving, bowling to a target, running between wickets, communication and teamwork</i>
PE Japan Class	<b>Agility, Balance and Co-ordination</b>  <i>Moving with control and speed whilst performing different skills</i>	<b>Invasion Games (Netball Focus)</b>  <i>Movement, Passing and catching, team games</i>	<b>Invasion Games (Football Focus)</b>  <i>Ball control, movement, passing, shooting and team games</i>	<b>Send and Return</b>  <i>Movement, positional play, throwing, rolling, hand eye-coordination, striking objects with different rackets.</i>	<b>Athletics</b>  <i>Jumping for height and distance, running speed, types of throw and races, body control</i>	<b>Striking/Fielding Games (Cricket Focus)</b>  <i>Catching, throwing, receiving, bowling to a target, running between wickets, communication and teamwork</i>
PE New Zealand Class	<b>Agility, Balance and Co-ordination</b>  <i>Moving with control and speed whilst performing different skills</i>	<b>Invasion Games (Netball Focus)</b>  <i>Movement, Passing and catching, team games</i>	<b>Invasion Games (Football Focus)</b>  <i>Ball control, movement, passing, shooting and team games</i>	<b>Send and Return</b>  <i>Movement, positional play, throwing, rolling, hand eye-coordination, striking objects with different rackets.</i>	<b>Athletics</b>  <i>Jumping for height and distance, running speed, types of throw and races, body control</i>	<b>Striking/Fielding Games (Cricket Focus)</b>  <i>Catching, throwing, receiving, bowling to a target, running between wickets, communication and teamwork</i>
PE Switzerland Class	<b>Gymnastics</b>  <i>Travelling, balance, jumping and apparatus</i>	<b>Invasion Games (Netball Focus)</b>  <i>Movement, Improving passing skills, correct positioning, developing game play</i>	<b>Invasion Games (Football Focus)</b>  <i>Communication, team work, game strategies, passing, shooting, and team games</i>	<b>Net / Wall Games (Tennis Focus)</b>  <i>Equipment use, forehand, underarm serve, movement across court, volley shots</i>	<b>Athletics</b>  <i>Jumping for height and distance, running speed, types of throw and races, body control</i>	<b>Striking/Fielding Games (Cricket Focus)</b>  <i>Catching, throwing, receiving, bowling to a target, running between wickets, communication and teamwork</i>
PE USA Class	<b>Gymnastics</b>  <i>Travelling, balance, jumping and apparatus</i>	<b>Invasion Games</b>  <i>Movement, Improving passing skills, correct positioning, developing game play</i>	<b>Invasion Games (Football Focus)</b>  <i>Communication, team work, game strategies, passing, shooting, and team games</i>	<b>Net / Wall Games (Tennis Focus)</b>  <i>Equipment use, forehand, underarm serve, movement across court, volley shots</i>	<b>Athletics</b>  <i>Jumping for height and distance, running speed, types of throw and races, body control</i>	<b>Striking/Fielding Games (Cricket Focus)</b>  <i>Catching, throwing, receiving, bowling to a target, running between wickets, communication and teamwork</i>
PE Kenya Class	<b>Gymnastics</b>  <i>Travelling, balance, jumping and apparatus</i>	<b>Invasion Games</b>  <i>Movement, Improving passing skills, correct positioning, developing game play</i>	<b>Invasion Games (Football Focus)</b>  <i>Communication, team work, game strategies, passing, shooting, and team games</i>	<b>Net / Wall Games (Tennis Focus)</b>  <i>Equipment use, forehand, backhand, services, movement across court, volley shots</i>	<b>Athletics</b>  <i>Jumping for height and distance, running speed, types of throw and races, body control</i>	<b>Striking/Fielding Games (Cricket Focus)</b>  <i>Catching, throwing, receiving, bowling to a target, running between wickets, communication and teamwork</i>
PE	<b>Gymnastics</b>	<b>Invasion Games</b>	<b>Invasion Games</b>	<b>Net / Wall Games</b>	<b>Athletics</b>	<b>Striking/Fielding Games</b>

Sweden Class	<i>Travelling, balance, jumping and apparatus</i>	<i>Movement, Improving passing skills, correct positioning, developing game play</i>	<i>(Football Focus) Communication, team work, game strategies, passing, shooting, and team games</i>	<i>(Tennis Focus) Equipment use, forehand, backhand services, movement across court, volley shots</i>	<i>Jumping for height and distance, running speed, types of throw and races, body control</i>	<i>(Cricket Focus) Catching, throwing, receiving, bowling to a target, running between wickets, communication and teamwork</i>
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