

Subjects	Autumn Term 1 Space Invaders	Autumn Term 2 Sunrise on the Savannah	Spring Term 1 Amazing Animation	Spring Term 2 Vikings & Anglo Saxons	Summer Term 1 Groovy Greeks	Summer Term 2 Geography based Topic (Children to decide)
Immersion and Trips	-Space Centre -Inflatable Planetarium	-Exotic Animal Interaction -Lion King Musical -Woburn Safari Park	-Cinema Visit (depending on the animations)	-Possible trip to Jorvik Viking Centre Viking experience day in school visitor to come in?	-Greek Feast – dressed as Greeks	Tbc.
Celebrations / Parental engagement	Presentation on planets Parents Evening Celebration Assemblies	Sharing just so stories with parents	-Red Carpet Event Gunthorpe Oscars		-Olympic Day	Tbc.
English / Guided Reading	Text: War of the Worlds – Graphic Novel (Narrative & description) Power of Reading – Storm breaker (Narrative) Alien Invasion (Newspaper Report)	Poetry - Power of Reading – The Carnival of the Animals Just so stories – Text: How the Rhino got it's skin Text: The butterfly Lion (Narrative) Persuasive writing – Persuading Ms Hollingsworth to let us go to Woburn Safari Arguments – Should Animals be kept in Zoos?	Flick books – Instructional writing Entertain – Play scripts (Toy Story) Text: Bizzare beasts and Crazy Critters (Non-chronological report) Text: Dr Zues – (Poetry) Biography of Walt Disney	Text: How to train a dragon (Instruction Texts)	The Power of Reading – There's a Boy in the Girls' Bathroom Diary writing Text: Percy Jackson Advertising/ Persuasive writing – Creating mythological Greek Weapons	Text: tbc. Based on children's choice
Reading objectives To be covered throughout the year using the units outlined above.	Applying Phonics <ul style="list-style-type: none"> I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words 					
	Reading for Pleasure – maintaining a positive attitude about reading <ul style="list-style-type: none"> I know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. I know that these are structured in different ways. I know that non-fiction texts are structured to guide the reader to information. I can explain how the structure guides the reader to find specific information. I find words and language that are used for effect. I can explain how the words and languag 	<ul style="list-style-type: none"> I discuss and explain how and why different books have different structures. I can explain why I enjoyed a book or poem and who might also enjoy it. I evaluate the usefulness of a nonfiction book to research questions raised. I understand that a writer moves events forward through a balance of dialogue, action and description. I record effective words and language from reading to use in my own writing. 	<ul style="list-style-type: none"> I can explore how dialogue is used to develop character. I can explore how actions are added to dialogue to move events forward. I understand that writers use language for precise effect. I understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc. I understand that a writer uses different sentence structures and techniques to create effects. I can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks. I can record examples of effective techniques and structures from reading to use in my writing. 			

	<p>Reading for Pleasure - comprehension</p> <ul style="list-style-type: none"> I understand that there will be unfamiliar words in the texts I read. I use dictionaries to check or find the meaning of unfamiliar words. I ask questions to improve my understanding. I re-read to check that the text is meaningful. I draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text 	<ul style="list-style-type: none"> I use meaning-seeking strategies to explore the meaning of words in context. I understand that inferences can be drawn from different parts of the text. I justify inferences with evidence from the text. I make predictions from evidence found and implied. I summarise the main ideas drawn from a text. 	<ul style="list-style-type: none"> I use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. I understand that inferences can be made by reading between and beyond the lines. I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. I explain how the context of a text reflects the reaction of the audience it was written for.
	<p>Reading for Pleasure – justifications for views</p> <ul style="list-style-type: none"> I give a personal point of view about a text. I explain the reasons for my viewpoint, using evidence from the text. I listen to others' ideas and opinions about a text. I make connections between other similar texts, prior knowledge and experience. I explain why there are connections, using evidence. I compare books with similar themes. 	<ul style="list-style-type: none"> I build on others' ideas and opinions about a text in discussion. I question others' ideas about a text. I compare different versions of texts. I explain the similarities and differences between different versions of texts. I explain how books written in different contexts can have similar themes. 	<ul style="list-style-type: none"> I evaluate the effectiveness of different versions of texts.
