

Little Hallingbury C of E Primary School KS2 Curriculum Overview 2018-19

| | Year 3 | Year 4 | Year 5 | Year 6 |
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| English We follow the national curriculum 2014 | Speaking and Listening ongoing: <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication. | | | |
| | Word Reading <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | | Word Reading <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. | |
| | Comprehension <i>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:</i> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] <i>understand what they read, in books they can read independently, by:</i> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | | Comprehension <i>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</i> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <i>understand what they read by:</i> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction | |

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| | | <ul style="list-style-type: none"> participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views. |
| | <p>Spelling (see English Appendix 1 of 2014 National Curriculum online) <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Handwriting <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | <p>Spelling (see English Appendix 1 of 2014 National Curriculum online) <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. <p>Handwriting <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. |
| | <p>Writing Composition <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <i>plan their writing by:</i> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <i>draft and write by:</i> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <i>evaluate and edit by:</i> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <i>develop their understanding of the concepts set out in English Appendix 2 by:</i> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense | <p>Writing Composition <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <i>plan their writing by:</i> <ul style="list-style-type: none"> 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 <i>draft and write by:</i> <ul style="list-style-type: none"> 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 precising longer passages 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 [for example, headings, bullet points, underlining] <i>evaluate and edit by:</i> <ul style="list-style-type: none"> 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 ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |

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| | <ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 - <i>indicate grammatical and other features by:</i> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. | <ul style="list-style-type: none"> - <i>develop their understanding of the concepts set out in English Appendix 2 by:</i> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 - <i>indicate grammatical and other features by:</i> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. | | |
| <p>Maths</p> | <p>Year 3</p> <p>Number <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas. add and subtract numbers mentally, including: <ul style="list-style-type: none"> a three-digit number and ones a three-digit number and tens a three-digit number and hundreds add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition | <p>Year 4</p> <p>Number <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number count backwards through zero to include negative numbers recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate | <p>Year 5</p> <p>Number <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 solve number problems and practical problems that involve all of the above read Roman numerals to 1000 (M) and recognise years written in Roman numerals add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers | <p>Year 6</p> <p>Number <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> read, write, order and compare numbers up to 10 000 000 and determine the value of each digit round any whole number to a required degree of accuracy use negative numbers in context, and calculate intervals across zero solve number and practical problems that involve all of the above multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context perform mental calculations, including with mixed operations and large numbers identify common factors, common multiples and prime numbers |

