



**Curriculum Skills Map**

	Autumn Term		Spring Term		Summer Term	
	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<b>Science</b>	<b><i>Electricity</i></b>	<b><i>Living things and their habitats</i></b>	<b><i>States of Matter</i></b>	<b><i>Animals including Humans</i></b>	<b><i>Sound</i></b>	<b><i>Revision</i></b>
<b>National Curriculum Aims</b>	<ul style="list-style-type: none"> <li>*identify common appliances that run on electricity</li> <li>* construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>* identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>* recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>* recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<ul style="list-style-type: none"> <li>* recognise that living things can be grouped in a variety of ways</li> <li>* explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>* recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<ul style="list-style-type: none"> <li>*compare and group materials together, according to whether they are solids, liquids or gases</li> <li>* observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>* identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<ul style="list-style-type: none"> <li>*describe the simple functions of the basic parts of the digestive system in humans</li> <li>* identify the different types of teeth in humans and their simple functions</li> <li>* construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<ul style="list-style-type: none"> <li>*identify how sounds are made, associating some of them with something vibrating</li> <li>* recognise that vibrations from sounds travel through a medium to the ear</li> <li>* find patterns between the pitch of a sound and features of the object that produced it</li> <li>* find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>* recognise that sounds get fainter as the distance from the sound source increases</li> </ul>	
<b>Science Skills</b>	Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities or changes	Using straightforward scientific evidence to answer questions or to support their findings. Recording findings using simple scientific language, drawings, labelled diagrams,	Setting up simple practical enquiries, comparative and fair tests. Using results to draw simple conclusions, make predictions for new values, suggest	Using straightforward scientific evidence to answer questions or to support their findings. Recording findings using simple scientific language, drawings, labelled	Setting up simple practical enquiries, comparative and fair tests. Using results to draw simple conclusions, make predictions for new values, suggest	

	related to simple scientific ideas and processes . Using straightforward scientific evidence to answer questions or to support their findings. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables .	keys, bar charts, and tables . Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions .	improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes . Using straightforward scientific evidence to answer questions or to support their findings. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables .	diagrams, keys, bar charts, and tables . Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions .	improvements and raise further questions. Identifying differences, similarities or changes related to simple scientific ideas and processes . Using straightforward scientific evidence to answer questions or to support their findings. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables .	
<b>SMSC, British Values, Global Learning links</b>		Deforestation Extinction Sustainability Investigate moral and ethical issues (arguments for and against deforestation )				These Global Learning links will be true across all topics.  Scientists all over the world carry out scientific research so as to develop knowledge and understanding of biological, chemical and physical processes The knowledge and understanding we have today is the result of the efforts of scientists worldwide. This is likely to be increasingly true in future.
<b>History</b>	<b><i>Why Norman Castles Certainly Aren't Bouncy.</i></b>			<b><i>Why Were the Romans so Powerful and What Did We Learn From Them?</i></b>	<b><i>Henry VIII and his Family.</i></b>	

<p><b>National Curriculum Aims</b></p>	<p><b>* the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p>* Edward the Confessor and his death in 1066</p> <p><b>* a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p>* a significant turning point in British history I can research two versions of events and say how they differ, giving more than one reason to support an historical argument.</p>			<p><b>* the Roman Empire and its impact on Britain</b></p> <p>* Julius Caesar's attempted invasion in 55-54 BC</p> <p>* the Roman Empire by AD 42 and the power of its army</p> <p>* successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>* British resistance, for example, Boudica</p> <p>* 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>* Britain's settlement by Anglo-Saxons and Scots</p> <p>* Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>* Scots invasions from Ireland to north Britain (now Scotland)</p> <p>* Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>* Anglo-Saxon art and culture</p>	<p><b>* a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p>	
--	--	--	--	---	---	--