	<p>Retrieving Information from Text</p> <ul style="list-style-type: none"> I identify key information from my text. I summarise key information in sentences. I find key information from different parts of the text. I understand the difference between fact and opinion. I find examples of fact and opinion in texts and explain why one is fact and the other opinion. 	<ul style="list-style-type: none"> I use skimming and scanning to find the information I need. I make notes on the information I need. I organise my notes and present information. I summarise key information from different parts of the text. I present an oral overview or summary of a text. I understand that a narrative can be told from different points of view – narrator, character. I identify the point of view in a narrative. I understand that the writer may have a viewpoint. 	<ul style="list-style-type: none"> I explore how events are viewed from another perspective. I explain the writer's viewpoint with evidence from the text. I identify the writer's viewpoint, for example, how different characters are presented.
<p>Writing Objectives</p> <p>To be covered throughout the year using the units outlined above.</p>	<p>Handwriting I choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether, or not, to join specific letters. I choose the writing implement that is best suited for a task. (e.g. quick notes, letters).</p> <p>Spelling I form verbs with prefixes, for example, dis, de, mis, over and re. I use the first three or four letters of a word to check spelling, meaning or both in a dictionary. I begin to proof read my work for spelling and punctuation errors.</p> <p>Composition My writing shows that I aim for a range of audiences and the purpose of my writing is to inform, entertain or persuade. I organise writing into paragraphs to show different information or events. (TIP TOP –Time, Place, Topic, Person Speaking) (paragraphs can be extended or developed-main point, topic, event, idea with an explanation or additional detail)</p> <p>Grammar I ensure the correct and consistent use of tense throughout a piece of writing. I start sentences in different ways. (-ed/-ing/simile openers, adverbials, conjunctions, not with the pronouns I, He, She, They, It, Him, Her etc. or The). (adverbials of time-Later, When the, As the</p>	<p>Spelling I spell some words with 'silent' letter. (e.g. knight, psalm, solemn) I convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify. I distinguish between homophones and other words which are often confused. (guessed/guest; serial/cereal; bridal/bridle; altar/alter; desert/dessert; draft/draught; stationary/stationery; principal/principle)</p> <p>Composition I link ideas within paragraphs. (connecting adverbs and adverbials for time (when); place (where); how (as/with) I develop characters through action, description and dialogue. (Correct and effective use of speech, "Well done, you can use speech marks correctly!" exclaimed the teacher proudly. Description of action through well-chosen adjectives, verbs and adverbs). I add well-chosen detail to interest the reader. (Expanded noun phrases-'the small playground with the horizontal climbing wall...; the north coast beaches with the best surf...; a tiny kitten with its eyes barely open...').</p> <p>Grammar I use stylistic devices to create effects in writing. (simile, metaphor, personification) I use modal verbs or adverbs to indicate degrees of possibility. (There might be.... It could be....we may be...sometimes....possibly....occasionally...) I use relative clauses beginning with who, which, where, when, whose, that or with an implied. (i.e. omitted) relative pronoun (Drop-in Sentence)</p>	<p>Spelling I can spell identified commonly misspelt words from Year 5 and 6-word list. (Draw on knowledge of root words e.g.: ordinary to spell extra ordinary/ordinarily)</p> <p>Composition My settings are used to not only create atmosphere, but also to indicate a change. Models from my reading are often used or integrated into my writing. I manage shifts in time and place effectively and guide the reader through my text.</p> <p>Grammar I use the perfect form of verbs to mark relationships of time and cause. (e.g. She has gone on holiday, and is not back yet. The coach has left without you, because you have just arrived late.) I choose words for deliberate effect and I use them thoughtfully and with precision.</p> <p>Punctuation I use brackets, dashes or commas to indicate parenthesis. Outside I was smiling (Inside I was angrier than a bull about the charge).</p>

