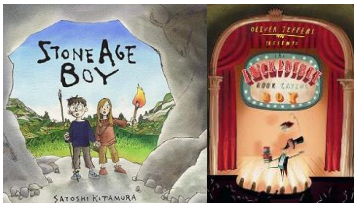
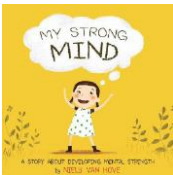
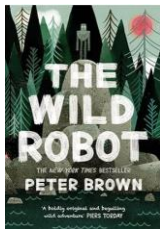
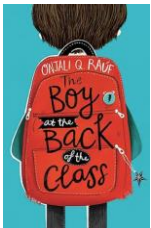
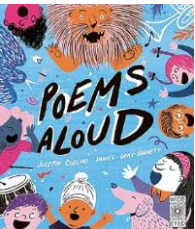


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	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Respect	Perseverance	Love	Forgiveness	Friendship	Thankfulness
English (The Write Stuff)	Narrative – Traditional take with a twist: <i>The True Story of the Three Little Pigs</i> by Jon Scieszka Narrative – <i>Star in the Jar</i> by Sam Hay and Sarah Massini 	Nonfiction – Explanation: <i>How a Robot Dog Works</i> Narrative – Based on animation: <i>Marshmallows</i> by Kylee Poole	Narrative – Comedy: <i>The Incredible Book Eating Boy</i> by Oliver Jeffers Narrative – <i>Stone Age Boy</i> by Satoshi Kitamura 	Non-chronological report – <i>Earthquakes</i> based on <i>Earth Shattering Events</i> by Robin Jacobs Sustainability Narrative - <i>George’s Marvellous Medicine</i> by Roald Dahl (no independent write) 	Non Fiction – Instruction: <i>My Strong Mind</i> by Niels Van Hove Poetry – <i>The Colour Collector</i> by Roger McGough 	Narrative – based on short film: Egyptian Story: <i>Inside the Pyramid: Tadeo Jones</i> directed by Enrique Gato Narrative – Adventure: <i>The Last Bear</i> by Hannah Gold Sustainability 
Phonics	Phonics Decoders Level 5 Weeks 1-6	Phonics Decoders Level 5 Weeks 7-12	Phonics Decoders Level 6 Weeks 1-5	Phonics Decoders Level 6 Weeks 6-9	Phonics Decoders Level 6 Weeks 10-12	
Grammar (Coverage of statutory requirement explicitly taught in The Write Stuff)	- adverbials to express time - conjunctions to express time - inverted commas (speech marks) - clause - subordinating clause - forming nouns using range of prefixes (super-, anti-, auto-) - present perfect verb (He has gone out vs He went out) (draw out in <i>True Story of the 3 Little Pigs</i>)	- adverbials to express time - inverted commas (speech marks) - conjunctions to express time - prepositions to express place - conjunctions to express cause - present perfect verb (He has gone out vs He went out) (draw out in <i>Marshmallows</i>)	- prepositions to express place - adverbials to express time / place - inverted commas (speech marks) - subordinate clause (note: a relative clause is a type of subordinate clause) - clause - forming nouns using range of prefixes (super-, anti-, auto-)	- adverbials to express time - prepositions to express place - conjunctions to express cause - subordinate clause - present perfect verb (He has gone out vs He went out) (draw out in <i>Earthquakes</i>)	subordinate clause (<i>My Strong mind</i> ex: use of ‘if’ to set condition for main clause)	- adverbials to express time - inverted commas (speech marks) - conjunctions to express time - conjunctions to express cause - subordinate clause (draw out in <i>Inside the Pyramid</i>)
Shared Reading texts	<i>The Wild Robot</i> by Peter Brown Genre: Fiction Themes: Nature, survival, belonging, ecosystems, technology Diversity: Inclusive themes of belonging and difference Sustainability: Ecosystems, habitats, human impact Links to school value of respect 	<i>The Girl Who Stole an Elephant</i> by Nizrana Farook Genre: Fiction Themes: Justice, courage, adventure, friendship Diversity: British-Sri Lankan author; Sri Lankan setting Sustainability: Wildlife protection, rainforests, conservation Links to school value of perseverance 	<i>The Boy Who Grew Dragons</i> by Andy Shepherd Genre: Fiction Themes: Friendship, responsibility, humour, imagination Sustainability: Caring for nature, responsibility for living thing Links to school value of love 	<i>The Wild Way Home</i> by Sophie Kirtley Genre: Fiction Themes: Identity, belonging, courage, empathy Diversity: Disability representation Sustainability: Harmony with nature Links to school value of forgiveness 	<i>The Boy at the Back of the Class</i> by Onjali Q. Raúf Genre: Fiction Themes: Refugee experience, empathy, justice, activism Diversity: British-Bangladeshi Muslim author; refugee representation Sustainability: Social sustainability: inclusion, human rights Links to school value of friendship 	<i>Poems Aloud</i> by Joseph Coelho Genre: Poetry Themes: Performance, identity, nature, imagination Diversity: Afro-Caribbean heritage poet; inclusive voices Sustainability: Nature imagery, environmental themes Links to school value of thankfulness  Supported with nonfiction poet biography about Joseph Coelho

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				Supported with nonfiction extracts about Stone Age: • BBC Bitesize – Stone Age Life • DK Find Out – Stone Age Tools • Natural History Museum – Hunter-Gatherers • Historic England – Stone Age Timeline		and one comparison poet, Valerie Bloom.