				* Christian conversion – Canterbury, Iona and Lindisfarne		
<b>History Skills</b>	<p>I can plot recent history on a timeline using centuries and place periods of history on a timeline showing periods of time.</p> <p>I can research what it was like for a child in a given period from the past and present my findings.</p> <p>I can explain how events from the past have helped shape our lives.</p> <p>I can appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences.</p> <p>I recognise that lives of wealthy people were very different from those of poor people.</p> <p>I can communicate knowledge and understanding orally and in writing, offering points of view based upon what they have found out.</p>			<p>I can plot recent history on a timeline using centuries and place periods of history on a timeline showing periods of time.</p> <p>I know that people who lived in the past cooked and travelled differently and used different weapons from ours.</p> <p>I can communicate knowledge and understanding orally and in writing, offering points of view based upon what they have found out.</p>	<p>I can plot recent history on a timeline using centuries and place periods of history on a timeline showing periods of time.</p> <p>I recognise that lives of wealthy people were very different from those of poor people.</p> <p>I can explain how events from the past have helped shape our lives.</p> <p>I can communicate knowledge and understanding orally and in writing, offering points of view based upon what they have found out.</p>	
<b>SMSC, British Values, Global Learning links</b>	<p>Democracy ( discussion around Harold Godwinson electing himself King)</p> <p>Inter-relationships between countries.</p>			<p>Inter-relationships between countries.</p>	<p>Democracy (British king)</p> <p>Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance</p>	

Geography		<i>Rainforests</i>	<i>Coasts</i>			<i>Cities, Towns and Villages</i>
<b>National Curriculum Aims</b>		<p>What is a rainforest?</p> <p>Where can you find a rainforest?</p> <p>What is climate change? (Oxfam)</p> <p>Who is responsible for climate change? (Oxfam)</p> <p>What is the weather like in the rainforest?</p> <p>How would you go about building a shelter to survive a few days in the Rainforests?</p> <p>What can you find out about one of the animals that lives in the rainforest?</p> <p>How can you compare the temperature and the rainfall in the rainforest and in Thatto Heath at different times of the year?</p>	<p>Can you explain what the definition of a mountain is?</p> <p>Can you say what and where is the highest mountain in the world?</p> <p>Can you write a diary extract imagining that you were climbing Everest?</p> <p>Can you explore the different climates on mountains.</p> <p>Can you describe how a coast is formed?</p> <p>Can you describe the effect of waves on shaping the coast line?</p> <p>Can you explain how human activity affects the coastline?</p>			<p>Where is St Helens situated? Can they locate county on map?</p> <p>Complete map of land use in St Helens.</p> <p>Can you trace the growth in St Helen's population over the past 100 years?</p> <p>What would be the main advantages and disadvantages of living in St Helens?</p> <p>Comparison study – St Helens Lonon. Focus on traffic/ transport links.</p> <p>Map comparison/ old and new. What differences can you see?</p> <p>How has the town centre changed over the last 30 years.</p> <p>The geography of St Helens – How has this influenced its history?</p>
<b>Geography Skills</b>		<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Use basic geographical vocabulary to refer to: key physical features.</p>	<p>Do they use correct geographical words to describe a place and the things that happen there?</p> <p>Can they identify key features of a locality by using a map?</p> <p>Can they use maps and atlases appropriately by using contents and indices?</p>			<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>

		<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to</p>	<p>Can they describe how mountains are created?</p> <p>Can they confidently describe physical features in a locality.</p> <p>Can they describe how mountains and coasts have an impact on people's life?</p> <p>Can they confidently describe human features in a locality?</p> <p>Can they explain why a locality has certain human features?</p>			<p>Can they carry out a survey to discover features of cities and villages?</p> <p>Can they find the same place on a globe and in an atlas?</p> <p>Can they label the same features on an aerial photograph as on a map?</p> <p>Can they describe the main physical differences between cities and village/ towns?</p> <p>Can they use appropriate symbols to represent different physical features on a map?</p> <p>Can they explain why people are attracted to live in cities?</p> <p>Can they explain why people may choose to live in a village/ town rather than a city?</p> <p>Can they explain how a locality has changed over time with reference to human features?</p> <p>Can they suggest different ways that a locality could be changed and improved?</p> <p>Do they know the difference between the British Isles, Great Britain and UK?</p> <p>Can they name up to six cities in the UK and locate them on a map?</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
--	--	---	--	--	--	--