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| | <p>and subtraction.</p> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 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 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. count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above. <p>Measurement <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes add and subtract amounts of money to give change, using both £ and p in practical contexts tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks | <ul style="list-style-type: none"> estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. recall multiplication and division facts for multiplication tables up to 12×12 use place value, known and derived facts to multiply and divide mentally, including: <ul style="list-style-type: none"> multiplying by 0 and 1; dividing by 1; multiplying together three numbers recognise and use factor pairs and commutativity in mental calculations multiply two-digit and three-digit numbers by a one-digit number using formal written layout solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ 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 round decimals with one decimal place | <ul style="list-style-type: none"> know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers multiply and divide numbers mentally drawing upon known facts 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 multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 recognise and use square numbers and cube numbers, and the notation for squared and cubed solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. compare and order fractions whose denominators are all multiples of the same number identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams read and write decimal numbers as fractions recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places solve problems involving number up to three decimal places recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal solve problems which require knowing percentage and decimal equivalents <p>Measurement</p> | <ul style="list-style-type: none"> use their knowledge of the order of operations to carry out calculations involving the four operations solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why solve problems involving addition, subtraction, multiplication and division use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1 add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form divide proper fractions by whole numbers associate a fraction with division and calculate decimal fraction equivalents for a simple fraction identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places multiply one-digit numbers with up to two decimal places by whole numbers use written division methods in cases where the answer has up to two decimal places solve problems which require answers to be rounded to specified degrees of accuracy recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. <p>Ratio and Proportion</p> <ul style="list-style-type: none"> solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison solve problems involving similar shapes where the scale factor is known or can be found |
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| <ul style="list-style-type: none"> 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, a.m./p.m., morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example to calculate the time taken by particular events or tasks]. <p>Geometry <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines. <p>Statistics <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables 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. | <ul style="list-style-type: none"> to the nearest whole number compare numbers with the same number of decimal places up to two decimal places solve simple measure and money problems involving fractions and decimals to two decimal places. <p>Measurement <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> Convert between different units of measure [for example, kilometre to metre; hour to minute] measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares estimate, compare and calculate different measures, including money in pounds and pence read, write and convert time between analogue and digital 12- and 24-hour clocks solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. <p>Geometry <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify acute and obtuse angles and compare and order angles up to two right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry. describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon. <p>Statistics <i>Pupils should be taught to:</i></p> | <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] solve problems involving converting between units of time use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. <p>Geometry <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> identify 3-D shapes, including cubes and other cuboids, from 2-D representations know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees (o) <p><i>identify:</i></p> <ul style="list-style-type: none"> angles at a point and one whole turn (total 360o) angles at a point on a straight line and ½ a turn (total 180o) other multiples of 90o use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning about equal sides and angles. 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. <p>Statistics <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> solve comparison, sum and difference problems using information presented in a line graph complete, read and interpret information in tables, including timetables | <ul style="list-style-type: none"> solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. <p>Algebra</p> <ul style="list-style-type: none"> use simple formulae generate and describe linear number sequences express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables. <p>Measurement <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places convert between miles and kilometres recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units <p>Geometry <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes, including making nets compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius recognise angles where they meet at a point, are on a straight line, or are vertically |
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| | | <ul style="list-style-type: none"> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. | | <ul style="list-style-type: none"> opposite, and find missing angles. describe positions on the full coordinate grid (all four quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes. <p>Statistics <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average |
| <p>Science</p> | <p>During Year 3 and 4</p> <p>Children should use the following practical scientific methods, processes and skills:</p> <ul style="list-style-type: none"> - Asking relevant questions and using different types of scientific enquiries to answer them - Set up simple practical enquiries, comparative and fair tests - Make systematic and careful observations and where appropriate, taking accurate measurements using standard units, using a range of equipment, for example thermometers and data loggers - Gather, record, classify and present data - Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests - Identifying differences, similarities or changes related to simple scientific ideas and processes - Use straightforward scientific evidence to answer questions to support their findings | | <p>During Year 5 and 6</p> <p>Children should use the following practical scientific methods, processes and skills:</p> <ul style="list-style-type: none"> - Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - Take measurements, using a range of scientific equipment, with increasing accuracy and precision - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs and models. - Report and present findings from enquiries, including conclusions, causal relationships and explanations of results in oral and written forms such as displays and other presentations - Use test results to make predictions to set up further comparative and fair tests - Use simple models to describe scientific ideas - Identify scientific evidence that has been used to support or refute ideas or arguments | |
| <p>Year 3 Our Changing World Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. Explore the part flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>How Does Your Garden Grow? Investigate the way in which water is transported within plants. Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. Identifying differences, similarities or changes related to simple scientific ideas and processes. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> | <p>Year 4 Our Changing World Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>In A State Compare and group materials together according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Good Vibrations Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound</p> | <p>Year 5 Our Changing World Describe the life process of reproduction in some plants and animals.</p> <p>Circle of Life Explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Reproduction in Plants and Animals</p> <p>Get Sorted Compare and group together everyday materials based on evidence from comparative and fair tests, including hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.</p> <p>Everyday Materials Give reasons, based on evidence from comparative and fair tests, for specific uses of everyday materials, including metals, wood and plastic.</p> <p>Marvellous Mixtures</p> | <p>Year 6 Evolution and inheritance:</p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Animals, including humans:</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> | |

