

Ashdon Primary School

Whole School Year B Curriculum Map



Year B – EYFS & KS1 (Reception, Year 1 and Year 2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Where we live	Builders	This world and beyond	Down Under (Australia/New Zealand)	The Good Life	We're all going on a summer holiday
Science	Animals Including Humans: People and their Pets	Everyday Materials: Brilliant Builders	Seasonal Changes: Weather Art	Plants: Art and Nature	Everyday Materials: Exploring Changes	Living Things and their Homes: Habitats and Homes
Humanities: Geography	Geography – School grounds and surrounding area	Geography – Key human features in local area	Geography – Aerial photographs and maps, Google earth Hot and cold areas etc.	Geography – United Kingdom and contrasting non-European country	Geography – Visit a farm	Geography – holiday locations – use world maps, atlases and globes, identify continents and oceans studied at this key stage
Humanities: History	History – Harvest festival and how harvest has changed	History – Great Fire of London Remembrance and Elizabeth Everitt significant historical events, people and places in their own locality	History – Neil Armstrong, explorers	History – Captain James Cook and Abel Tasman	History – changes in farms and farming	History – seaside resorts, recalling previous holidays
R.E	Christian, Jewish, Hindu Why is light an important symbol for Christians, Jews and Hindus?	Christian What does the Nativity story teach Christians about Jesus? Christian Why do Christians perform Nativity plays at Christmas? (EYFS)	Christian How do Christians belong to their faith family?	Christian Why do Christians put a cross in an Easter Garden? (EYFS)	Jewish How do Jewish people celebrate Passover (Pesach)?	Multi/Humanist Why do people have different views about the idea of God?
RSHE/PHSE	Family and relationships (Yr. 1/2 - Kapow - Cycle B)	Health and wellbeing (Yr. 1/2 - Kapow - Cycle B)	Citizenship (Yr. 1/2 - Kapow - Cycle B)	Economic wellbeing (Yr. 1/2 - Kapow - Cycle B)	Safety and the changing body (Yr. 1/2 - Kapow - Cycle B)	Transition (Yr. 1/2 - Kapow - Cycle B)
Art	Constable country	Sculpture – diva lamps Clay houses (Amanda Banham?)	Van Gogh – starry night Line- Drawing is a class act pg 15-33	Aboriginal / Maori art	Mosaic – Andy Goldsworthy Drawing (line) Drawing is a class act pg 15 – 34	Printing on fabric – picnic blankets?
DT	Construction – homes, villages and towns	Cutting, shaping and joining – decorations	Levers and sliders – moving picture of space travel?	Textiles – glove/sock puppets	Cooking – fruit crumble	Cooking – picnics Design and make a sandwich
Music	Topic Link – Harvest, 'Where we live', Christmas. Singing together – Harvest songs, Christmas Production.		Spring Festival performance & Topic Link 'Down Under'. High notes, low notes, range in between, learning actions and words: DOH, RE, ME, FAR, SO, LA, TE, DOH Retelling an Aboriginal story using musical sounds (untuned & tuned percussion)		EYFS – Match these vocal sounds to those of tuned percussion – finding the high & low sounds. Create a graphic score and follow on instruments. Y1/2 – Listen to orchestra music & recognise instruments & families of the orchestra. Marrying the sounds with the notes on the staff. Explore sounds on tuned percussion, starting to recognise rhythm & melodic patterns.	