SMSC, British Values, Global Learning links		Deforestation and sustainability Values and Respect Participate in culture opportunities; understand, accept, respect and celebrate diversity.	Rising sea levels. How does human activity affect the coastline?			Sustainable development
RE	<i>What Do We Mean By Worship?</i>	<i>Christmas Around The World</i>	<i>Stories About Jesus</i>	<i>Stories About Jesus</i>	<i>What Do We Know About Commitment?</i>	<i>Judaism</i>
National Curriculum Aims	* Non statutory National Curriculum aims available	* Non statutory National Curriculum aims available	* Non statutory National Curriculum aims available	* Non statutory National Curriculum aims available	* Non statutory National Curriculum aims available	* Non statutory National Curriculum aims available
RE Skills	I can draw meaning from artefacts and symbols.  I can interpret religious language and texts.  I can ponder feelings, relationships, experiences, ultimate questions, beliefs and practices.  I can distinguish between features of different religions.	I can see the world through the eyes of others and see issues from their point of view. I can seek coherent patterns in the various features of religion. I can distinguish between belief, opinion and fact.  To distinguish between features of different religions. To know about and understand a range of religions and worldviews, so that they can identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom	I can interpret religious language and texts.	I can interpret religious language and texts.	I can distinguish between belief, opinion and fact.  I can distinguish between features of different religions.	I can see the world through the eyes of others and see issues from their point of view. I can ponder feelings, relationships, experiences, ultimate questions, beliefs and practices. I can distinguish between features of different religions.

		<p>found in religions and worldviews. To express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues</p>				
<p><b>SMSC,</b> <b>British</b> <b>Values,</b> <b>Global</b> <b>Learning</b> <b>links</b></p>	<p>Mutual respect/ tolerance of those with different faiths and beliefs Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p>	<p>Mutual respect/ tolerance of those with different faiths and beliefs Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p>	<p>Mutual respect/ tolerance of those with different faiths and beliefs Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p>	<p>Mutual respect/ tolerance of those with different faiths and beliefs Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p>	<p>Mutual respect/ tolerance of those with different faiths and beliefs Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p>	<p>Mutual respect/ tolerance of those with different faiths and beliefs Know about and understand a range of religions and worldviews, so that they can identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues</p>

<b>Computer Science</b>	<b><i>We Are Software Developers</i></b>	<b><i>We Are Co-Authors</i></b>	<b><i>We Are HTML Editors</i></b>	<b><i>We Are Toy Designers</i></b>	<b><i>We Are Musicians</i></b>	<b><i>We Are Meteorologists.</i></b>
<b>National Curriculum Aims</b>	To design and develop an educational interactive game. To understand and use variables. To start to debug computer programs. To recognise the importance of user interface design including consideration of input and output.	To understand the conventions for collaborative online work. To be aware of their responsibilities when editing other people's work. Become familiar with Wikipedia including potential problems associated with its use. Practise research skills. Write for an audience. Develop collaboration and proofreading skills.	To understand some technical aspects of how the internet makes the web possible. Use HTML tags to connect ideas and sources. To code up a simple web page with useful content. Understand some of the risks in using the web.	To design and make an on-screen prototype of a computer-controlled toy. To understand different forms of input and output. To design, write and debug the control and monitoring program for their toy.	To use one or more programs to edit music. To create and develop a musical composition, refining their ideas through reflection and discussion. Develop collaboration skills. Develop an awareness of how their composition can enhance work in other media.	To understand different measurement techniques for weather. To use computer-based data logging to automate the recording of some weather data. Use spreadsheets to create charts. Analyse data, explore inconsistencies in data and make predictions. Use presentation software.
<b>Computer Science Skills</b>		Solve problems. Understand computer networks, including the internet. Use search technologies. Use a variety of software to create content and present information. Use technology safely, respectfully and responsibly.	Understand computer networks including the internet. Use technology safely. Use and combine a variety of software to accomplish given goals.	Design, write and debug programs. Use sequence, selection and repetition in programs; work with various forms of input and output. Use logical reasoning to explain how simple algorithms work and to detect and correct errors.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Understand computer networks. Be discerning in evaluating digital content. Select, use and combine a variety of software. Use technology safely, respectfully and responsibly.	Work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work. Use search technologies effectively, appreciate how results are selected and ranked. Select, use and combine a variety of software on a range of digital devices to design and create a range of programs.
<b>SMSC, British Values, Global Learning links</b>		<b>Liberty, respect and tolerance.</b>	<b>Individual liberty.</b> <b>Support for equality and opportunity for</b>			