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| | <p>Rock Detectives Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Recognise that soils are made from rocks and organic material.</p> <p>Can You See Me? Recognise that we need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Find patterns in the way that the size of shadows change. Recognise that shadows are formed when the light from a light source is blocked by a solid (opaque) object.</p> <p>The Power of Forces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Compare how things move on different surfaces. Describe magnets as having two poles. Observe how magnets attract or repel each other and attract some materials and not others. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Amazing Bodies</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p> | <p>and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Switched on identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Where Does all That Food Go? Identify that animals, including humans, need the right type and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Human Impact Recognise that environments can change and that these changes can sometimes pose dangers to living things. Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Who Am I? Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that living things can be grouped in a variety of ways.</p> | <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>All Change Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Feel the Force Identify the effects of air resistance, water resistance and friction, which act between moving surfaces. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> <p>The Earth and Beyond Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</p> | <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Living things and their habitats</p> <p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics.</p> <p>Our changing world</p> <p>*How do animals behave at different times during the year?</p> <p>How can we observe animals when we are not there?</p> <p>*How can we observe the life cycles of specific animals more closely?</p> <p>*How does the number, type and behaviour of birds found around our school vary during the year?</p> <p>What happens to invertebrates during the year?</p> <p>Electricity</p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>use recognised symbols when representing a</p> |
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| | | | | <p>simple circuit in a diagram.</p> <p>Light up your world</p> <p>What is light and what does it do?</p> <p>*Can you see more than just your face in the mirror?</p> <p>Can light go round corners?</p> <p>*Can you make a camera with a box, paper and a pin?</p> <p>How can you measure a shadow?</p> <p>What do you know about changing shadow sizes?</p> |
| <p>RE We follow a scheme from the Chelmsford Diocesan Scheme with units from other faiths from the Essex syllabus</p> | <p>-Harvest: Taking responsibility -Worshipping and Celebrating in the Home: Puja and Divali Focus: Hinduism -Christmas: Christmas is coming -Jesus the Healer -Faith in Action -Easter: Changing roles -The Lord's Prayer -Pentecost: Celebration -Muhammad and the Qur'an Focus: Islam</p> | <p>-Harvest: Belonging to each other -Christian Symbols -Christmas: The Christmas message -Parables of Jesus -Moses, the Exodus and Pesach Focus: Judaism -Easter: Changing relationships -The mosque and prayer, Focus: Islam -Pentecost: God's transforming power -Circle of the Christian year</p> | <p>-Harvest: God's promise and covenant -Journeying: Christmas and journey of life - The synagogue, Focus: Judaism -Miracles of Jesus -Easter: Changing moods and situations -Best ways to live -Pentecost: Rushing wind, still, small voice -Belonging</p> | <p>-Harvest: Our place in creation -Saints -Christmas: mystery of Christmas -Death and Reincarnation Focus: Hinduism The Eucharist -Easter: Change from death to life -The Ka'bah and the Hajj Focus: Islam -Pentecost: The Holy Spirit at work -Christian Pilgrimage</p> |
| <p>PSHE Pshe may be taught as a discrete lesson or these themes may be incorporated into discussions and work in other subjects.</p> | <p>Relationships: wider networks of friends, making and breaking friends Medicine: recognising illness, medicines, feeling better, people who make them better Keeping Safe: unsafe feelings, fire safety, safety at school, accidents, identifying possible risks Healthy Lifestyle: health routines, taking responsibility for eating balanced food, basic hygiene Me and Growing and Changing: Physical and emotional changes. Dealing with emotions</p> | <p>Relationships: network of friends, different types of community relationships , emotions of others, empathy Medicines and Drugs: Coping with illness, drugs, safety and uses, Me and Keeping Safe: dangers in the community, being in charge, coping with feelings of danger Healthy Lifestyle: effects on emotions and physical appearance</p> | <p>Relationships: impact of community relationships, bullying and discrimination, changing moods, Growing and Changing: body changes including puberty, managing emotions, hygiene, responsibility Medicines and Drugs: smoking risks, short/long term illness, media pressure Healthy Lifestyle: effects on leisure, pressures and influences</p> | <p>Relationships: leadership, peer pressure, choosing friends, conflict and resolution , different types of relationships, global connections Medicines and Drugs: short/long term harm, risks of smoking, alcohol and drug taking Keeping Safe: responsibility, accidents, conflicts, strategies for staying safe Healthy Lifestyle: compare lifestyles, maintaining healthy lifestyles, body types, emotions Growing and Changing: body changes including puberty, managing emotions, preparation for secondary school</p> |

ART

KS2 Objectives Pupils should be taught:

1. to create sketch books to record their observations and use them to review and revisit ideas
2. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
3. about great artists, architects and designers in history.

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| Year | NC Objectives | Autumn | Spring | Summer |
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| 3 | <p>Obj 6- Sculpture 1: – observations, technique and control</p> <p>Obj 5, 6, 7 - Painting 1:- watercolours -observations, techniques and control</p> <p>Obj 6,7 - Drawing 1:-pencil, charcoal, chalk pastels</p> | <p>Introduce them to a wide range of sculptures and artists. Choose one for in-depth analysis. They must evaluate and analyse their work and form their own opinion. They can replicate the work to gain understanding and improve technique and control.</p> <p>Sculpture artist Barbara Hepworth</p> | <p>Conduct an in-depth analysis of a watercolour painting (e.g. by artist Monet) . Comment on the form, line, technique and other observations. Form and discuss opinions. Begin to create a sketch book of what you have discovered. Evaluate beginning to use artistic language.</p> <p>Study of Monet’s work</p> | <p>Children are to develop their drawing skills charcoal, pencils and sketching. They can incorporate previously learned techniques i.e. line, shape (geometric and irregular), colour and space.</p> <p>Incorporated into a study of a British artist, e.g. Lowrie</p> |
| 4 | <p>Obj 6 - Drawing: – pencil, charcoal,</p> <p>Obj 5, 6- Materials: – Texture, pattern, experimenting</p> <p>Obj 5,6,7 -Painting 2 – Artist study:- Compare work from artists with different styles or who use different media</p> | <p>Children are to develop their drawing skills charcoal, pencils and sketching. Choose the appropriate techniques i.e. line, shape, colour and space. Introduce the concept of negative space. Evaluate beginning to use artistic language.</p> <p>Sketching winter trees in pencil and charcoal</p> | <p>Create visual texture using different marks and tools. Experiment in sketch books. Create patterns/ motifs with repeated mark making on different material, including fabric. Evaluate- beginning to use artistic language.</p> <p>Using different materials: Clay. Exploring pattern and texture to make masks and Canopic heads, using papier mache for Canopic jars</p> | <p>Compare paintings by well-known artists (subject, technique, media)</p> <p>Plan, create and evaluate own painting based on work of a chosen artist.</p> <p>British artists: Sonia Boyce, Lucien Freud, Howard Hodgkin, Anish Kapoor, Gainsborough</p> |
| 5 | <p>Obj 6,7 – Sculpture: – experimenting, form</p> <p>Obj 5,6 Drawing: charcoal, line, texture</p> <p>Obj 5, 6, 7 Project:- based on work of different artists, choosing the media.</p> | <p>Experiment with shading and perspective to create form and texture. Know that a short, hard line gives a different feeling to a more flowing one.</p> <p>Explore use of line and shading in a study of Mayan art</p> | <p>Children are to create a sketch book, record, revisit and review their ideas</p> <p>Refer to artists, architects and designers in history to explain choices</p> <p>They must choose from a range of materials (e.g. pencil, charcoal, paint, clay)</p> <p>They then need to create a product that reflects a chosen artist, architect or designer or their own chosen one Students are to refer to sketch books and use them for planning</p> <p>Space art. Look at the work of Peter Thorpe and his abstract designs</p> | <p>Study work of famous sculptors – look at media, subject/ form and techniques needed. Plan and create a sculpture. Evaluate using artistic language.</p> <p>Study work of Henry Moore – design and make sculpture gardens.</p> |
| 6 | <p>Painting - acrylic</p> <p>Drawing – charcoal, pencil, inks</p> <p>Sculpture experimenting, form, Artists, architects and designers in history</p> <p>Continuously refer back to artists, architects and designers in history for inspiration or comparison.</p> | <p>Review and revisit their work. Critically evaluate and edit (paint over their work). Work in pairs to recreate a well-known piece or an element of the piece. Try to use the colour wheel to use “harmonious colours” and “contrasting colours”.</p> | <p>Use a variety of techniques to create form and texture i.e. shading and perspective.</p> | <p>As independently as possible plan, create and evaluate a sculpture. Incorporate form, pattern, and texture. Use a wide variety of tools and refine skills. Use imagination and experience to influence work. Evaluate and edit using artistic language.</p> |

