

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school Global Theme	Culture, community and development (identity and association)	Conflict and resolution (relationships and mediation)	Awe and wonder (Intrigue and curiosity)	Integrity, honesty and difference (Appreciation)	Analyse and Evaluate (Exploration, trust and safety)	Changing (Transition)
Theme name and question	Would you let the ancient Egyptians pick your brains?	A mile down the Nile or an oar down the soar?	Could you zip around space?	How switched on were the Victorians?	Can you grow like Frieda Kahlo?	How can you change your tune?
Curriculum Team focus	Culture and Community	Innovation and Enterprise	Innovation and Enterprise	Culture and Community	Creativity and Expression	Creativity and Expression
Subjects covered across half term	Science History	Science Geography	DT Science Art Music History	History Art Science Music	Geography Science Art Music	Music Science
Experiences to support knowledge acquisition	Egyptian workshop Museum visit	Trip to local river to study	The National Space Centre	Victorian Day at Beaumanor Hall	Leicester Botanical gardens	
Potential Writing outcomes	Newspaper	Non-chronological report	Narrative Instructions	Biography Diary entry	Recount Journey/Quest	Narrative – fantasy story
Grammar objectives						
Reading Skills (not objectives)	Visualisation Understanding noun phrases	Summarising Raising Questions	Predicting Linking sentences Understanding conjunctions	Connecting Pronoun tracking	Inference Vocabulary	Gist Determiners
Texts to be used	Ancient Egypt: Gods, Pharaohs and Cats!	The Dam by David Almond	Cosmic	Street child Tom's midnight Garden	Jemmy Button by Jennifer Uman	The Song from Somewhere Else by AF Harold.
Retrieval opportunities from previous years learning	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] □ significant historical events, people and places in their own locality.	Use basic geographical vocabulary to refer to: i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows changes. Lines and Marks: Make marks and lines with a wide range of drawing implements e.g., charcoal, pencil, crayon, chalk pastels, pens etc. Place events, people and objects into chronological order using a timeline.	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. Create printing blocks using a relief or impressed method. Develop skills in stitching, cutting and joining.	To know the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers To know 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 To know the way in which water is transported within plants To know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal Sing with awareness of pulse and control of rhythm	To know different ways of recording compositions To know by name a selection of percussion instruments from their sound in a recording or play

			Sing with awareness of pulse and control of rhythm			
<p>Maths Objectives</p>	<p>Place value</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. 	<p>Addition and subtraction</p> <ul style="list-style-type: none"> • add and whole numbers with more than 4 digits, including using formal written methods (columnar addition) • subtract whole numbers with more than 4 digits, including using formal written methods (columnar 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. 	<p>Multiplication and division</p> <ul style="list-style-type: none"> • Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers • know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • establish whether a number up to 100 is prime and recall prime numbers up to 19 • multiply numbers up to 4 digits by a one digit number • multiply numbers up to 4 digits by a two-digit number using a formal written method • 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 1,000 • recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) • 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 • solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates 	<p>Fractions</p> <ul style="list-style-type: none"> • count up and down in hundredths • recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten • compare numbers with the same number of decimal places up to two decimal places • round decimals with one decimal place to the nearest whole number • recognise and show, using diagrams and manipulatives, families of common equivalent fractions • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to 1/4; 1/2; 3/4 • add and subtract fractions with the same denominator • 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 • 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 • solve simple measure and money problems involving fractions and decimals to two decimal places. 	<p>Measurement</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. 	<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 using a protractor • measure angles in degrees (°) • identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and 1/2 a turn (total 180°), other multiples of 90° • use the properties of rectangles to deduce related facts and find missing lengths and angles • distinguish between regular and irregular 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</p> <p>solve comparison, sum and difference problems using information presented in a line graph</p> <p>complete, read and interpret information in tables, including timetables.</p>

<p>Art Objectives</p>			<p>To create different effects and textures with paint according to what they need for the task.</p> <p>To present recorded visual images using software eg photostory, PowerPoint.</p>	<p>William Morris To know the impressed method of printing.</p> <p>To print using a range of natural and man-made objects creating a repeated pattern.</p> <p>To stitch materials together and use a range of techniques to create textile pieces.</p> <p>To use different grades of threads and needles.</p> <p>To add collage to a painted, printed or drawn background.</p>	<p>To know who Freida Kahlo was and understand why her work was so personal.</p> <p>To experiment with African Batik techniques.</p> <p>To use pattern and texture in drawing.</p>	<p>To know what perspective and composition are.</p>