	<p><i>dawn broke,)</i> (adverbials of place-nearby, Inside, On top of, Over the rainbow, In a nearby village,) (manner-as quick as a flash, with legs swinging in the air,)</p> <p>I use a thesaurus for alternative word choices.</p> <p>Punctuation</p> <p>I use commas to clarify meaning or avoid ambiguity in writing.</p>	<p>I suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Punctuation</p> <p>I use colons to introduce a list.</p> <p>I use inverted commas and other punctuation to accurately indicate direct speech.</p>				
Maths	<p>Number and place value</p> <p>I count forward or backwards in steps of powers of 10 for any given number up to 1,000,000. I count up and down in thousandths; recognise that thousandths arise from dividing an object into 1000 equal parts and in dividing numbers or quantities by 1000.</p> <p>Addition and Subtraction</p> <p>I add and subtract numbers mentally with increasingly large numbers.</p> <p>I add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</p> <p>Multiplication and Division x2</p> <p>I identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>I multiply and divide numbers mentally drawing upon known facts.</p> <p>I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers and establish whether a number up to 100 is prime and recall prime numbers up to</p>	<p>Fractions, Decimals and Percentages x2</p> <p>I identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>I read and write decimal numbers as fractions, e.g. $0.71 = 71/100$.</p> <p>Geometry – Properties of shape</p> <p>I know angles are measured in degrees;</p> <p>I estimate and compare acute, obtuse and reflex angles.</p> <p>I identify angles at a point on a straight line and $1/2$ a turn (total 180); and I identify angles at a point and one whole turn (total 360); I identify other multiples of 90°;</p> <p>I draw given angles, and measure them in degrees.</p> <p>Measurement (length and mass)</p> <p>Measurement (volume and capacity)</p> <p>I estimate volume (e.g. using 1 cm^3 blocks to build cuboids, including cubes) and capacity (e.g. using water).</p> <p>I convert between different units of metric measure (e.g.</p>	<p>Number and place value</p> <p>I interpret negative numbers in context, count forwards and backwards with positive and negative numbers, including through zero. read Roman numerals to 1000 and recognise years written in Roman numerals.</p> <p>Addition and Subtraction</p> <p>I use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Multiplication and Division</p> <p>I divide numbers up to 4-digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.</p> <p>I multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. I solve problems involving multiplication and division using knowledge of factors and multiples, squares and cubes. I solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding of the equals sign.</p> <p>Fractions, Decimals and Percentages x3</p>	<p>Measurement – Money</p> <p>I can convert between pounds and pence</p> <p>I can solve problems in the context of money</p> <p>Four operations (context money)</p> <p>Measurement – Time</p> <p>Solve problems involving converting between units of time.</p> <p>Geometry - position and direction</p> <p>Geometry – Properties of shape</p> <p>I 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> <p>I distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p> <p>I identify 3D shapes, including cubes and other cuboids, from 2D representations.</p> <p>I use the properties of rectangles to deduce related facts and find missing lengths and angles.</p>	<p>Number and Place value</p> <p>I read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.</p> <p>I round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 or 100000.</p> <p>Addition and Subtraction</p> <p>I solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Multiplication and Division</p> <p>I recognise and use square numbers and cube numbers, and the notation for squared² and cubed³. I solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates.</p> <p>Fractions, Decimals, Percentages x3</p> <p>I compare and order fractions whose denominators are all multiples of the same number.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>☑ I read, write, order and compare numbers with up to three decimal places.</p> <p>☑ I recognise the percent symbol</p>	<p>Statistics</p> <p>I solve comparison, addition and difference problems using information presented in a line graph.</p> <p>Geometry - position and direction</p> <p>Geometry – Properties of shape</p> <p>To reflect the position of a shape To reflect the position of a shape in all four quadrants (extension) To translate the position of a shape To translate the position of a shape in all four quadrants (extension) To use a 2-D grid and coordinates in the first quadrant To use a 2-D grid and coordinates in all four quadrants. (extension).</p> <p>Measurement – Volume and Capacity</p> <p>Measurement – Length and Mass</p> <p>Measurement – Money</p> <p>I can convert between pounds and pence</p> <p>I can solve problems in the context of money</p> <p>I estimate volume (e.g. using 1 cm^3 blocks to build cuboids, including cubes) and capacity (e.g. using water).</p> <p>I convert between different units of metric measure (e.g. km/m; cm/m; cm/mm; g/kg;</p>