DESIGN AND TECHNOLOGY

KS2 Objectives When designing and making, pupils should be taught to:

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| <p>Design</p> <ol style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ol style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ol style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ol style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. |
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| Year | NC Objectives | Autumn | Spring | Summer |
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| 3 | <ul style="list-style-type: none"> · use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups · generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design · select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately · select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>investigate and analyse a range of existing products</p> <ul style="list-style-type: none"> · evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> | <p>Knowledge/Materials: Describe the qualities of the material and say why it will be the most suitable choice · Join materials to make products using both permanent and temporary fixings · Combine materials to add strength and visual appeal</p> <p>Design and make Roman shields</p> | <ul style="list-style-type: none"> · use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose <p>Product analysis of clay vases (linked to Greeks)</p> <p>Design and make Greek vases using clay</p> <p>Red figured Black figure</p> | <p>Textiles (link to Art S.O.W.) To plan a sewing / weaving design/ To design a floral bag(smelly bag) or pin cushion</p> <p>Food To design a sandwich filling / bread that is aesthetically pleasing</p> |
| 4 | <ul style="list-style-type: none"> · use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups · generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>*select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>*select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><i>e.g. Measure using mm, and use scoring and folding to shape materials</i></p> | <p>Textiles (link to Art S.O.W.) · To design a relevant textile product linked to topic work</p> <p>Sewing of WW1 poppies</p> | <p>Mechanical · Use electrical components to design a product that can be controlled by switches Products with battery operated lights.</p> <p>Food · Design a food product e.g. stir fry</p> | <p>Materials · To design and make a product that is fit for purpose linked to topic work using materials (e.g. card/wood)</p> <p>understand how key events and individuals in design and technology have helped shape the world : Link ideas to Dyson and his work or other designer</p> |

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| | <p><i>accurately.</i></p> <ul style="list-style-type: none"> · <i>Make cuts accurately and reject pieces that are not accurate.</i> · <i>I make holes accurately</i> · <i>Make sure methods of working are precise</i> <p>investigate and analyse a range of existing products</p> <ul style="list-style-type: none"> · evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <ul style="list-style-type: none"> · <i>Textile products include changes such as plaiting or weaving to create new products such as ropes, belts ,bracelets and to strengthen structures</i> · <i>Joins are strong and stable, giving extra strength to products Some joints are flexible to allow for dismantling or folding</i> | | | |
| 5 | <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> · generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> | <p>Food To design, make and evaluate a chocolate drink linked to Mayans topic</p> | <p>Materials/Textiles</p> <p>Tasks involving greater precision of measuring, marking out and cutting/joining. Duplicate a product as accurately as possible (linked to topic)</p> <p>Moon buggies – Design (annotated sketches, pattern pieces, computer aided design)</p> <p>Make (work with wood – use a wider range of tools, measuring and cutting accurately, exploring best joining techniques, strengthening structures)</p> | <p>Mechanisms</p> <p>Evaluate products with different levers and pulleys – design and make own product with two part levers or a pulley</p> <p>Understand how key events and individuals in design and technology have helped shape the world : Link ideas to Robert o. Peterson – Jack in the Box and his work or other designer</p> |
| 6 | <p>Combination of all objectives to a more precise or more detailed standard</p> <p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Apply their understanding of computing to program, monitor and control their products.</p> <p>Evaluate products in light of information sources used to inform the design · understand how key events and individuals in design and technology have helped shape the world : Link ideas to a current designer</p> | <p>Textiles and Materials</p> <p>Design and make poppies and lime leaves from wire. Use a range of tools with growing precision</p> | <p>Mechanical · Make a mechanism that can be controlled by switches or by ICT equipment</p> <p>Understand how key events and individuals in design and technology have helped shape the world : Link ideas to a current designer, e.g. Sheffield designer David Mellor (Traffic lights, pedestrian crossings and cutlery)</p> | <p>Materials and mechanisms</p> <p>E.g. Making a pulley system using materials to make a toy Using gears on a buggy. Explore products with cams or pneumatics</p> <p>Food</p> <p>E.g. Design and make a pizza based on consumer survey (also consider how cost effective)</p> |