<p>Music Objectives</p>			<p>To recognise rhythmic patterns.</p> <p>To perform a repeated pattern to a steady pulse.</p> <p>To identify rhythmic and melodic patterns.</p> <p>To identify repeated patterns used in a variety of music (ostinato).</p>	<p>To create sequences of movements in response to sounds.</p> <p>To recognise the use of structure and expressive elements through dance.</p> <p>To identify phrases that could be used as an introduction, interlude and ending.</p> <p>To know how to compare music of different styles.</p>	<p>To sing with confidence using a wider vocal range.</p> <p>To sing with awareness of pulse and control of rhythm.</p> <p>To sing expressively and with control of the expressive elements. E.g., timbre, tempo and dynamics.</p> <p>To sing songs and create different vocal effects.</p> <p>To know mouth shapes can affect vocal sounds.</p>	<p>To sing expressively and with control of expressive elements.</p> <p>To sing songs and create different vocal effects.</p> <p>To know mouth shapes can affect vocal sounds.</p> <p>To name a common instrument from its sound in recordings.</p> <p>To know texture is how the tempo, melodic and harmonic materials are combined in a composition.</p> <p>To use ICT to change and manipulate sound.</p> <p>To create textures by combining sounds in different ways.</p> <p>To name successes and failures in a performance.</p>
<p>Geography Objectives</p>	<p>To create a large scale map which shows both human and physical geography of a region outside of the UK</p>	<p>To know the main features of a river (banks, bed, floodplain, erode, meander, source)</p> <p>To know the water cycle (evaporation, condensation, transpiration, precipitation)</p>		<p>To know the impact of population and human Geography on the environment.</p>	<p>To know the different climate zones (polar, temperate, tropical, dry and continental)</p> <p>To use maps, atlases, globes and digital mapping to locate countries, continents, oceans and capital cities including</p>	

		<p>To collect rainfall, observe rates of evaporation to explain the process of the water cycle</p> <p>To record geographical data using tables and graphs to present it.</p>			<p>using an index to find a specific location.</p> <p>To use simple symbols, a key and four figure grids to read maps.</p>	
History Objectives	<p>To know the 2 significant pharaohs- Cleopatra and Tutankhamun</p> <p>To know the social structure within Ancient Egypt and the roles within this</p> <p>To know why the Nile was important for farming, trade, industry and the creation of settlements</p> <p>To know the Egyptians created an early writing system (hieroglyphics) and early paper (papyrus)</p> <p>To know how King Tutankhamun's tomb was discovered by Howard Carter</p>		<p>Recognise the past is represented in different ways, and give reasons for this</p> <p>Ask and answer questions. Select and record relevant information</p> <p>Communicate their knowledge in a variety of ways, verbal/written.</p> <p>Describe and make links between events and changes over time.</p> <p>Place events people and changes into correct periods of time explaining what the impact of this was on the world we live in today.</p> <p>Use dates and vocabulary relating to the passing of time (needs specifying).</p>	<p>Recognise that the past is represented in different ways and give reasons for this.</p> <p>Describe and make links between events and changes over periods.</p> <p>Victorians – a study of an aspect beyond 1066 (Victoria and the British railway).</p> <p>To know that the Victorian period began in 1837 and ended in 1901.</p> <p>To know Queen Victoria oversaw a great cultural expansion including the building of the railways.</p> <p>To know what life was like for society in Victorian Britain.</p> <p>To know what happened during the industrial revolution.</p> <p>To know how canals, barges, and trains were used to support trade during the industrial revolution.</p>		<p>Recognise the past is represented in different ways, and give reasons for this.</p> <p>Ask and answer questions. Select and record relevant information.</p> <p>Communicate their knowledge in a variety of ways, verbal/written.</p> <p>Describe and make links between events and changes over time.</p> <p>Place events people and changes into correct periods of time explaining what the impact of this was on the world we live in today.</p> <p>Use dates and vocabulary relating to the passing of time (needs specifying).</p>
Science Objectives	<p>To know unsupported objects, fall towards the earth because of the force of gravity acting between the earth and the falling object</p> <p>To know the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>To know some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	<p>Independently plan a scientific enquiry to find an answer</p> <p>To know everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p>	<p>To know the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>To know the movement of the Moon relative to the Earth</p> <p>To know the Sun, Earth and Moon as approximately spherical bodies.</p> <p>To know the Earth rotates to create day and night and the apparent movement of the sun across the sky.</p>	<p>To know the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>To know the changes as humans develop to old age.</p> <p>Ask and answer questions. Select and record relevant information.</p> <p>Communicate their knowledge in a variety of ways – verbal/written.</p>	<p>Report and present findings in written and oral forms such as presentations. Make accurate observations throughout a change over time systematically recording what you see.</p> <p>To know the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>To know the requirements of plants for life and growth (air, light, water, nutrients from soil,</p>	<p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sound travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and strength of the vibrations that produced it.</p>

	<p>To make a prediction of the outcome of a test where a different variable could be changed</p> <p>Accurately measure using a range of scientific equipment (Newton meters, measuring cylinders, thermometers etc)</p>	<p>To know that dissolving, mixing and changes of state are reversible changes.</p> <p>To know that some changes result in the formation of new materials and that this kind of change is not usually reversible, including metals, wood and plastic.</p>			<p>and room to grow) and how they vary from plant to plan.</p> <p>To know the way in which water is transported within plants.</p> <p>To know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>To know that classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>To know environments can change and that this can sometimes pose dangers to living things.</p> <p>To know life process of reproduction in some plants and animals</p>	<p>Recognise that sounds get fainter as the distance from the sound source increases.</p>