Maths (White Rose Maths and NCTEM Mastering Number)	Number (Place Value) • Identify, represent and estimate numbers using different representations • Recognise the place value of each digit in a 3-digit number • Count from zero in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • Read and write numbers up to 1,000 in numerals and words • Compare and order numbers up to 1,000 Number (Addition and Subtraction) • Add and subtract 3-digit numbers mentally • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Number (Addition and Subtraction) • Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction • Estimate the answer to a calculation and use inverse operations to check answers Number (Multiplication and Division) • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Number (Multiplication and Division) • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods • Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects Measurement (Length and Perimeter) • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • Measure the perimeter of simple 2-D shapes	Number (Fractions) • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • Compare and order unit fractions, and fractions with the same denominators • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • Recognise and show, using diagrams, equivalent fractions with small denominators Measurement (Mass and Capacity) • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	Number (Fractions) • Add and subtract fractions with the same denominator within one whole • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Measurement (Money) • Add and subtract amounts of money to give change, using both £ and p in practical contexts Measurement (Time) • Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight	Measurement (Time) • Know the number of seconds in a minute and the number of days in each month, year and leap year • Compare durations of events Geometry (Shape) • Recognise angles as a property of shape or a description of a turn • Identify right angles, recognise that two right angles make a half turn, three make three-quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle • Identify right angles, recognise that two right angles make a half turn, three make three-quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle • Measure the perimeter of simple 2-D shapes • Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines Statistics • Interpret and present data using bar charts, pictograms and tables • Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables
Science (Kapow)	Animals: Movement and Nutrition • To explain the role of a skeleton	Forces and Space: Forces and Magnets • To describe the effects of contact forces	Materials: Rock and Soil • To group rocks using their appearance	Energy: Light and Shadows • To explain the role of light sources	Plants: Plant Reproduction • To identify the growth and survival needs of plants	Making Connections: Does Hand Span Affect Grip Strength? • To revise movement and nutrition

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	• To recognise the main bones in the body • To explain how muscles are used for movement • To explain how food is an essential energy source for animals • To identify the main nutrient groups and their simple functions • To explain what makes a balanced diet Working Scientifically • To group animals based on their physical properties • To measure and sort data • To explore scientific advancements • To gather and compare data to answer questions • To record information using secondary sources • To explore how knowledge has progressed over time and how different jobs use this information (Prior learning: Year 2 Life Cycles and Health)	• To recognise the effects and uses of forces • To interpret how and why things move differently on different surfaces • To compare the properties of different types of magnets • To explain the uses of magnets Working Scientifically • To label a diagram using arrows and scientific vocabulary • To write a scientific conclusion identifying cause and effect • To plan an investigation using variables • To display data using a bar chart • To research the uses of magnets (Prior learning: Year 2 Uses of Everyday Materials)	• To group rocks using their physical properties • To describe the process of fossil formation • To identify fossils and group rock accordingly • To compare soils and how they were formed • To describe a soil sample using sedimentation Working Scientifically • To observe the appearance of rocks closely, using a magnifying glass • To make predictions, suggest improvements and explain observations over time • To present research on fossil formation • To use the fossil record to answer questions about the past • To record the drainage rate for different soils in a bar chart • To draw and label a diagram (Prior learning: Year 2 Uses of Everyday Materials)	• To compare light reflecting on different surfaces • To recognise which materials cast a shadow • To summarise how shadows change throughout the day • To investigate how the distance of the light source affects the size of the shadow • To tell a story using a shadow puppet Working Scientifically • To plan and draw a results table • To ask testable questions and plan how to answer them • To evaluate a method • To find patterns in data and form conclusions • To recall how different people work with light