	<p>19.</p> <p>I multiply numbers up to 4-digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.</p> <p>Four Operations</p> <p>Measurement – Time</p> <p>To solve problems involving converting units of time.</p>	<p>km/m; cm/m; cm/mm; g/kg; l/ml).</p> <p>Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre].</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>Four operations (context volume, capacity, length and mass)</p> <p>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</p> <p>Statistics</p> <p>I complete, read and interpret information in: tables, including timetables</p>	<p>I recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements.</p>		<p>(%) 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.</p>	<p>l/ml).</p> <p>Convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre].</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>Four operations (context – measurement)</p> <p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>Calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes.</p> <p>Estimate volume [for example, using 1 cm³ blocks to build cuboids (inc. cubes)] and capacity [e.g. using water]</p>
Science	<p>Planet Earth and Space</p> <p>Describe the movement of the Earth and other planets relative to the Sun in the solar system</p> <p>Describe 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>Living things and their habitats</p> <p>Animals including Humans</p> <p>Describe the differences in the life cycles in an amphibian, mammal, insect and bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Describe the changes as humans develop to old age</p>	<p>Properties and Changes of materials</p> <p>Compare and group together everyday materials based on their properties</p> <p>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated.</p>	<p>Properties and Changes of materials</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible.</p> <p>Give reasons based on evidence from comparative and fair tests of everyday materials</p>	<p>Forces</p> <p>Explain that unsupported objects fall to earth because of the force of gravity acting between the earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognize that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p>	<p>Working Scientifically</p> <p>Plan different scientific enquires to answer questions</p> <p>Take measurements with increasing accuracy and precision</p> <p>Record data and results using scientific diagrams and graphs</p> <p>Make predictions</p> <p>Report and present findings</p>
Computing	<p>E-Safety: Understand that you have to make choices when using technology and that not everything is true and/or safe.</p>	<p>Produce presentations using PowerPoint sharing personal strengths, areas of improvement, targets and aims for the year.</p>	<p>I can edit a film (iMovie)</p>	<p>Use technology safely, respectfully and responsibly</p> <p>Recognise acceptable and unacceptable behaviour</p>	<p>I understand what makes an effective blog – produce and share my own blog about a personal interest of mine</p>	<p>I analyse and evaluate information.</p> <p>I understand how search results are selected and ranked</p>

	Identify ways to report concerns about content.					
History	Describe events from the past using dates when things happened Explain how an event or events from the past has shaped our life today.		I can draw a timeline with different historical periods showing key historical events or lives of significant people and key dates related to famous animations. (Walt Disney)	Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor. Link to the conflict between the two. Understand that Britain was invaded on more than one occasion Placing the Viking raidings onto a timeline Study historical people and past societies in a chronological order.	Ancient Greece – a study of Greek life and achievements and their influence on the Western World.	
Geography	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	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 in North or South America		Show on a map where they Vikings came from and where they invaded our country. How the early civilizations gave lots to the world.	Name and locate the capital cities of neighboring European countries I know the countries that make up the European union. Name and locate the worlds most famous mountainous regions.	Recognize the importance of ports and the role they play in distributing goods around the world.