<p>RE Objectives</p>						
<p>PE Objectives</p>	<p>Hockey</p> <p>Change direction when dribbling with feet with some control when tracking a ball</p> <p>To pass the ball accurately to help to maintain possession</p>	<p>Football</p> <p>Link dribbling the ball with other actions with increasing control.</p> <p>Change direction when dribbling with feet with some control when tracking a ball</p> <p>Kick and dribble ball with feet Recieve a ball using different parts of the foot under pressure</p> <p>Strike a ball using varying techniques with increasing accuracy within the game being played.</p> <p>Change direction to lose an opponent with some success within the game being played</p> <p>To focus on changing direction and speed to lose a defender</p> <p>To learn simple tactics and rules of the game being played and to maintain possession of the ball while in attack.</p>	<p>Dance/Yoga</p> <p>To create a dance using random structure and perform the actions showing quality and control</p> <p>To change choreograph phrases individually and with others considering dynamics to change the appearance of the performance.</p> <p>As a group to create poses To work with a partner to copy and repeat actions keeping in time with music</p> <p>Use counts accurately when choreographing to perform in time with others a dance in the style of rock 'n' roll.</p>	<p>Gymnastics</p> <p>Show increasing control and balance when moving from one balance to another.</p> <p>Use strength to improve the quality of an action and the range of actions available.</p> <p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</p> <p>Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p>	<p>Cricket</p> <p>To pass the ball accurately to help to maintain possession To develop defending skills to gain procession</p> <p>To learn game rules and to play the game being focussed on.</p>	<p>Athletics</p> <p>To develop an awareness of what your own body is capable off and how they can improve their running.</p> <p>To develop speed and stamina with running and jumping</p> <p>Perform a range of more complex jumps showing some technique.</p> <p>To develop co-ordination through skipping using a rope Demonstrate good balance, control and flexibility when performing fundamental skills. To apply fundamental skills to a variety of competitions</p>

<p>DT Objectives</p>	<p>To plan a sequence of actions to make a product</p> <p>To select appropriate materials, tools and techniques</p> <p>To construct regular free standing 3D frames</p> <p>To know how to strengthen, stiffen and reinforce more complex structures.</p> <p>To look at some mechanical products to see how they function and meet the users needs</p>		<p>To use stitches and fabric to enhance design.</p> <p>To use different but appropriate ways to join materials e.g., glue, pins, press studs, Velcro, various stitches, buttons etc.</p> <p>To explore fastenings and recreate some e.g., sew on buttons and make loops.</p> <p>To use appropriate decoration techniques e.g., applique (glue or simple stitches).</p>			<p>To know ways in which harder materials such as wood are joined (nails, glue, screws).</p> <p>To use a greater variety of finishing techniques eg) woodstains, varnish</p> <p>To measure and mark out accurately</p>
<p>RSHE Objectives</p>	<p>I can face new challenges positively and to know that certain steps need to be taken in order to achieve new challenges. To set classroom rules</p> <p>To set personal realistic and goals which can be achieved within a sensible time frame.</p> <p>To know my rights and responsibilities as a citizen of my country</p> <p>To know my rights and responsibilities as a citizen of my country and as a member of my school</p> <p>To make choices about my own behaviour because I understand how rewards and consequences feel. Along with developing strategies as how to control certain behaviour and emotions.</p> <p>To know how democracy and having a voice benefits the school community and know how to participate in this linking to British values.</p> <p>To know how an individual's behaviour can impact on a group and to develop ideas as to how to manage that situation.</p>	<p>To know that cultural differences sometimes cause conflict</p> <p>To know what racism is and how it can be hurtful within their environment (including school) and globally using sports stars such as John Barnes and Kick it out</p> <p>To know how rumour-spreading and name-calling can be bullying behaviours. To discuss different types of 'rumour spreading' such as the internet.</p> <p>To know the difference between direct and indirect types of bullying and to have strategies as how to handle both types.</p> <p>To compare my life with people in the developing world</p> <p>To know a different culture from my own and to reflect on the differences.</p>	<p>To know that I will need money to help me achieve some of my dreams</p> <p>To know about a range of jobs carried out by people I know and have explored how much people earn in different jobs. Do I know any one who has gone to University and do I aspire to go.</p> <p>To be able to identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</p> <p>To know the dreams and goals of young people in a culture different to mine. Reference back to last terms focus on differences between different cultures.</p> <p>To know that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</p> <p>To encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</p>	<p>To know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>To know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. Health for Kids-School nurse to come in and visit.</p> <p>To know how the media, social media and celebrity culture promotes certain body types</p> <p>To know the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>To know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p>	<p>To know an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>To know that belonging to an online community can have positive and negative consequences</p> <p>To know there are rights and responsibilities in an online community or social network</p> <p>To know there are rights and responsibilities when playing a game online</p> <p>To know when I am spending too much time using devices (screen time)</p> <p>To explain how to stay safe when using technology to communicate with my friends</p>	<p>I am aware of my own self-image and how my body image fits into that.</p> <p>To know how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>To know how boys' and girls' bodies change during puberty.</p> <p>To know that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>To know that sometimes people need IVF to help them have a baby.</p> <p>To know what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</p>