			all. Liberty, respect and tolerance.			
<b>PSHE/SEAL/ Citizenship</b>	<b>Emergency Services/New Beginnings</b>	<b>The Dangers of Smoking/Getting On And Falling Out</b>	<b>Living &amp; Growing/Going for Goals.</b>	<b>Drugs Awareness/Good To Be Me</b>	<b>First Aid/Relationships</b>	<b>Emergency Services/Changes</b>
<b>National Curriculum Aims</b>	Ch can contribute to a class charter. Ch can understand rights and responsibilities. Ch can solve a problem. Ch can consider other's feelings and help them. Ch can join a group. Ch can predict how they will feel on meeting new people.	Ch can explain lots of ways they can give 'friendship tokens' to others Ch can understand why it is important to calm down before they are overwhelmed by anger. Ch can explain ways they can calm down from anger. Ch can take on a role in a group and contribute to the overall outcome. Ch can discuss how well they are working together.	Ch can identify some barriers to their learning. Ch know how their feelings influence their learning. Ch can identify barriers that stop them from learning. Ch can think of ways to overcome these barriers. Ch can explain how they can keep going even if the task is difficult or boring. Ch can recognise when they find learning difficult.	Ch can recognise their gifts and talents. Ch can understand how it feels to be proud. Ch can help other people feel proud. Ch can use the problem solving process. Ch can tell when they feel worried or anxious. Ch can explain things that stop them from worrying.	Ch can explain how they feel about the important people or animals in their life. Ch can explain how they feel when they lose something or someone they love.  Ch know some ways of celebrating the life of someone they love. Ch can talk about people they no longer see. Ch understand why they remember people even if they no longer see them.	Ch explain how they would feel if a change they did not want was imposed on them. Ch explain why some changes feel uncomfortable and scary. Ch can explain how it feels to belong to a group.
<b>PSHE/SEAL Skills</b>	Children should be taught about respect for self and others and the importance of responsible behaviours and actions 2. about rights and	They can express their views confidently and listen to and show respect for the views of others. They know what a friend is and does and how to	Children should know about managing change, including puberty, transition and loss	They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They understand when they should keep	They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for	Children should know about managing change, including puberty, transition and loss

	responsibilities as members of families, other groups and ultimately as citizens.	cope with some friendship problems		secrets and promises, and when they should tell somebody about them.	example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).	
<b>SMSC, British Values, Global Learning links</b>	Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.	The Rule of Law Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict;		The Rule of Law Individual liberty Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict;	Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict;	The Rule of Law Individual liberty Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict;
<b>PE</b>	<b>Hockey/Gymnastics / Dance</b>	<b>Athletics/Cricket / Dance</b>	<b>Lacrosse/Striking Games/Dance</b>	<b>Basket Ball/Netball/Dance</b>	<b>Athletics Skills/Invasion Games/Dance</b>	<b>Orienteering/Dance</b>
<b>National Curriculum Aims</b>	Perform a range of actions with control and coordination - Stretch their bodies when making shapes or holding balances e.g. Point their toes – Can move around safely with a hockey stick - SA Level 2 Understand and describe changes to their heart rate when playing a game - KUFH Level 2 Dribble with their head up to see where they are going - AD Level 3	Can run and turn quickly to follow different pathways or tracks. Understand and describe changes to their heart rate when playing games - Improve the quality and consistency of running technique. Can jump with increased control - SA Level 2 Can land on the ground safely after jumping - SA Level 2 Watch and describe specific aspects of a jumping style	Be alert and ready at all times - Get into position to field (stop or catch) the ball with more consistency. Perform a range of catching and gathering skills with control - Chase and retrieve a rolling ball with success - Begin to understand the importance of preparing safely and carefully for exercise.			To understand the basic rules of orienteering.
<b>PE Skills</b>	* develop flexibility, strength, technique, control and balance	* use running, jumping, throwing and catching	* play competitive games, modified where appropriate	* play competitive games, modified where appropriate and apply	* use running, jumping, throwing and catching	* perform dances using a range of movement patterns