and shadows (Prior learning: Year 2 Uses of Everyday Materials)	• To describe the relationship between structure and function in plants • To investigate how water is transported in plants • To explore the role of flowers in the life cycle of a plant • To apply knowledge of plant life and growth • To explore seed dispersal methods Working Scientifically • To pose relevant questions • To design simple results tables • To plan a simple enquiry • To complete, read and interpret data in a bar chart • To identify and suggest changes to an enquiry • To use results to draw conclusions	• To revise rocks and soil • To revise plant reproduction • To revise forces and magnets • To revise the uses of materials • To revise lights and shadows Working Scientifically • To plan a pattern seeing enquiry • To gather and record data • To conclude and evaluate the investigation • To use sets of data to inform design • To report on findings
History (Kapow)	British History: Would You Have Preferred to Live in the Stone Age, Bronze Age or Iron Age? • To recognise the chronology and significance of prehistory • To use archaeological evidence to learn about the prehistoric swellings of Skara Brae • To use archaeological evidence to investigate the Bronze Age • To use deductions to explain how bronze transformed prehistoric life • To understand the importance of trade during the Iron Age To compare settlements in the Neolithic period and Iron Age by exploring continuity and change		British History: Why did the Romans Invade and Settle in Britain? • To investigate life in Ancient Rome by looking at its buildings • To explore the causes of the Roman invasion of Britain • To investigate the different responses to the Roman invasion using a range of sources • To explore how the Roman army was so successful using a range of sources • To investigate the lives of Roman soldiers by examining artefacts found at Vindolanda • To explore the impact of invasion and settlement by examining the legacy of the Roman Empire in Britain			What Was Important to the Ancient Egyptians • To ask questions about sources and ancient civilisations • To explain the importance of the River Nile to ancient Egyptian civilisations • To explore the importance of ancient Egyptian hieroglyphics • To explore the importance of gods and goddesses in Ancient Egypt • To investigate beliefs about the afterlife in Ancient Egypt • To identify continuity and change in pharaoh burials across the Old, Middle and New Kingdoms
Geography (Kapow)		Who Lives in Antarctica? • To understand the position and significance of lines of latitude • To describe the location and physical features of Antarctica • To describe the human features of Antarctica		Why do People Live Near Volcanos? • To name and describe the layers of the Earth • To explain how and where mountains are formed • To explain why volcanos happen and where they occur	Are all Settlements the Same? NOTE: FIELDWORK FOR LESSON 3. COMPLETE RISK ASSESSMENT • To describe different types of settlements • To identify the human and physical features in the local area	

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		• To use four-figure grid references to plot Shackleton's route to Antarctica • To plan a simple route on a map using compass points • To follow instructions involving compass points and map a simple route Sustainability • To explore single-use plastic usage by applying the waste reduction hierarchy (reduce)		• To recognise the positive and negative effects of living near a volcano • To explain what earthquakes are and where they occur • To observe and record the location of rocks around the school grounds and discuss findings	• To discuss why physical and human features are in particular locations • To describe how land use in the local area has changed • To identify land use in New Delhi • To compare land use in two different locations	
Music (Charanga Creative Music Scheme) <i>Children will be learning the ukulele in the Autumn Term</i>	A Shining Performance • Read and play G, A and B (doh, re, me) on a musical instrument • Use creative ideas inspired by different stimuli to improve a performance • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music	Christmas • Listen with attention to detail and recall sounds with increasing aural memory • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Sing songs with attention to expression and dynamics, following the conductor's cues • Perform actions with accuracy and confidence	Music and Video • Use storyboards to sequence and structure a music video • Explore self-representation through portraits and personalised avatar • Improvise and compose music for a range of purposes using the interrelated dimensions of music	Percussion Power • Compose song accompaniments on untuned percussion using known rhythms and note values • Introduce and understand the differences between crotchets and paired quavers • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Use and understand staff and other musical notations	Music and Sound • Add an accompaniment to a song/piece of music • Compose in response to a musical stimulus • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the interrelated dimensions of music	Sound Exploration • Aurally identify dimensions in music such as pitch, duration and texture • Appreciate and respond to music from across historical periods and traditions • Develop an understanding of the history of music