<p>MFL Objectives</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>Computing Objectives</p>	<ul style="list-style-type: none"> • To know the <ul style="list-style-type: none"> • advantages, disadvantages, • permissions, and purposes of 	<ul style="list-style-type: none"> • To know what simulations are. • To know the different parts that make up a computer. • To recall the different parts that make up a computer. 	<ul style="list-style-type: none"> • To use a sketch or storyboard to represent a program design and algorithm. • To use the design to create a program. 	<ul style="list-style-type: none"> • To know the If/else statement and use it in a program. • To create a variable. (Time, frequency, visibility) 	<ul style="list-style-type: none"> • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. 	<ul style="list-style-type: none"> • Using the formula wizard in the advanced mode to add formulae and explore formatting cells

	<ul style="list-style-type: none"> altering an image digitally and the reasons for this. To know appropriate and inappropriate text, photographs and videos and the impact of sharing these online To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. To know about how to reference sources in their work. 			<ul style="list-style-type: none"> To explore a flowchart design for a program with an if/else statement To create a program which responds to the If/else command, using the value of the variable. To create a program with a character that repeats actions To program a character to respond to user keyboard input. To know how to make timers and counting machines using variables to print a new number to the screen every second. To explore how 2Code can be used to investigate control by creating a simulation. To know what decomposition and abstraction are in computer science. To take a real-life situation, decompose it and think about the level of abstraction. To design a decomposed feature of a real-life situation. 	<ul style="list-style-type: none"> To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with other parts of their lives. To locate information on the search results page. (Google) To use search effectively to find out information. 	<ul style="list-style-type: none"> To use the timer and spin button for their intended purpose To create a spreadsheet for budgeting a cost To know how Place Value can be altered within a spreadsheet
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Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school Global Theme	Culture, community and development (identity and association)	Conflict and resolution (relationships and mediation)	Awe and wonder (Intrigue and curiosity)	Integrity, honesty and difference (Appreciation)	Analyse and Evaluate (Exploration, trust and safety)	Changing (Transition)
Theme name and question	Where are the volcanoes hiding?	How do you outsmart a robot?	Team Viking?	Team Anglo?	Capital, county or city?	Change digest
Curriculum Team focus	Innovation and Enterprise	Innovation and Enterprise	Culture and Community	Culture and Community	Culture and Community	Innovation and Enterprise
Subjects covered across half term	Science Art Geography History	Science Art DT	History Art	History Art	Geography Art	Science DT
Experiences to support knowledge acquisition	Trip to Bradgate Park Volcanoes Workshop https://www.planmyschooltrip.co.uk/7447/volcanoes-VR-Workshop.php		Viking museum in York? Viking visitor?			Healthy Workshop - https://www.planmyschooltrip.co.uk/501/healthy-workshops.php
Potential Writing outcomes	Information Text Recount Poem Explanation Text Writing in Role	Descriptive writing Information text Poetry Narrative - story sequel Writing in role - letters	Narrative – mythical tale Explanation text	Discussion text Diary entry	Descriptive writing Letter	Instruction Text Traditional Tale
Grammar objectives	Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Use fronted adverbials (e.g. Later that day, I heard the bad news.) Using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) to indicate degrees of possibility Use of commas after fronted adverbials	Use of inverted commas and other punctuation to indicate direct speech Apostrophes to mark plural possession Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Create settings, characters and plots for narrative purposes, integrating dialogue to convey character and advance the action Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Use adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) or tense choice (e.g. he had seen her before) to link ideas across paragraphs Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining	Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural	Brackets, dashes or commas to indicate parenthesis Propose changes to grammar and vocabulary to improve consistency, enhance effects and clarify meaning Evaluate their own and others' writing and suggest improvements	Use of commas to clarify meaning or avoid ambiguity Create settings, characters and plots for narrative purposes, integrating dialogue to convey character and advance the action
Reading Skills (not objectives)	Visualisation Understanding noun phrases Prediction	Questioning Understanding determiners Connecting	Vocabulary Conjunctions	Theme Pronoun tracking Inference	Gist	Repeat necessary skills
Texts to be used	The Pebble in my Pocket by Meredith Hooper	The Wild Robot by Peter Brown	Arthur and the Golden Rope by Joe Todd Stanton	Beowulf by Michael Morpurgo	Town is by the sea	Runaway Robot by Frank Cottrell Boyce