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| HISTORY | | | | |
| KS2 Objectives Pupils should be taught about: | | | | |
| <ol style="list-style-type: none"> 1. changes in Britain from the Stone Age to the Iron Age 2. the Roman Empire and its impact on Britain 3. Britain's settlement by Anglo-Saxons and Scots 4. the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 5. a local history study 6. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 7. the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 8. Ancient Greece – a study of Greek life and achievements and their influence on the western world 9. a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. | | | | |

| Year | NC Objectives | Autumn | Spring | Summer |
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| 3 | Aut: the Roman Empire and its impact on Britain Spr: Ancient Greece – a study of Greek life and achievements and their influence on the western world Sum: Britain's settlement by Anglo-Saxons and Scots | Roman Empire WW1 (centenary) | Ancient Greece Mythology Architecture | Anglo-Saxons and Scots |
| 4 | Aut: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Spr: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one Sum: changes in Britain from the Stone Age to the Iron Age | Vikings and Anglo-Saxons WW1 (centenary) | Early civilisations - Ancient Egyptians | Stone Age to the Iron Age |
| 5 | Aut: a non-European society that provides contrasts with British history Spr: a local history study Sum: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | Mayan civilisation WW1 (centenary) | Local History Study - Changes to the village and Community since 1066AD | Crime and punishment |
| 6 | Aut: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Spr: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, including a local study of change. Sum: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Shang Dynasty of Ancient China | WW1 (centenary) | Industrial revolution | The Shang Dynasty of Ancient China |

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| <p><u>GEOGRAPHY</u></p> <p>KS2 Objectives Pupils should be taught to:</p> <p>Locational knowledge</p> <ol style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ol style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ol style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ol style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | | |
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| Year | NC Objectives | Autumn | Spring | Summer |
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| 3 | <p>Aut: -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p> <p>Spr - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</p> <p>Sum: locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, and major cities (compare weather, landscape and major cities)</p> | <p><i>Two history topics in Aut term so two geography topics in Spring term</i></p> | <p>A comparison of Greece and UK</p> <p>-name and locate countries and cities in UK and locate major cities and Greek islands</p> <p>- compare topographical features of regions of UK</p> <p>-Compare topographical features of UK with Greece</p> <p>-study and compare the human and physical features of UK and Greece</p> | <p>Use maps to locate European countries and discuss main characteristics.</p> <p>Link to Rugby World Cup teams and Japan</p> |
| 4 | <p>Aut:- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Spr: describe and understand key aspects of: physical geography, including: volcanoes and earthquakes, and the water cycle</p> <p>Sum: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, land-use patterns and understand how some of these aspects have changed over time</p> | <p>Locate World's countries. Use atlases to locate countries in Europe and South America. Name major cities. Use environmental maps and keys to make comparisons between countries.</p> | <p>Study earthquake zones and volcanic regions. What effect do these have on communities?</p> <p>Investigate the water cycle (Link to topic on the Nile)</p> | <p>Study maps of UK regions in more detail – locate counties and county towns/cities</p> <p>Identify the human and physical features and land use patterns of a local town/city</p> |

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| 5 | <p>Aut:-identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) - describe and understand key aspects of: physical geography: climate zones Spr: describe and understand key aspects of: human geography, including: types of settlement and land use Sum: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> | <p><i>Two history topics in Aut term so two geography topics in Spring term</i></p> | <p>– Study time zones and GMT. Focus on planet Earth and seasons related to Equator, Northern and Southern hemispheres, significance of latitude/longitude, tropics. Why do we have different climate zones? – Types of settlement and land use in local area today and changes over time</p> | <p>Our changing world: Comparison of human and physical geography of Norfolk, French Alps and California</p> |
| 6 | <p>Aut: -human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Spr:- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Sum: describe and understand key aspects of: physical geography, including: biomes and vegetation belts, rivers, mountains.</p> | <p>Find out about how goods and services are traded around the world. They will explore the UK's trade links today and, in the past, finding out about goods imported and exported and the methods of transport used. The children will also learn about fair trade and why it is important in a global market.</p> | <p>Maps and directions: Use 8-point compass and 4- 6-digit grid references to describe the location of places or countries on a map, or in relation to another place or country. Construct own maps using 4 – 6-digit grid references and symbols and keys.</p> | <p>Types of biomes Biome location Linking biome and climate Flora and fauna of different biomes Vegetation belts Name and locate significant rivers and mountain ranges throughout the world</p> |