PE	Get Set 4 P.E Lesson A – Fundamentals (TR) Lesson B - Ball Skills (AOS)	Get Set 4 P.E Lesson A – Invasion Games (TR) Lesson B – Ball Skills (AOS)	Get Set 4 P.E Lesson A – Dance (KB) Lesson B – Fitness (AOS)	Get Set 4 P.E Lesson A - Dance (KB) Lesson B – Gymnastics (AOS)	Get Set 4 P.E Lesson A – Team Building (TR) Lesson B – Athletics (AOS)	Get Set 4 P.E Lesson A – Yoga (TR) Lesson B – Games (AOS)
Computing	Computing systems and networks: Improving mouse skills (Yr. 1) Computing systems and networks 1: What is a computer? (Yr. 2)	Programming 1: Algorithms unplugged (Yr. 1) Programming 1: Algorithms and debugging (Yr.2)	Skills showcase: Rocket to the moon (Yr. 1)	Programming 2: Bee-Bot (Yr. 1)	Programming 2: ScratchJr (Yr. 2)	*New* Programming 2: MakeCode (Yr. 2)

<p>English Writing (Hamilton Trust – Reception and Year 1)</p>	<p>Familiar Settings (10 days): Family and Friends (discussions, labelling, writing short phrases and sentences) Books: • Who’s In My Family? All About Our Families by Robie H Harris • Hair Love by Matthew A Cherry • Can Cat and Bird be Friends? by Coll Muir • The Cow Who Fell to Earth by Nadia Shireen Sci-Fi and Space Stories(15 days): Star Trekking Books: • Whatever Next by Jill Murphy • Goodnight Spaceman by Michelle Robinson & Nick East • Astro Girl by Ken Wilson-Max • Look Up by Nathan Byron • Man on the Moon by Simon Bartram • The Way Back Home by Oliver Jeffers • Here Come the Aliens by Colin McNaughton • QPootle 5 by Nick Butterworth Traditional Tales (5 days): Tales and Songs of Harvest Books: • The Gigantic Turnip by Alexei Tolstoy • Pumpkin Soup by Helen Cooper Poetry Anthologies (5 days): Fantastic First Poems Books: • Hickory Dickory Dock Year 1: Must model and use conjunctions: and, but, because Must use: Capital, full stop Stretch – comma</p>	<p>Informative and Descriptive (5 days): Animal Defenders Books: • Noah’s Ark by Heinz Janisch • Noah’s Ark by Lucy Cousins • Mrs Noah’s Pockets by Jackie Morris • Little Turtle and the Sea by Becky Davies • There’s a RangOTan in My Bedroom by James Sellick (DO THIS AT THE END OF THE TERM) Descriptive Writing by Favourite Authors (10 days): Spooky and Strange Books: • Funnybones by Allen Ahlberg & Janet Ahlberg • Knock, Knock Who’s There? By Sally Grindley • They all saw a cat by Brendan Wenzel • Monsters Love Underpants by Claire Freedman • The Monstrous Tale of Celery Crumble by Ben Joel Price Lists and Instructions (10 days): Fun and Games Books: • Stanley’s Stick by John Hegley • Stick Man by Julia Donaldson • I Love my Bike by Simon Mole • Do you like? Hamilton Group Reader Seasonal Poems (10 days): Winter and Christmas Poetry Year 1: Must model and use conjunctions: and, but, because Must use: Capital, full stop Stretch – comma</p>	<p>Stories on Theme (5 days): School Days Books: • We are all Welcome Here by A Penfold • The Brightest Blue by I Muhammad • John Patrick Norman McHennessy: The Bly Who Was Always Late by J Burningham (DO THIS AT THE END OF THE TERM) Captions, Labels and Non-Fiction Writing (10 days): Spring Into Spring Books: • Wakey! Wakey! Hamilton Group Reader • That’s Not a Daffodil by Elizabeth Honey • The Odd Egg by Emily Gravett • The Ugly Duckling by Dean Gray • Spring for the Birds Hamilton Group Reader Non-Fiction Texts and Stories (5 days): Dinosaurs Books: • Owls and Dinosaurs Hamilton Group Reader • The Dirty Great Dinosaur by Martin Waddell and Leonie Lord Performance Poetry (10 days): Poems Out Loud Books: • Jumping Poems Hamilton Group Reader • Tiny Tim Hamilton Group Reader • Poor Me! Hamilton Group Reader • Other Poems provided by Hamilton Trust Year 1: Must model and use conjunctions: and, but, because Must use: Capital, full stop Stretch – comma</p>	<p>Stories on Theme (5 days): Good to be Me Books: • Stardust by Jeanne Willis • Come All You Little Persons by John Agard • Dreams of Freedom by Amnesty International (DO THIS AT THE END OF THE TERM) Captions, Labels and Non-Fiction Writing (5 days): Spring Into Spring Books: • Grass for Tea Hamilton Group Reader • The Hungry Caterpillar by Eric Carle • Tadpole’s Promise by Tony Ross Non-Fiction Texts and Stories (5 days): Dinosaurs Books: • Mad About Dinosaurs by Giles Andreae • Information Books About Dinosaurs Poems on a Theme (5 days): Storybook Characters Books: • St George and the Dragon Hamilton Group Reader • Animal Rhymes Hamilton Group Reader • Other Poems provided by Hamilton Trust (DO THIS AT THE END OF THE TERM) Letters and Postcards (10 days): Yours Sincerely Books: • This Book Just Ate My Dog by Richard Bryne • Letters from the Zoo Hamilton Group Reader • Boris and Sid meet a Shark Hamilton Group Reader • Boris and Sid goes Camping Hamilton Group Reader Year 1: Must model and use conjunctions: and, but, because Recep/Year 1 must use: Capital, full stop Stretch – comma</p>	<p>Stories on Theme (5 days): Good to be Me Books: • The Colour Monster by Anna Llenas • Colour Me Happy, Colour Me Sad by Agnes Green • They All Saw a Cat by Brendan Wenzel • Just Suppose by Ruth Merritts • What Colour are your Knickers by Sam Lloyd • The Colour Monster by Anna Llenas Instructions and Explanations: (5 days): Summer of Sport Books: • Ned and the Great Garden Hamster Race by Kim Hillyard • I like my Bike by Simon Mole Stories on a Theme: (5 days): Let me Tell You a Story Books: • Grumpycorn by Sarah McIntyre • A selection of your favourite stories • A selection of the children’s favourite stories Reports: (5 days): People Who Help Us Books: • People Who Help Us: Police Officers by Nancy Dickmann • A Superhero Like You by Ranji Singh • Busy People: Doctor by Lucy George • Busy People: Teacher by Lucy George Year 1: Must model and use conjunctions: and, but, because Recep/Year 1 must use: Capital, full stop Stretch – comma</p>	<p>Adventure Stories: (10 days): Travelling Adventures Books: • The Train Ride by June Crebbin • Naughty Bus by Jan and Jerry Oke • Nimesh the Adventurer by Ranjit Sigh and Mehrdokht Amini • The Magic Bed by John Burningham Issue Awareness: (10 days): Looking After Our Planet Books: • Charlie and Lola: Look After Your Planet by Bridget Hurst Humorous Poems: (10 days): Laugh out Loud Books: • Poems provided by Hamilton Trust Poetry: (5 days): World of Rhyme Books: • Poems provided by Hamilton Trust • Tiny Tim Hamilton Group Reader Reception and Year 1: Must model and use conjunctions: and, but, because Must use: Capital, full stop Stretch –ma</p>
<p>Handwriting (Letter join)</p>	<p>Daily Letter Join Lesson (30min x 5days) Tracing name EVERY DAY – DNA (Do Now Activity) *Must send this home *Must correct pencil grip and provide pencil grips where needed Homework: Tracing name sheets</p>	<p>Daily Letter Join Lesson (30min x 5days) Tracing days of the week EVERY DAY – DNA (Do Now Activity) *Must send this home *Must correct pencil grip and provide pencil grips where needed Homework: Tracing days of the week sheets</p>	<p>Daily Letter Join Lesson (30min x 5days) Tracing months of the year EVERY DAY – DNA (Do Now Activity) *Must send this home *Must correct pencil grip and provide pencil grips where needed Homework: Tracing months of the year sheets</p>	<p>Daily Letter Join Lesson (30min x 5days) Homework: CGP Reception, Year 1 and Year 2 have own age related sheets (Autumn Book)</p>	<p>Daily Letter Join Lesson (30min x 5days) Homework: CGP Reception, Year 1 and Year 2 have own age related sheets (Spring Book)</p>	<p>Daily Letter Join Lesson (30min x 5days) Homework: CGP Reception, Year 1 and Year 2 have own age related sheets (Summer Book)</p>
<p>Reading Comprehension</p>	<p>CGP Year 1 Comprehension for both year 1 and 2</p>	<p>CGP Year 1 Comprehension for Year 1 CGP Year 2 Comprehension for Year 2 (for those who are ready for this)</p>	<p>CGP Year 1 Comprehension for Year 1 (and some Reception ch. Ready for this) CGP Year 2 Comprehension for Year 2</p>	<p>CGP Year 1 Comprehension for Reception and Year 1 CGP Year 2 Comprehension for Year 2 (and for those Year 1 ch. Ready for this)</p>	<p>CGP Year 1 Comprehension for Reception and Year 1 CGP Year 2 Comprehension for Year 2 (and for those Year 1 ch. Ready for this)</p>	<p>CGP Year 1 Comprehension for Reception and Year 1 CGP Year 2 Comprehension for Year 2 (and for those Year 1 ch. Ready for this)</p>