Retrieval opportunities from previous years learning	To study a small area of the UK (Bradgate Park) and identify the similarities and differences with a small area in a non-	Coding knowledge	Invaders such as the Romans Significant groups such as Egyptians and their time periods.	the lives of significant individuals in the past who have contributed to national and international	Use maps, atlases, globes and digital mapping to locate countries the UK, continents and Oceans.	To know animals, including humans, need the right types and amount of nutrition, and that they cannot make their

	<p>European country (Chichen Itza); Location, climate, Terrain, Vegetation, Human features</p> <p>To know what causes an Earthquake and use the words: core, mantle, crust. Plate, boundary and fault</p> <p>To know a variety of everyday materials on the basis of their simple physical properties.</p> <p>To know simple physical properties of a variety of everyday materials</p>			<p>achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] □ significant historical events, people and places in their own locality.</p>	<p>To draw a simple map of a local area with a basic key for which symbols are determined by land layout.</p>	<p>own food; they get nutrition from what they eat</p> <p>To use simple tools e.g. scales, whisks</p> <p>To apply the rules for basic food hygiene and other safe practices e.g.) hazards relating to the events of ovens</p> <p>To select and prepare foods for a particular purpose</p> <p>To know where food comes from (over ground, underground, country, animals).</p> <p>To know how to safely use a knife to chop an ingredient.</p>
<p>Maths Objectives</p>	<p>Place Value</p> <ul style="list-style-type: none"> count backwards through zero to include negative numbers count in multiples of 6, 7, 9, 25 and 1 000 find 1 000 more or less than a given number order and compare numbers beyond 1 000 compare numbers with the same number of decimal places up to two decimal places identify, represent and estimate numbers using different representations 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. recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) round any number to the nearest 10, 100 or 1 000 problem solve using increasingly large positive numbers problem solve using negative numbers 	<p>Addition and subtractions</p> <p>add numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate estimate and use inverse operations to check answers to a calculation</p> <p>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p>	<p>Multiplication and division</p> <ul style="list-style-type: none"> 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: 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 estimate and use inverse operations to check answers to a calculation solve problems, including using the distributive law to multiply two digit numbers by one digit, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects e.g. $41 \times 3 = 40 \times 3 + 3$ - using known facts to help solve harder problems 	<p>Fractions</p> <p>compare and order fractions whose denominators are all multiples of the same number</p> <ul style="list-style-type: none"> 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 for example, $2/5 + 4/5 = 6/5 = 1 1/5$ add and subtract fractions with the same denominator and denominators that are multiples of the same number read and write decimal numbers as fractions [for example, $0.71 = 71/100$] 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 	<p>Measurement</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</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</p> <p>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>solve comparison, sum and difference problems using information presented in bar</p>

				<ul style="list-style-type: none"> solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5 and those fractions with a denominator of a multiple of 10 or 25. 		charts, pictograms, tables and other graphs.
Art Objectives	<p>To know why Joseph Mallord William Turner was such a successful landscape artist.</p> <p>To experiment with ways in which surface detail can be added to drawings.</p> <p>To experiment with different grades of pencil and other implements that create lines and marks.</p> <p>To use a variety of brushstrokes (dabbing, smudging, vertical strokes, semi-circular strokes) to create texture and depth</p> <p>To explore tones to create a light and dark effect.</p>	<p>To use a graphics package to experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.</p> <p>To know tone is brightness, deepness, or hue of a tint or shade of a colour and apply in a drawing.</p>		To develop style using tonal contrast and mixed media	<p>To work on a range of scales eg thin brush on small picture etc.</p> <p>To experiment with different effects and textures including blocking in colour, washes thickened paint creating textured effects.</p> <p>Detailed seascape of city (small).</p> <p>Large block painting city.</p>	
Music Objectives	<p>To know how to compare music of different styles. (rap, folk music, jazz)</p>	<p>To alter the pitch for effect</p> <p>To alter the dynamic for effect</p> <p>To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together</p>	<p>To select own instruments for the purpose of telling a story</p> <p>To choose instruments to play back a short piece of music</p>	<p>To create descriptive music in pairs or small groups</p> <p>To improvise basic tunes based on the pentatonic scale (five notes per octave)</p>	<p>To recognise simple structures (phrases)</p> <p>To know how to identify 4 and 8 bar phrases in group and individual compositions.</p>	
Geography Objectives	<p>To name different parts of a volcano (magma chamber, conduits, vents, craters, sill, ash, cloud and throat).</p> <p>To name and locate mountains in the U.K. and beyond (Ben Nevis, Scarfell Pike, Snowden, Everest, K2, Kilimanjaro).</p> <p>To use maps to determine where natural disasters can occur</p> <p>To know what causes an Earthquake and use the words: core, mantle, crust. Plate, boundary and fault</p>	<p>To know about renewable forms of energy (hydro/ wind/ solar).</p>			<p>To name and locate the counties and cities of England (Leicester / Loughborough - Leicestershire; Lincoln – Lincolnshire)</p> <p>To name and locate European countries and their capital cities - Italy / Rome; France / Paris; Poland / Warsaw; Germany / Berlin; Norway / Oslo; Greece / Athens; Russia / Moscow).</p> <p>To use four-figure grid references to read maps.</p> <p>To record geographical data using tables and graphs to present it.</p> <p>To create a large scale map which shows both human and physical geography of a region outside of the UK</p>	