	<ul style="list-style-type: none"> <li>* compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>in isolation and in combination</li> <li>* compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>* play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>* compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>and apply basic principles suitable for attacking and defending</li> <li>* compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>* perform dances using a range of movement patterns</li> <li>* compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>basic principles suitable for attacking and defending</li> <li>* compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>* perform dances using a range of movement patterns</li> <li>* compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>in isolation and in combination</li> <li>* compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>* perform dances using a range of movement patterns</li> <li>* compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<ul style="list-style-type: none"> <li>* compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>
<b>SMSC, British Values, Global Learning links</b>						
<b>Art</b>	<b><i>The Bayeux Tapestry</i></b>		<b><i>Banksy</i></b>			<b><i>Sculpture</i></b>
<b>National Curriculum Aims</b>	<ul style="list-style-type: none"> <li>* to use early textile and sewing skills</li> </ul>		<ul style="list-style-type: none"> <li>* to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>			
<b>Art Skills</b>						

<b>SMSC, British Values, Global Learning links</b>						
<b>DT</b>		<b><i>Christmas Food</i></b>		<b><i>Roman Machines</i></b>	<b><i>Sewing</i></b>	
<b>National Curriculum Aims</b>		<p>Can they come up with at least one idea about how to create their product?</p> <p>Do they take account of the ideas of others when designing?</p> <p>Can they produce a plan and explain it to others?</p> <p>Can they suggest some improvements and say what was good and not so good about their original design?</p> <p>Can they tell if their finished product is going to be good quality? Are they conscience of the need to produce something that will be liked by others?</p> <p>Can they show a good level of expertise when using a range of tools and equipment?</p>		<p>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>		
<b>DT Skills</b>		<p>Developing, planning and communicating ideas.</p> <p>Working with tools, equipment, materials and components to make quality products.</p>		<p>Developing, planning and communicating ideas.</p> <p>Working with tools, equipment, materials and components to make quality products.</p>	<p>Developing, planning and communicating ideas.</p> <p>Working with tools, equipment, materials and components to make quality products.</p>	

		Evaluating processes and products		Evaluating processes and products	Evaluating processes and products	
<b>SMSC, British Values, Global Learning links</b>						
<b>MFL</b>	<b><i>On Ya Va, Let's go!</i></b>	<b><i>L'argent de Poche/Pocket Money</i></b>	<b><i>Raconte- Moi Une Histoire</i></b>	<b><i>Viva le Sport!</i></b>	<b><i>Les Carnaval des Animaux</i></b>	<b><i>Quel temps fait il?</i></b>
<b>National Curriculum Aims</b>	<p>Understand and respond to spoken and written language from a variety of authentic sources</p> <p>Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</p> <p>Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <p>Discover and develop an appreciation of a range of writing in the language studied.</p>	<p>Understand and respond to spoken and written language from a variety of authentic sources</p> <p>Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</p> <p>Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <p>Discover and develop an appreciation of a range of writing in the language studied.</p>	<p>Understand and respond to spoken and written language from a variety of authentic sources</p> <p>Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</p> <p>Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <p>Discover and develop an appreciation of a range of writing in the language studied.</p>	<p>Understand and respond to spoken and written language from a variety of authentic sources</p> <p>Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</p> <p>Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <p>Discover and develop an appreciation of a range of writing in the language studied.</p>	<p>Understand and respond to spoken and written language from a variety of authentic sources</p> <p>Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</p> <p>Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <p>Discover and develop an appreciation of a range of writing in the language studied.</p>	<p>Understand and respond to spoken and written language from a variety of authentic sources</p> <p>Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</p> <p>Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</p> <p>Discover and develop an appreciation of a range of writing in the language studied.</p>
<b>MFL Skills</b>	Listen attentively to spoken language and show understanding by joining in and responding.	Listen attentively to spoken language and show understanding by	Listen attentively to spoken language and show understanding by	Listen attentively to spoken language and show understanding by joining in and responding.	Listen attentively to spoken language and show understanding by	Listen attentively to spoken language and show understanding by joining in and responding.