COMPUTING

KS2 Objectives Pupils should be taught to:

1. design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
2. use sequence, selection, and repetition in programs; work with variables and various forms of input and output
3. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
4. understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
5. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
6. select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
7. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

| Year | NC Objectives | Autumn | Spring | Summer |
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| 3 | <p>AUT -understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration - Use search technology safely and effectively, appreciate how results are selected and ranked, be discerning in evaluating digital content -select, use and combine a variety of software to accomplish given goals SPR - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems -solve problems by decomposing them into smaller parts -Use sequence, selection and repetition in programs</p> | <p>Research and present facts about Romans/ww1 using word documents</p> <p>E-safety- Discuss e-safety instructions. Role play scenarios Smart posters</p> | <p>Scratch projects related to topics</p> <p>Evaluate a simple scratch program which has a sprite asking questions of the user. Decompose the program into smaller parts Create own program that includes own background, sprites, sound and text and asks questions of the user.</p> | <p>Link to Geography – Countries Presentations, videos, data handling linked to curriculum areas -combine media and use simple hyperlinks</p> <p>Recap E-safety – Use of Db Primary VLE</p> |

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| | <ul style="list-style-type: none"> - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p>SUM</p> <ul style="list-style-type: none"> - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | | | |
| 4 | <p>AUT</p> <ul style="list-style-type: none"> - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact -select and use software to design and create a range of content that accomplish given goals. - Use search technologies effectively - Be discerning in evaluating digital content <p>SPR</p> <ul style="list-style-type: none"> -design, write and debug programs that accomplish simple goals, including controlling or simulating physical systems -solve problems by decomposing them into smaller parts -use sequence, selection and repetition in programs - work with variables and various forms of input and output -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p>SUM</p> <ul style="list-style-type: none"> -understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration -collect analyse, evaluate and present data and information | <p>Viking and WW1: Improving internet research skills and how to be discerning about content</p> <p>Explore different ways of presenting information, e.g posters (photos and text), powerpoints (fact files) and publishing work from other curriculum areas (Word)</p> | <p>Scratch project related to topic (Maze game- E.g. Escape from the Ancient Egyptian Tomb)</p> <p>Introduction to modelling/CAD program Sketchup Explore use of simple tools and finishing to create different single buildings and structures</p> | <p>Db primary social communication. Email. E-safety. Collaborative work using ppt and email. Combine slides created by different pupils to make one presentation (within the class or in collaboration with another class)</p> <p>Survey to undertake market research, analysis of results including graphs</p> |
| 5 | <p>AUT</p> <ul style="list-style-type: none"> - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <p>SPR</p> <ul style="list-style-type: none"> - Understand the opportunities [networks] offer for communication and collaboration - Use search technologies effectively, appreciate how results are selected and ranked and be discerning when evaluating digital content - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <p>SUM</p> <ul style="list-style-type: none"> - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | <p>Decompose and debug an animation in Scratch. Change the animation into a WW1/Mayan theme</p> <p>Evaluate websites related to Mayans – ease of navigation, appeal, presentation of information, how useful it is for research for primary school children. Create a mock up website including menu bars and multiple pages.</p> <p>Collect data for science investigations and present in tables and as graphs (excel)</p> | <p>E-safety and reliability of search results/websites.</p> <p>Create video news reports about Space/ Galileo</p> <p>Use digital maps, mapmaker, historical documents, etc. to present information about land use. Combine text, graphics, animation and sound. Use Sketchup to design a model village showing types of land use.</p> | <p>Kodu – evaluating simple existing games. Creating a simple one or two player game, developing world building, use of obstacles, multi-line programming and scoring</p> <p>DB primary and E-safety Multimedia presentations linked to topic (e.g. combination of video, sound, text and graphics) Hyperlinks within and outside of the presentation may be used</p> |

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| | <ul style="list-style-type: none"> - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | | | |
| 6 | <p>AUT -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information -understand computer networks, including the internet -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>SPR - Use search technologies effectively, appreciate how results are selected and ranked and be discerning when evaluating digital content -design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems -use sequence, selection and repetition in programs -solve problems by decomposing them into smaller parts -work with variables and various forms of input and output -understand computer networks, including the internet and opportunities for communication and collaboration - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>SUM -design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems -use sequence, selection and repetition in programs, solve problems by decomposing them into smaller parts -work with variables and various forms of input and output -understand computer networks, including the internet and opportunities for communication and collaboration - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> | <p>Non-linear presentations focusing on how to communicate with the user and give them control over viewing work E.g – Stories with interactive questions where answers lead to different outcomes</p> <p>Programming – Explore existing web pages using ‘X-Ray Goggles’. Learn how to tinker and write using HTML</p> | <p>Design an app – market research on available apps and potential market for their own app Storyboard outlining app design and content</p> <p>Marketing presentations</p> <p>Possible use of Appshed starter</p> | <p>Presentation on how the internet works (how data travels from China) Chinese pattern art using repetition in programming</p> <p>E-safety and Db Primary</p> |