Art (Kapow)	Drawing: Developing Drawing Skills • To recognise how artists use shape in drawings • To develop shading skills and use them to blend tones • To use careful observation for adding detail to drawing • To use line, shape and tone in an imaginative drawing • To explore digital media techniques to develop drawings • To understanding how art can be made in different ways			Sculpture and 3D: Abstract Shape and Space • To join 2D shapes to make 3D structures • To join materials in different ways when working in 3D • To develop ideas for 3D art • To apply knowledge of sculpture when working in 3D • To evaluate and improve an artwork		Craft and Design: Ancient Egyptian Scrolls • To investigate the style, pattern and characteristics of Ancient Egyptian art • To apply design skills inspired by the style of an ancient civilisation • To apply understanding of ancient techniques to construct a new material • To apply drawing and painting skills in the style of an ancient civilisation • To apply an understanding of Egyptian art to develop a contemporary response
DT (Kapow)		Structures: Product Packaging • To evaluate how 3D shapes are used in product packaging • To design nets for 3D product packaging • To review and improve net designs for packaging • To make 3D structures to package a healthy snack	Digital World: Wearable Technology • To research and evaluate existing products • To develop design criteria • To use code to programme and control a product • To develop and communicate ideas		Cooking and Nutrition: Eating Seasonally • To explain why food comes from different places around the world • To develop cutting and peeling skills	

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		To use a design brief to finalise and evaluate packaging	- To develop ideas through computer aided design - To improve a design based on feedback		- To evaluate seasonal ingredients - To design a mock-up using criteria - To evaluate a dish Sustainability - To explain the benefits of seasonal foods	
Computing (Purple Mash)	Email (6 lessons) - To understand how people communicate with each other - To understand and respond to an email - To compose and send an email - To send an email attachment - To learn how to use email safely - To explore simulated email scenarios - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Route Planners (1st lesson) - To create simple commands in 2Go to move the turtle along a route - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Route Planners (4 lessons) - To create commands in 2Go in which the turtle turns using rotation - To plan algorithms and write 2Go code that uses angles of turn - To use 90° and 45° angles in 2Go - To use the repeat algorithm and coding in 2Go Branching Databases (4 lessons) - To understand the concept of using 'Yes' or 'No' questions to sort objects - To understand and use a branching database effectively - To plan and create a branching database - To test and debug branching databases to correct errors	Spreadsheets (6 lessons) - To understand the layout and features of 2Calculate in Advanced Mode - To use the arrows toolbar to be able to automatically total rows and columns - To use simple formulae in a spreadsheet by using the formula wizard - To use advanced formulae in a spreadsheet to calculate totals, averages and to find the highest and lowest values - To apply spreadsheet skills to solve real-world problems - To design and use a spreadsheet to answer a series of questions	Touch Typing (4 lessons) - To learn correct finger positioning on the keyboard and understand when to use the left or right hand - To learn how to type numbers accurately and to use the shift key for capital letters - To practise typing punctuation marks and symbols and build accuracy with simple words - To practise typing sentences using capital letters, spaces, and full stops	Coding (6 lessons) - To understand what a flowchart is and how flowcharts are used in computer programming - To understand that there are different types of timers - To understand how to use the repeat command - To understand the importance of nesting when coding, testing and debugging - To design a program - To use design documentation to code a program	Presentations (5 lessons) - To learn how to open PowerPoint, add text and change how it looks - To learn how to add slides, change slide designs and insert pictures into a presentation - To add animations to pictures and text, and transitions between slides - To create an effective presentation - To complete and present a slideshow to an audience
Being Safe in a Digital World (Purple Mash)	Self-Image and Identity (3 lessons) - To explain what is meant by the term 'identity' - To explain how people can represent themselves in different ways online - To explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why		Health, Well-being and Lifestyle (2 lessons) - To explain why spending too much time using technology can sometimes have a negative impact on anyone - To explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable		Online Bullying (2 lessons) - To describe appropriate ways to behave towards other people online and why this is important - To give examples of how bullying behaviour could appear online and how someone can get support	