<p>Mathematics Reception and Year 1 (Hamilton Trust)</p>	<p>Understanding Number (10 days) Measuring Length (5 days) Place Value and Partitioning (10 days) Shapes (A) (5 days) Exploring addition (10 days)</p>	<p>Time (5 days) Exploring Subtraction (10 days) Money Matters (5 days) Shape (B) (5 days) Wellbeing (5 days)</p>	<p>Number and Place Value (10 days) Weight (5 days) Addition and Subtraction (A) (10 days) Time (5 days)</p>	<p>Addition and Subtraction (B) (10 days) Money (5 days) Patterns (10 days) Shapes (5 days)</p>	<p>Number and Calculation (10 days) Calculation and Money (10 days) Measures (5 days)</p>	<p>Addition and Subtraction (10 days) Time (5 days) Patterns: Groups and Fractions (A) (10 days) Patterns: Groups and Fractions (B) (10 days) Shape and Data (5 days)</p>
<p>Spelling</p>	<p>Common Exception words for Year 1 (both Year 1 and Year 2)</p>	<p>Common Exception words for Year 2 (both Year 1 and Year 2)</p>	<p>Week 1: Days of the Week Week 2: Months of the Year Week 3: Words with prefix un-</p>	<p>Conjunctions: and; but; because; when Stretch:</p>	<p>Common Exception words for Year 2 (both Year 1 and Year 2)</p>	<p>Common Exception words for Year 2 (both Year 1 and Year 2)</p>

https://cdn.oxfordowl.co.uk/2019/08/29/13/48/38/98b01b1e-5cd2-47f6-a592-f97cebd0b777/CommonExceptionWords_Y1.pdf	https://cdn.oxfordowl.co.uk/2019/08/29/13/50/37/10bf76a2-c1dd-42e6-88af-0686acd91609/CommonExceptionWords_Y2.pdf	Week 4 and 5: Words with suffixes – ing, -ed, -er, -est	while; until; since; although; despite; yet; although	https://cdn.oxfordowl.co.uk/2019/08/29/13/50/37/10bf76a2-c1dd-42e6-88af-0686acd91609/CommonExceptionWords_Y2.pdf	https://cdn.oxfordowl.co.uk/2019/08/29/13/50/37/10bf76a2-c1dd-42e6-88af-0686acd91609/CommonExceptionWords_Y2.pdf
---	---	---	---	---	---

Year B – Lower KS2 (Year 3 and Year 4)

Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Humanities: Geography and History	Geographical facts of the Invaders and Settlers (Vikings) Some Focusses: a. Map Types and Scales b. Topographical Features c. Biomes (agricultural distribution, climate zones and vegetation) d. Interdependence and human geography e. Natural resources (food, minerals, water)	What history taught us of Invaders and Settlers (Vikings) Some Focusses: a. Chronology (duration, interval and overlap) b. Social Organisations c. Impact of location and topography d. Comparisons between different cultures and civilisations e. Symbolism in Art f. Beliefs	Geographical facts of Extreme Climates Some Focusses: a. Map Types and Scales b. Topographical Features c. Biomes (agricultural distribution, climate zones and vegetation) d. Interdependence and human geography e. Natural resources (food, minerals, water)	What history taught us about Extreme Climates Some Focusses: a. Chronology (duration, interval and overlap) b. Social Organisations c. Impact of location and topography d. Comparisons between different cultures and civilisations e. Symbolism in Art f. Beliefs	Geographical facts of Ancient Egypt Some Focusses: a. Map Types and Scales b. Topographical Features c. Biomes (agricultural distribution, climate zones and vegetation) d. Interdependence and human geography e. Natural resources (food, minerals, water)	What history taught us about Ancient Egypt Some Focusses: a. Chronology (duration, interval and overlap) b. Social Organisations c. Impact of location and topography d. Comparisons between different cultures and civilisations e. Symbolism in Art f. Beliefs
Science	Forces and Magnets (Yr. 3/4 – Hamilton Trust – SET A) *Magnetic Fun and Games	Electricity (Yr. 3/4 – Hamilton Trust – SET B) *Electric Personalities	Light (Yr. 3/4 – Hamilton Trust – SET B) *Shining the Light	Living Things and Their Habitats (Yr. 3/4 – Hamilton Trust – SET B) *Habitat helpers	Plants (Yr. 3/4 - Hamilton Trust – SET B) *Greatly Green Growers	Animals Including Humans (Yr. 3/4 - Hamilton Trust – SET B) *Circle of Life
Religious Education	Christians Where do religious beliefs come from? Christian	Multi/Sikhs What do we mean by truth? Is seeing believing? Multi, including Sikh views on God as truth	Hindu/Christian How do/have religious groups contribute to society and culture?	Christians Why is there so much diversity of belief within ____? Christian, Includes some theological aspects	Multi/Humanist What does sacrifice mean?	