					<p>To study a small area of the UK (Bradgate Park) and identify the similarities and differences with a small area in a non-European country (Chichen Itza); Location, climate, Terrain, Vegetation, Human features</p> <p>To know how the uses of the River Soar has changed over time.</p> <p>To know the 7 oceans of the world.</p>	
History Objectives	Place events, people and changes into correct periods of time explaining what the impact of this was on the world we live in today.		<p>To know Ivar the Boneless was the son of the legendary Viking king Ragnar Lothbrok, in these stories raiding alongside his father and brothers and becoming the ruler of York in England in the 9th century CE.</p> <p>To know that typical Viking men wore trousers, shirt and an over tunic and women wore a long chemise. They layered their clothes as a strategy to protect against cold. Most Viking clothing was made from linen made from flax, or wool.</p> <p>To know that Vikings used Long Boats to travel the world</p> <p>To know how the Vikings travelled from their homeland to (Scandinavia) to other lands (pillaging from monasteries and farmlands)</p> <p>To know what happened during the raid of Lindisfarne</p> <p>To know that Vikings were religious and worshipped many gods</p>	<p>To know the first Anglo-Saxons were different tribes who arrived as raiders from the Netherlands, Germany and Denmark</p> <p>To know Athelstan is the first ruler who can truly be regarded as "King of all of England" and he was victorious at the battle of Brunanburh- one of the bloodiest battles in English history</p> <p>To know the Anglo-Saxons were great craftsmen, metalworkers (iron tools, knives and swords) woodworkers (wooden bowls, furniture, carts and wheels) potters (pottery from clay) and jewellers (brooches, beads, and ornaments from gold, gemstones and glass)</p> <p>To know that Anglo Saxon's most common buildings, both domestic, agricultural and industrial purposes, were constructed with wattle and daub and thatched roofs</p> <p>Ask and answer questions/select relevant information</p> <p>Communicate knowledge in a variety of different ways- verbal/written</p> <p>Describe and make links between events and changes over periods</p> <p>Recognise that the past is represented in different ways and give reasons</p>		
Science Objectives	To know that solids, liquids and gasses might be separated, including through filtering, sieving and evaporating.	<p>To know common appliances that run on electricity.</p> <p>To know a simple series electrical circuit, naming its</p>				Describe the simple functions of the basic parts of the digestive system in humans.

		<p>basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>To know 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.</p> <p>To know that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>To know some common conductors and insulators, and associate metals with being good conductors.</p>				<p>Identify the different types of teeth in humans and the simple functions.</p> <p>Construct and interpret a variety of food chains, identifying</p>
RE Objectives	<p>To describe how Hindus show their faith within their families in Britain today and their communities in Britain and parts of India (home-puja, arti and bhajans at the mandir; in festivals such as Diwali)</p> <p>To be able to identify some Hindu deities and say how they help Hindus describe God.</p> <p>To be able to make links between some stories (Svetaketu, Ganesh, Diwali) and what Hindus believe about God. Explain how Hindus live due to their beliefs about God (worshipping at a home shrine, diet) along with being able to discuss in which ways Hindus worship.</p>	<p>To be able to identify Jewish beliefs about God, along with give examples of some texts that say what God is like and explain how Jewish people interpret them.</p> <p>To make clear links between Jewish beliefs and the Torah, Jewish commandments and how Jews live (Kosher laws).</p> <p>To give examples to show how Jewish people put their beliefs into practice in different ways - Orthodox and Progressive Jewish practice.</p> <p>To be able to explain what Jews think God is like using references of the Torah.</p>	<p>To describe how Hindus show their faith within their families in Britain today and their communities in Britain and parts of India (home-puja, arti and bhajans at the mandir; in festivals such as Diwali)</p> <p>To be able to identify terms dharma, Santatan Dharma and Hinduism and say what they mean.</p> <p>To make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma).</p>	<p>To make links between the story of Pentacost and Christian beliefs about the 'Kingdom of God' on Earth and to be able to give examples of what Pentecost means to some Christians now.</p>	<p>To be able to identify Jewish belief about love, commitment and promises within their religious traditions and to be able to explain the importance of ceremonies of commitment for Jews AND also non-religious people.</p> <p>To be able to describe what happens in a bar/bat mitzvah and understand the tradition behind this celebration. How does this ceremony link ideas of love, commitment and promises in religious life.</p> <p>To be able to give examples of other religions ways of celebrating commitment (Christian baptism).</p>	<p>To be able to define terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs.</p> <p>To be able to explain what non-religious people believe about God and why some people do not believe in God.</p>