RE (ODBE)	How are different people inspired by the teachings of Jesus? - To understand that Jesus was a Jewish teacher whose life and message are known as the Gospel, meaning "Good News" - Understand that Jesus taught through parables and performed miracles - To recognise that Jesus treated people with love, compassion, and respect, especially those who were excluded or in need	How does the Worldwide Christian Family Celebrate, Worship and Mark Key Events? - To ask questions about Christian celebrations and life events - To explore beliefs and symbols (Christmas, Easter, Weddings) across different denominations - To communicate understanding of Christian weddings, Christmas and Easter - To make connections between Christian celebrations and the beliefs or values they express,	Does art help with understanding stories? - To interpret religious artwork by identifying key features, symbols and possible meanings - To make connections between artwork and the events or messages in Christian stories, especially Holy Week - To compare different artistic representations and explain how style, culture and choices influence meaning - To describe what Christians believe about Jesus and explore	What do Muslims believe about God and where did Islam start? - To identify and describe key Muslim beliefs about Allah, including the belief in one God (Tawhid) - To interpret how Muslims learn about Allah through the Qur'an, the 99 names, and stories about Muhammad - To place the beginnings of Islam in historical and geographical context and explain why this matters for understanding belief	What is the Qur'an and why do many Muslims try to learn it by heart? - To identify key Muslim beliefs about the Qur'an and explain why it is treated as a sacred text - To interpret how the Qur'an was revealed to Muhammad and explore what this shows about devotion and commitment in Islam - To describe how Muslims use and respect the Qur'an in different contexts and explain	Does it matter if a story is true or not? - To identify why different perspectives exist - To explore different opinions on a philosophical story - To explore the difference between a literal and metaphorical meaning - To reflect on whether a story needs to be 'true' to influence and inspire - To compare and contrast opinions of whether a story needs 'true.'

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	• To understand what it means to be a disciple and explain why people chose to follow Jesus, both in the past and today • To explain the Greatest Commandment and begin to interpret the meaning of selected Beatitudes • To explain how Jesus' teachings affected those he met and deduce how his message continues to inspire people today	such as belonging, love, or new life • To find out where different Christian groups live and how they celebrate • To identify similarities and differences in how Christians celebrate across different denominations and cultures (Christmas, Easter, Weddings)	how these beliefs are expressed through art • To express personal responses to religious artwork, giving reasons for my ideas and interpretations	• To compare Muslim beliefs about God with beliefs in other religions and worldviews, identifying similarities and differences • To explain how Muslim beliefs influence actions, practices and ways of showing respect (e.g., Qur'an handling, Shahadah, Ramadan) • To express personal responses to ideas about God, belief and revelation, giving reasons for my views	what this reveals about its importance • To compare Muslim beliefs about sacred texts with those in other religions, recognising similarities and differences in how texts guide believers • To explore how teachings from the Qur'an influence the values, choices and daily lives of Muslims • To reflect on the idea of sacred texts and express personal responses about where people find guidance, meaning and moral direction	
PSHE (Kapow)	My Healthy Self - How can I take care of my mind and body? • To create an RSHE and PSHE agreement through discussion • To describe how emotions can affect our bodies • To recognise how others may be feeling using clues • To understand that our minds and bodies are connected • To understand that sleep is important and how we can sleep well • To identify strategies that may be helpful when experiencing strong emotions • To understand how to support ourselves and get help with our feelings	Connecting with Others – What helps us feel safe and included? • To recognise what self-respect is and why it is important • To identify my personal boundaries • To identify how families can spend time together and support each other • To describe what makes a good friend • To explore fair ways to respond after a falling-out with a friend • To identify what bullying is and how it might make someone feel	The Online World – How should we communicate online? • To identify ways people communicate online and in person • To describe respectful ways to communicate online • To explain how online communication can be misunderstood • To understand how to respond safely to online bullying • To explain why we must be careful when communicating online • To explain and practise ways to stay safe online and seek help	Citizenship – What rights and responsibilities do we have? Sustainability • To recognise that everyone has rights and responsibilities • To recognise that children have rights and why they matter • To understand how reducing what we use helps protect the environment • To understand how reusing items helps protect the environment • To recognise our responsibility to recycle at home, school and in the local area • To recognise how local councils look after local communities	Health Protection - How can we prevent illness and injury and respond if they happen? • To understand how hygiene can help prevent the stop of germs and prevent illness • To know how sun safety helps protect our health now and in the future • To understand how vaccination helps the immune system respond to some diseases • To identify when I can manage a health concern myself and when to ask for help • To recognise basic first aid responses for common injuries • To know how to get help in a medical emergency	Citizenship – What careers do people choose and why? Coming soon