D&T	I can come up with a range of ideas after collecting information from a range of sources. I can evaluate appearance and function against original criteria. I can use a range of tools and equipment competently.		I can make a prototype for a final version Produce a detailed step by step plan (flip book)		I can explain how a product will appeal to a specific audience (Creating mythological weapons – Groovy Greeks)	
Art & Design	Use images which I have created, scanned and found; altering them where necessary to create art.	Create an accurate print design following criteria	Use shading to create mood and feeling Organise line, tone, shape and colour to represent figures and forms in movement.	Viking Boats/Houses Why were they so different? What different things were they used for? Design and experiment with different shapes	Pottery painting Identify and draw objects and use marks and lines to produce texture Greek Amphora Vases	
Music	Explore music created for planets Gustav Holst Listen with attention to detail and recall sounds with increasing oral memory. Appreciate and undertaking a high quality live and recorded	Play and perform in solo and ensemble context using their voices and playing musical instruments Use and understand staff and other musical notations	improvise and compose music for a range of purposes using the inter-related dimensions of music (compose piece of music for stop motion animation)		Improvise and compose music for a range of purposes. (camp fire and marshmallows)	

	music drawn from different traditions and from great composers and musicians. Develop their own piece of music based on planet Earth.	(African drumming)				
PE/Games To be covered throughout the year using the units outlined above.	Games I gain possession by working a team. I pass in different ways. I use forehand and backhand with a racket. I can field. I choose a tactic for defending and attacking. I use a number of techniques to pass, dribble and shoot.	Dance I compose my own dances in a creative way. I perform to an accompaniment. My dance shows clarity, fluency, accuracy and consistency.	Gymnastics I make complex extended sequences. I combine action, balance and shape. I perform consistently to different audiences.	Outdoor and adventurous I follow a map into an unknown location. I use clues and a compass to navigate a route. I change my route to overcome a problem. I use new information to change my route.	Athletics I controlled when taking off and landing. I throw with accuracy. I combine running and jumping.	
RE	<p>Islam Know the main features of a mosque and understand the use of it. Understand the significance of Makkah. I can discuss the life of Prophet Muhammad. I know the major teachings of Prophet Muhammad. I know the Qur'an is the Islamic holy book. Know the five pillars of Islam and their meanings. Explore the Muslim calendar and understand how it is different.</p> <p>Christianity Important people in Christian church Find out about the different ministries in church Lord's Prayer Explore the origin and meaning in the lords prayer and how it is used in worship today</p> <p>Make connections between different belief and practices of all religions. Compare stories, beliefs and practices from different religions including differences and similarities.</p>	<p>Hinduism Places of worship Know the main features of a mandir Understand that it is not compulsory to worship at a mandir. Find out what worshipers do when they enter the mandir Discover how a mandir acts as a community centre Deities and Scriptures Understand most Hindus believe in supreme spirit and Brahm Different deities reflect different aspects of god. Ultimately Hindus worship 'The One' but do this through through different representations of god. Dharma - Law of Karma Explore the idea of Karma and how this influences Hindu life. Understand how this relates to reincarnation Understand that it is possible for the soul to break free from the cycle of reincarnation and return to a state of bliss. Life as a Hindu Explore the Hindu way of welcoming babies through Jatakarma, Namakarana and Head Shaving</p> <p>Christianity Christian life Explore baptism and confirmation Explore how Jesus' teachings help Christians make moral decisions and lifestyle choices. Ministry of Chaplains in hospitals and prisons Beliefs about death ad life after death</p> <p>The Story of Creation (Bible creation stories) alongside Scientific Theories Explore new testament teachings on living Christian life. Read some of Jesus's miracle stories and find out what a miracle is. Easter Explore stories told during Easter Understand how these relate to Christian beliefs about God, Jesus Christ and the Holy Spirit.</p>	<p>Buddhism Meaning of the word Buddha Know that Buddha means 'one who is fully awake to the truth' or Enlightened and through his own efforts, the Buddha overcame greed, hatred and ignorance. Temples Understand that the Buddhist Community (sangha) is made up of lay people and ordained Know the features of Buddhist Centres including temples, shrines, artefacts and offerings Art work Explore works of sacred art (thankas), mandalas and images of the Buddha (rupas) - standing, sitting and lying down, with a third eye showing he is enlightened Stories about and by the Buddha Understand stories told about and by the Buddha, Jataka Tales and how Buddha taught that possessions can't give us lasting happiness; in the end they break, grow old or let us down, making us unhappy Symbols Explore Symbols – lotus flower, prayer wheel Buddhist way of life Know that Buddhists follow the noble eight-fold path and try to show the qualities of the Buddha in their own lives Understand that Buddhists aspire to fearlessness, contentment, kindness, meditation Understand the Four Noble Truths: • Being greedy and wanting things can't make you happy; • You can be content without having everything you want; • You have to learn this through practice; and • Peace of mind comes when you are content with having just enough – not too much, not too little. Understand Samsara - continual cycle of birth and death Explore the Key festivals: • Wesak - Buddha's birthday • Dharma Day Know the Sacred place of pilgrimage Bodhi tree at Bodh Gaya where the Buddha became enlightened</p>			