PE Objectives	<p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems.</p>	<p>Confidently and consistently retrieve an object from the floor with the same breath.</p> <p>Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</p> <p>Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.</p>	<p>To begin to throw and catch while on the move.</p> <p>To learn how to move towards goal or away from a defender.</p> <p>To develop accuracy when shooting.</p> <p>To be able to apply individual and team defending skills</p>	<p>Link dribbling the ball with other actions with increasing control.</p> <p>Change direction when dribbling with feet with some control when tracking a ball</p> <p>Kick and dribble ball with feet</p> <p>Receive a ball using different parts of the foot under pressure</p> <p>Strike a ball using varying techniques with increasing accuracy within the game being played.</p>	<p>To develop balancing and understand the importance of this skill.</p> <p>To understand how to change speed and be able to demonstrate good technique when running at different speeds.</p> <p>To demonstrate a change of speed and direction to outwit others.</p>	<p>To play different roles in a game and begin to think tactically about each role.</p> <p>To develop the bowling action and learn the rules of bowling.</p> <p>To run around the outside of the bases and make decisions about when to stop and when to run.</p>

	<p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p> <p>Confidently and consistently retrieve an object from the floor with the same breath.</p> <p>Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</p> <p>Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.</p> <p>Combine gliding and floating on front and back over an increased distance.</p> <p>Float on front and back using different shapes with increased control.</p> <p>Comfortably demonstrate sculling head first, feet first and treading water.</p>	<p>Combine gliding and floating on front and back over an increased distance.</p> <p>Float on front and back using different shapes with increased control.</p> <p>Comfortably demonstrate sculling head first, feet first and treading water.</p> <p>Copy and create actions in response to an idea and be able to adapt this using changes of space.</p> <p>To choose actions which relate to the theme</p> <p>Use action and reaction to represent an idea with a partner of small group</p> <p>To remember, repeat and create actions to express changes in character or narrative.</p> <p>To use choreographing ideas to change how actions are performed</p>	<p>To use a change of direction and speed to lose a defender and move into space</p> <p>To maintain possession when in attack.</p>	<p>Change direction to lose an opponent with some success within the game being played</p> <p>To learn simple tactics and rules of the game being played and to maintain possession of the ball while in attack.</p>	<p>To develop technique and control when jumping, hopping and landing.</p> <p>To develop skipping in a rope.</p> <p>To apply fundamental skills to a variety of challenges.</p>	<p>To field a ball using a two handed pick up and a short barrier.</p> <p>To develop batting technique and an understanding of where to hit the ball.</p> <p>To apply skills and rules learnt to play rounders.</p>
<p>DT Objectives</p>		<p>To use construction kits for problem solving and to investigate simple mechanisms.</p> <p>To use control programs and equipment e.g.) roamer and first logo.</p> <p>To use a computer to operate and devise simple program to control own models.</p> <p>To use a cam to make an up and down mechanism.</p> <p>To know how to join materials and create designs using looming and weaving.</p> <p>To know how to reverse a motor.</p> <p>To know how to switch motors on/off.</p>				<p>To include simple variables to suit a purpose.</p> <p>To weigh and measure accurately, time, ingredients, liquids.</p> <p>To make healthy eating choices from understanding of a balanced diet.</p> <p>To understand seasonally and know where a variety of ingredients are grown, reared, caught and processed.</p> <p>To cut and shape ingredients using appropriate tools and equipment for grating.</p>

<p>RSHE Objectives</p>	<p>To set personal realistic and goals which can be achieved within a sensible time frame.</p> <p>To know my rights and responsibilities as a citizen of my country</p> <p>To know my rights and responsibilities as a citizen of my country and as a member of my school</p> <p>To know how democracy and having a voice benefits the school community and know how to participate in this linking to British values.</p> <p>To know how an individual's behaviour can impact on a group and to develop ideas as to how to manage that situation.</p>	<p>To know that cultural differences sometimes cause conflict</p> <p>To know what racism is and how it can be hurtful within their environment (including school) and globally using sports stars such as John Barnes and Kick it out</p> <p>To know how rumour-spreading and name-calling can be bullying behaviours. To discuss different types of 'rumour spreading' such as the internet.</p> <p>To know the difference between direct and indirect types of bullying and to have strategies as how to handle both types.</p> <p>To compare my life with people in the developing world</p> <p>To know a different culture from my own and to reflect on the differences.</p>	<p>To know that I will need money to help me achieve some of my dreams</p> <p>To know about a range of jobs carried out by people I know and have explored how much people earn in different jobs. Do I know anyone who has gone to university and do I aspire to go?</p> <p>To be able to identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</p> <p>To know the dreams and goals of young people in a culture different to mine. Reference back to last terms focus on differences between different cultures.</p> <p>To know that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</p> <p>To encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</p>	<p>To know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p>To know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. Health for Kids-School nurse to come in and visit.</p> <p>To know how the media, social media and celebrity culture promotes certain body types</p> <p>To know the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>To know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p>	<p>To know an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>To know that belonging to an online community can have positive and negative consequences</p> <p>To know there are rights and responsibilities in an online community or social network</p> <p>To know there are rights and responsibilities when playing a game online</p> <p>To know when I am spending too much time using devices (screen time)</p> <p>To explain how to stay safe when using technology to communicate with my friends</p>	<p>I am aware of my own self-image and how my body image fits into that</p> <p>To know how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>To know how boys' and girls' bodies change during puberty</p> <p>To know that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>To know that sometimes people need IVF to help them have a baby</p> <p>To know what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p>