PE (Real PE)	Movement Skills • Develop and apply footwork with control and fluency • Develop and apply one leg balance with stability and control Cricket with Oxfordshire Cricket • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Movement Skills • Develop and apply jumping and landing with control and fluency • Develop and apply seated balance with stability and control Dance • Develop standing and floor shapes and find ways to move between them to create a repeatable sequence • Further develop shapes and circle moves with a partner and find ways to move between them to create a repeatable sequence	Movement Skills • Develop and apply dynamic balance with stability and control • Develop and apply ball skills with control and fluency Gymnastics • Develop and apply different shapes and travel on the floor, using different pathways and sequences • Develop and apply rotations and rolls on the floor and begin to link these to create a sequence	Movement Skills • Develop and apply sending and receiving with accuracy and control • Develop and apply counter balance with stability and control Gymnastics • Develop and apply different jumps and leaps on the floor and begin to link these to create a sequence • Develop and apply different balances on the floor and begin to link these to create a sequence	Movement Skills • Develop and apply reaction and response with control and fluency • Develop and apply floor work with stability and control Dance • Develop standing and floor shapes and find ways to move between them to create a repeatable sequence • Further develop shapes and circle moves with a partner and find ways to move between them to create a repeatable sequence	Movement Skills • Develop and apply ball chasing with control and fluency • Develop and apply stance with stability and control Athletics – Prepare for Sports Day • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best
MFL - (Language Angels)	Aprendo Español • To be introduced to the Hispanic world and Spanish as a subject on the curriculum	Los Animales • To recognise, recall and spell five different animals with their indefinite article/determiner in Spanish	Los Instrumentos • To recognise, recall and remember common instruments with their definite articles/determiners in Spanish	Sé... • To recognise, recall and spell different verbs in Spanish • To use the verb 'sé' (I know how) with the ten infinitive	La Fruta • To recognise, recall and spell different fruits with the singular indefinite article/determiner in Spanish	Los Helados • To recognise, recall and remember different ice-cream flavours in Spanish • To apply knowledge of the different ice-cream flavours in

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	• to use key greetings, as well as ask and answer the question ‘how are you?’ in Spanish • to ask and answer the question ‘what is your name?’ in Spanish • To recognise, recall and spell numbers 1-10 in Spanish • To recognise, recall and spell 10 different colours in Spanish	• To recognise, recall and spell a further five different animals with their indefinite article/determiner in Spanish • To be introduced to the high-frequency irregular verb ‘to be’ in the first person singular, with the aim of being able to form a short sentence with the animal nouns	• To be introduced to the verb ‘to play (an instrument)’ in the 1st person singular, with the aim of being able to form a short sentence with the instrument nouns	verbs to start to form sentences in Spanish • To learn how to use the negative structure to say what we can do as well as what we cannot do in Spanish • To be introduced to the conjunctions ‘and’ and ‘but’ in Spanish to form more complex sentences about what activities we can and cannot do	• To learn how to say the fruits introduced in the previous two lessons in plural form • To formulate and express an opinion using the fruits learnt using the positive structure ‘I like...’. • To formulate and express an opinion using the fruits learnt using the negative structure ‘I do not like...’.	Spanish to the structure ‘I would like’ along with the conjunction ‘and’ • To specify whether the ice-cream is in a cone or a cup in Spanish • To specify how many scoops of ice cream as well as using transactional vocabulary in order to take part in a role-play at an ice-cream parlour
Trips and enrichment opportunities	Creation Dance Project Friday 18 th September 2026 Oxfordshire Museum Tuesday 20 th October 2026 <i>Stone Age to Iron Age</i> - In school workshop Visit to Wallingford Library Thursday 8 th October 2026		Oxfordshire Museum <i>The Romans</i> workshop			