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| MUSIC | | | | |
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| KS2 Objectives Pupils should be taught to: | | | | |
| <ol style="list-style-type: none"> 1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 2. improvise and compose music for a range of purposes using the inter-related dimensions of music 3. listen with attention to detail and recall sounds with increasing aural memory 4. use and understand staff and other musical notations 5. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 6. develop an understanding of the history of music. | | | | |
| Year | NC Objectives | Autumn | Spring | Summer |
| 3 | All of the above | Charanga: Listen and appraise – R’n’B Let Your Spirit Fly . Improve singing performance, experiment with percussion Songs for Christmas concert | Charanga - Unit - Mamma Mia - ABBA pop Charanga – Unit – Three little birds (reggae style music) Improve singing performance with others; experiment with percussion, improvise with parts of the song, musical composition with tuned and untuned instruments | Charanga – Reflect, Rewind and Replay Y3 Comparison of different styles of music Study of a classical composer. Songs for summer production |
| 4 | All of the above | Songs with percussion linked to Vikings topic Songs for Christmas concert | Charanga – Make you feel my love – Listen and appraise (pop ballads) , improve singing, add percussion, improvise with the song, compose with the song Lean on Me - Listen and appraise (gospel style songs), improve performance , compose own lyrics | Charanga – Reflect, Rewind and Replay Y4 Classical music history and appraisal, interrelated dimensions of music using voices and instruments, improvisation, composition. Songs for summer production |
| 5 | All of the above | Stars Hide Your Fires/Charanga- Living on a prayer (Classic Rock) Listen and appraise, discuss musical elements of classic rock, experiment with instruments to create an ensemble The Class orchestra – explore rhythmic accompaniment, melodic phrases and repeated rhythm patterns in different styles of music Songs for Christmas Concert | Charanga – Fresh Prince of Bel Air – Focus on Rap style music. Listen and appraise. Discuss interrelated dimensions of music. Compose own raps. Study of composer Gustav Holst – Planets suite . Listen and appraise, improvise with percussion, compose music | Charanga- Dancing in the Street (Mowtown style) Listen and appraise, discuss features of Mowtown music, play instruments to the song with and without notation, write and record own accompaniments with voice and instruments. Study of composer Benjamin Britten (Friday afternoon music) Songs for summer production |

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| 6 | All of the above | <p>Songwriter – Listen and appraise – explore a variety of genres, looking for similarities and differences in composition and performance. Use these as a stimulus to generate own music which will be built around chord progression, melody and rhythms.</p> <p>Songs for Christmas Concert</p> | <p>Charanga – Classroom Jazz Y6 Listen and appraise: Meet the blues/Bacharach Anorak</p> <p>Improve ability to play tuned and untuned instruments to a piece of music. Improve and record compositions/accompaniments using different forms of notation, perform and share</p> <p>Charanga – Happy (similar thematic songs) Improve knowledge and understanding of interrelated dimensions of music, improve singing performance as part of different size groups. improvise with the songs using voice and instruments, compose in groups and as a class.</p> | <p>Study of a classical composer</p> <p>Charanga – You've got a friend and other songs by composer Carole King</p> <p>Explore singing songs in different groupings, adding harmonies. Improvise with tuned and untuned percussion, compose alternative versions of a song.</p> <p>Songs for summer production</p> |
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PE

KS2 Objectives Pupils should be taught to:

1. use running, jumping, throwing and catching in isolation and in combination
2. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
3. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
4. perform dances using a range of movement patterns
5. take part in outdoor and adventurous activity challenges both individually and within a team
6. compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- ♣ swim competently, confidently and proficiently over a distance of at least 25 metres
- ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- ♣ perform safe self-rescue in different water-based situations.

| Year | NC Objectives | Autumn | Spring | Summer |
|------|--|--|-----------------------------|---|
| 3 | <p>AUT</p> <ul style="list-style-type: none"> -use running, jumping, throwing and catching in isolation and combination -play competitive games -compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>SPR</p> <ul style="list-style-type: none"> -develop flexibility, strength, technique, control and balance [for example through gymnastics] -perform dances using a range of movement patterns <p>SUM</p> <ul style="list-style-type: none"> -swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | <p>Tag rugby, football, basketball, invasion games</p> | <p>Gymnastics Dance</p> | <p>Swimming Rounders Cricket Tennis Athletics</p> |

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| | -develop flexibility, strength, technique, control and balance [for example, through athletics] | | | |
| 4 | <p>AUT use running, jumping, throwing and catching in isolation and combination -play competitive games -compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>SPR -perform dances using a range of movement patterns -develop flexibility, strength, technique, control and balance [for example through gymnastics]</p> <p>SUM -swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending -develop flexibility, strength, technique, control and balance [for example, through athletics]</p> | Tag rugby, football, basketball, invasion games | Gymnastics Dance | swimming Rounders Cricket Tennis Athletics |
| 5 | <p>AUT use running, jumping, throwing and catching in isolation and combination -play competitive games -compare their performances with previous ones and demonstrate improvement to achieve their personal best -swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively -perform safe self-rescue in different water-based situations.</p> <p>SPR - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending -develop flexibility, strength, technique, control and balance [for example through gymnastics]</p> <p>SUM -develop flexibility, strength, technique, control and balance [for example, through athletics] -perform dances using a range of movement patterns</p> | Tag rugby, football, hockey, netball, swimming | Gymnastics Basketball/invasion games | Dance Athletics Rounders Cricket Tennis Outdoor activity challenges (orienteeing style activities) |