<p>MFL Objectives</p>	<p>Listen, read and show understanding of more complex familiar phrases and sentences</p> <p>Read aloud familiar sentences with increasingly accurate pronunciation and intonation</p> <p>Follow a longer text, e.g. a rhyme or story</p> <p>Familiarity with and use of 1st, 2nd and 3rd person singular (je, tu, il/elle) and 3rd person plural (ils/elles) of a number of regular (jouer, tourner, aimer, traverser, s'appeller) and high frequency irregular verbs (être, avoir, aller). For example: je</p>	<p>Listen, read and show understanding of more complex familiar phrases and sentences</p> <p>Read aloud familiar sentences with increasingly accurate pronunciation and intonation</p> <p>Ask and answer more complex familiar questions, e.g. Qu'est-ce qu'il y a dans ton sac?, Tu joues du saxophone ou de la batterie?</p> <p>Write and say longer complex sentences including subordinate clauses to describe people, places, things</p>	<p>Listen, read and show understanding of more complex familiar phrases and sentences</p> <p>Read aloud familiar sentences with increasingly accurate pronunciation and intonation</p> <p>Follow a longer text, e.g. a rhyme or story</p> <p>Instructions to vous, e.g. Regardez! Venez ici!</p> <p>Familiarity with and use of 1st, 2nd and 3rd person singular (je, tu, il/elle) and 3rd person plural (ils/elles) of a number of regular (jouer, tourner, aimer,</p>	<p>Listen, read and show understanding of more complex familiar phrases and sentences</p> <p>Read aloud familiar sentences with increasingly accurate pronunciation and intonation</p> <p>Formation of 3rd person singular and plural of regular -er verbs, i.e. remove -er and add -e for singular and -ent for plural</p> <p>Familiarity with and use of 1st, 2nd and 3rd person singular (je, tu, il/elle) and 3rd person plural (ils/elles) of a number of regular (jouer, tourner, aimer, traverser, s'appeller) and high frequency irregular verbs (être, avoir, aller). For example: je tourne à droite,</p>	<p>Listen, read and show understanding of more complex familiar phrases and sentences</p> <p>Read aloud familiar sentences with increasingly accurate pronunciation and intonation</p> <p>Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model</p> <p>Follow a longer text, e.g. a rhyme or story</p>	<p>Listen, read and show understanding of more complex familiar phrases and sentences</p> <p>Read aloud familiar sentences with increasingly accurate pronunciation and intonation</p> <p>Follow a longer text, e.g. a rhyme or story</p> <p>Position of adjectives in a sentence (including grand/petit before the noun). For example: une petite planète bleue; les grands nuages blancs</p>

	<p>tourne à droite, tu aimes, il traverse la rue, elle s'appelle, ils parlent, elles nagent, je vais, elles vont</p> <p>Conjunctions et, mais and quand</p>	<p>and actions by adapting a model</p> <p>Giving positive and negative reasoned opinions, e.g. J'aime ça parce que c'est... Je n'aime pas ça parce que ce n'est pas...</p> <p>Rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the number: La Lune est petite; Le Soleil est grand; les planètes chaudes; les couleurs sombres</p>	<p>traverser, s'appeller) and high frequency irregular verbs (être, avoir, aller). For example: je tourne à droite, tu aimes, il traverse la rue, elle s'appelle, ils parlent, elles nagent, je vais, elles vont</p>	<p>tu aimes, il traverse la rue, elle s'appelle, ils parlent, elles nagent, je vais, elles vont</p>	<p>Position of adjectives in a sentence (including grand/petit before the noun). For example: une petite planète bleue; les grands nuages blancs</p>	<p>Rules of agreement of adjectives with masculine and feminine nouns in singular. For example: un manteau bleu but une écharpe bleue; un éléphant grand but une tortue grande</p>
<p>Computing Objectives</p>	<p>To know how to protect themselves from online identity theft.</p> <p>To know that information put online leaves a digital footprint or trail and that this can aid identity theft.</p> <p>To know the meaning of the term 'phishing' and are aware of the existence of scam websites</p> <p>To know the risks and benefits of installing software including apps.</p> <p>To know the importance of balancing game and screen time with other parts of their lives</p> <p>To know that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism</p>	<p>To use a spreadsheet for conversions of measurements.</p> <p>To know how to use the count tool.</p> <p>To know different formulae including the advanced mode</p> <p>To use text variables to perform calculations.</p> <p>To use a spreadsheet to plan an event.</p>	<p>To know how to search for information on a database.</p> <p>To contribute to a class database.</p> <p>To create a database around a chosen topic.</p>	<p>To read code so that it can be adapted, personalised and improved.</p> <p>To create a playable, competitive game.</p> <p>To review the use of number variables in 2Code.</p> <p>To combine the use of variables, If/else statements and Repeats to achieve the desired effect in code.</p>	<p>To understand the need for visual representation when generating and discussing complex ideas.</p> <p>To understand the uses of a 'concept map'.</p> <p>To understand and use the correct vocabulary when creating a concept map.</p> <p>To create a concept map.</p> <p>To understand how a concept map can be used to retell stories and information.</p> <p>To create a collaborative concept map and present this to an audience.</p>	<p>To know what a word processing tool is for.</p> <p>To add and edit images to a word document.</p> <p>To know how to use word wrap with images and text.</p> <p>To change the look of text within a document.</p> <p>To add features to a document to enhance its look and usability.</p> <p>To use tables within MS Word to present information.</p> <p>To introduce children to templates.</p> <p>To consider page layout including heading and columns.</p>