SMSC / PSHE	New beginnings 1a) to talk and write about their opinions, and explain their views, on issues that affect	Say no to Bullying 1a) to talk and write about their opinions, and explain their views, on issues that affect	Going for Goals 1b) to recognise their worth as individuals, by identifying	Getting on and Falling out 1a) to talk and write about their opinions, and explain their views, on issues that affect	Good to be me 1d) to recognise, as they approach puberty, how people's emotions change at that time	Sex and Relationship education

	<p>themselves and society; 1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action; 2a) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; 2b) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities; 2c) that there are different kinds of responsibilities, rights and duties at home, school and in the community, and that these can sometimes conflict with each other; 2d) to resolve differences by looking at alternatives, making decisions and explaining choices; 3a) that their actions affect themselves and others, to care about other people's feelings and to try and see things from their points of view; 3b) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p>	<p>themselves and society; 1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action; 2a) to research, discuss and debate topical issues, problems and events; 2b) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; 2c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 3e) to recognise the different risks in different situations and then decide how to behave responsibly; 3f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help;</p>	<p>positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 3e) to recognise the different risks in different situations and then decide how to behave responsibly; 4a) to recognise that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p>	<p>themselves and society; 1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action; 2a) to research, discuss and debate topical issues, problems and events; 2c) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4c) to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships; 4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help; 4e) to recognise and challenge stereotypes; 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p>	<p>and how to deal with their feelings towards themselves, their family and others in a positive way; 2c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 3e) to recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable; 3f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view; 4c) to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships; 4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p>	<p>1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action; 2c) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help; 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;</p>
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		4e) to recognise and challenge stereotypes; 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; 4g) where individuals, families and groups can get help and support.				
MFL	<p>Greetings Classroom instructions Numbers 1-50</p> <ul style="list-style-type: none"> • Perform simple communicative tasks using single words, phrases and short sentences • Listen attentively and understand instructions, everyday classroom language and praise words • Ask and answer questions on several topics 	<p>Days and months Birthdays and dates Christmas</p> <ul style="list-style-type: none"> • Read and understand a range of familiar written phrases • Write simple words and phrases using a model and some words from memory • Learn about festivals and celebrations in different cultures 	<p>Family Pets Weather</p> <ul style="list-style-type: none"> • Listen for specific words and phrases • Follow a short familiar text, listening and reading at the same time • Prepare and practice a simple conversation, re-using familiar vocabulary and structures in new contexts 	<p>Hobbies School</p> <ul style="list-style-type: none"> • Understand and express simple opinions • Write words, phrases and short sentences, using a reference • Compare symbols, objects or products which represent their own culture with those of another country 	<p>Food Healthy Eating</p> <ul style="list-style-type: none"> • Re-read frequently a variety of short texts • Make simple sentences and short texts • Know about some aspects of everyday life and compare them to their own 	<p>Holidays Home and local area</p> <ul style="list-style-type: none"> • Listen attentively and understand more complex phrases and sentences • Prepare a short presentation on a familiar topic • Look at further aspects of their everyday lives from the perspective of someone from another country