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| 6 | <p>AUT use running, jumping, throwing and catching in isolation and combination -play competitive games -compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>-swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively - perform safe self-rescue in different water-based situations.</p> <p>SPR - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending -develop flexibility, strength, technique, control and balance [for example through gymnastics]</p> <p>SUM -develop flexibility, strength, technique, control and balance [for example, through athletics] -perform dances using a range of movement patterns</p> | Tag rugby, football, netball, cross-country running/endurance, swimming | Gymnastics Basketball/invasion games | Dance Athletics Rounders Cricket Tennis Outdoor and adventurous activity challenges |
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| <p>MODERN LANGUAGES (French)</p> | | | | |
| <p>KS2 Objectives Pupils should be taught to:</p> | | | | |
| <ol style="list-style-type: none"> 1. listen attentively to spoken language and show understanding by joining in and responding 2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 3. engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 4. speak in sentences, using familiar vocabulary, phrases and basic language structures 5. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases 6. present ideas and information orally to a range of audiences 7. read carefully and show understanding of words, phrases and simple writing 8. appreciate stories, songs, poems and rhymes in the language 9. broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 10. write phrases from memory, and adapt these to create new sentences, to express ideas clearly 11. describe people, places, things and actions orally and in writing 12. understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | | | | |

| Year | NC Objectives | Autumn | Spring | Summer |
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| 3 | 1/listen attentively to spoken language and show understanding by joining in and responding 2/explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 3/ engage in simple conversations; ask and answer questions 4/ speak in simple sentences, using familiar vocabulary, phrases and basic language structures 5/develop accurate pronunciation and intonation *Write simple or repetitive phrases from a model | Common greetings Discussion of family Numbers Ages Presenting information about ourselves to others Unit 1 | Playground games Look at me (recap) Birthdays Come to my party Unit 2 Unit 3 | Body parts colours and body My Monster Unit 4 |

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| 4 | <p>1/listen attentively to spoken language and show understanding by joining in and responding</p> <p>2/explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>3/ engage in simple conversations; ask and answer questions</p> <p>4/ speak in simple sentences, using familiar vocabulary, phrases and basic language structures</p> <p>5/develop accurate pronunciation and intonation</p> <p>*Write simple or repetitive phrases from a model or memory</p> | <ul style="list-style-type: none"> •Making statements (about travel) •Describing the weather •Days of the week <p>Unit 5 – All Aboard</p> <ul style="list-style-type: none"> *expressing likes and dislikes about toys *justification of opinions *numbers 21-39 *simple prices <p>Unit 6- L'argent de poche Pocket money</p> | <p>Healthy foods and drinks Unit 7- Vive le sport</p> <p>Responding to a story Description of animals Unit 8 – les quatre amis</p> | <p>Give a simple description (of an animals and habitats)</p> <p>Unit 9- Le Carnaval des animaux</p> |
| 5 | <p>Obj 1-6</p> <p>7.read carefully and show understanding of words, phrases and simple writing</p> <p>8.appreciate stories, songs, poems and rhymes in the language</p> <p>9.broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>10.write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> | <ul style="list-style-type: none"> *describing a journey to school *simple directions *using repair strategies to keep a conversation going <p>Unit 10</p> <p>En route pour l'école On the way to school</p> <p>Recap of common greetings/introductions. Talking about what has been eaten and drunk</p> <p>Expressing likes , dislikes and preferences</p> <p>Following and writing instructions(as in a recipe)</p> <p>Unit 11 Bon appétit</p> | <p>Giving a description (of a planet) Making statements (about the position of a planet) Classifying nouns, adjectives and verbs Unit 12 – The planets</p> | <p>Giving a description (of a planet) Making statements (about the position of a planet) Classifying nouns, adjectives and verbs Unit 13 – The four seasons Giving a simple description(Of a scene or place)</p> <ul style="list-style-type: none"> * Using adjectives to add interest and detail to a description *Writing instructions <p>Unit 14 – Beach scene</p> |
| 6 | <p>Recap of all objectives</p> | <ul style="list-style-type: none"> *Making statements about the school environment *Telling time using half-hours, quarter hours and 24hr clock notation. <p>Unit 15 – Our School</p> | <ul style="list-style-type: none"> •comparison of modern day settlements With those from a period in the past. *Writing a guide for tourists <p>Unit 16 – Then and Now</p> | <ul style="list-style-type: none"> *quantities of food *transactional language for a café * seeking clarification of meaning <p>Unit 17 Monter un café- creating a café</p> |