	<p>Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases</p> <p>Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p> <p>Understand basic grammar appropriate to the language being studied including (where relevant) feminine and masculine forms and how these differ from or are similar to English</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>joining in and responding.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases</p> <p>Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p> <p>Understand basic grammar appropriate to the language being studied including (where relevant) feminine and masculine forms and how these differ from or are similar to English</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>joining in and responding.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases</p> <p>Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p> <p>Understand basic grammar appropriate to the language being studied including (where relevant) feminine and masculine forms and how these differ from or are similar to English</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases</p> <p>Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p> <p>Understand basic grammar appropriate to the language being studied including (where relevant) feminine and masculine forms and how these differ from or are similar to English</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>joining in and responding.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases</p> <p>Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p> <p>Understand basic grammar appropriate to the language being studied including (where relevant) feminine and masculine forms and how these differ from or are similar to English</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>	<p>Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases</p> <p>Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including the use of a dictionary.</p> <p>Understand basic grammar appropriate to the language being studied including (where relevant) feminine and masculine forms and how these differ from or are similar to English</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>
<p><b>SMSC,</b> <b>British</b> <b>Values,</b> <b>Global</b> <b>Learning</b> <b>links</b></p>						

<b>Visits and Visitors</b>		<b><i>Smoke free nurse to deliver tobacco awareness session in school.</i></b>				
<b>Themed days and weeks</b>	<ul style="list-style-type: none"> <li>• Art Day</li> <li>• Space Week</li> <li>• Grandparents' Day</li> <li>• National Respect Day</li> <li>• Nature Day</li> </ul>	<ul style="list-style-type: none"> <li>• Wildlife Day</li> <li>• Anti-Bullying Week</li> <li>• Kindness Day</li> <li>• Road Safety Week</li> <li>• Christmas decoration workshop afternoon</li> <li>• Inter-Faith Week</li> </ul>	<ul style="list-style-type: none"> <li>• Nature in Winter Day</li> <li>• Australia Day</li> <li>• National Story-Telling Week</li> <li>• Farm to Fork Week</li> </ul>	<ul style="list-style-type: none"> <li>• Book Week, World Book day and book character dress up</li> <li>• British Science Week</li> <li>• International Day of Forests</li> <li>• Easter Bonnet Parade or Easter Diorama</li> </ul>	<ul style="list-style-type: none"> <li>• Earth Day</li> <li>• International Jazz Day</li> <li>• Firefighter Appreciation Day</li> <li>• Pirate Week</li> </ul>	<ul style="list-style-type: none"> <li>• Maths Day</li> <li>• Singing Celebration</li> <li>• Sports Week</li> <li>• Poetry Day</li> <li>• Spelling Bee</li> </ul>
<b>Charity days</b>	<ul style="list-style-type: none"> <li>• McMillian Coffee morning</li> <li>• Harvest, Food Bank donations</li> </ul>	<ul style="list-style-type: none"> <li>• Children in Need day</li> <li>• Premature baby day</li> <li>• Christmas Jumper day</li> <li>• Willowbrook Hospice</li> <li>• School Fund-Christmas Fayre and Grotto</li> </ul>	<ul style="list-style-type: none"> <li>• Young Carers</li> </ul>	<ul style="list-style-type: none"> <li>• Sports Relief</li> </ul>	<ul style="list-style-type: none"> <li>• School fund-School Gala</li> </ul>	