Computing	Computing Systems and networks 1: Networks (Yr. 3) Computing Systems and Networks 2: Emailing (Yr. 3)	Computing Systems and Networks 3: Journey inside a computer (Yr.3)	Computing Systems and networks: Collaborative Learning (Yr. 4)	Programming: Scratch (Yr. 3) Online Safety (Yr. 3)	Programming 1: Further coding with Scratch (Yr. 4)	Programming 2: Computational Thinking (Yr. 4) Online Safety (Yr. 4)
Art &	Textiles Drawing and Painting patterns from textiles. Research Bayeaux Tapestries Bayeaux Tapestry	Textiles Drawing and Painting patterns from textiles. Research Bayeaux Tapestries Bayeaux Tapestry	Drawing and sketching with shading and landscape paintings 3D Modelling Wainwright Sketches 3D Modelling Climate Zone Landscape	Drawing and sketching with shading and landscape paintings 3D Modelling Wainwright Sketches 3D Modelling Climate Zone Landscape	Ancient Egyptian Paintings 3D Sculpture Giacometti / Da Vinci	Ancient Egyptian Paintings 3D Sculpture Giacometti / Da Vinci
Design and Technology	Textiles	Textiles	Torches	Torches	Instruments	Instruments
Music	Year 3 & 4 to support singing performance of KS1 Christmas production. Link to Literacy - Viking Time signature changes		Spring Festival performance. Topic link – 'Climate Extremes' and a link to Tudor & Renaissance music. Learning to play the Recorder – letter names of notes through to actual notation. Revising Doh, Re, Me etc., looking at how the notes fit into spaces & lines – what are the notes called? Learn about the piano & its history. Develop an understanding of how you use your right hand to play notes in the treble clef & find them on a keyboard.		Incorporate understanding & importance of dynamics along with storytelling through the lyric of the song. Start to explore the concept of singing in parts. Listen to orchestral music, learning to identify instruments & families of the orchestra. Start to recognise rhythm & melody patterns by listening to & following excerpts of a score. Key Stage 2 Show!	
P.E	Get Set 4 P.E Lesson A – Ball Skills (RJ) Lesson B - Golf (AOS)	Get Set 4 P.E Lesson A – Invasion Games (RJ) Lesson B – Handball (AOS)	Get Set 4 P.E Lesson A – Dance (KB) Lesson B – Dodgeball (AOS)	Get Set 4 P.E Lesson A - Dance (KB) Lesson B – Gymnastics (AOS)	Get Set 4 P.E Lesson A – Striking and Fielding (RJ) Lesson B – Athletics (AOS)	Get Set 4 P.E Lesson A – Outdoor Adventurous Activities (RJ) Lesson B – Cricket (AOS)
RSHE/PHSE	Family and relationships (Yr. 3/4 - Kapow - Cycle B)	Health and wellbeing (Yr. 3/4 - Kapow - Cycle B)	Citizenship (Yr. 3/4 - Kapow - Cycle B)	Economic wellbeing (Yr. 3/4 - Kapow - Cycle B)	Safety and the changing body (Yr. 3/4 - Kapow - Cycle B)	Transition (Yr. 3/4 - Kapow - Cycle B)

<p>English Writing and SPaG (Hamilton Trust Year 2, Year 3 and Year 4)</p>	<p>Book: A Year Full of Stories – 52 folk stories and legends from around the world by Angela McAllister. Starbird by Sharon King-Chai Fiction (Traditional Tales Around the World Yr. 2/3): Unit 1: Core: Traditional tales – immersion, comprehension and response (5 days) Unit 2: SPaG: Verbs and tenses (3 days) Unit 3: SPaG: Expanded noun phrases and descriptive writing (2 days) Unit 4: Composition: writing new versions of a familiar traditional tale (5 days)</p> <p>Book: The Sea of Tranquillity by Mark Haddon and The Darkest Dark by astronaut Chris Hadfield Non-Fiction (Recounts: Space Travellers Yr. 2/3): Unit 1: Core: Exploring and responding to recounts (5 days) Unit 2: SPaG: Conjunctions (3 days) Unit 3: SPaG: Reading and spelling words with common prefixes (2 days) Unit 4: Composition: Recounts and 'fact file' information sheets (5 days)</p> <p>Poem: The Proper Way to Meet a Hedgehog Poetry (Poems on a Theme: How to Poems Yr.2/3) Unit 1: Core: Read and understand poems; exploring poetic form (5 days) Unit 2: SPaG: Use prepositional phrases and subordinate clauses (3 days)</p> <p>Idioms: Year 2, 3 and 4 Idioms - Aut 1</p>	<p>Poetry from Aut Term 1 to be completed this term.</p> <p>Poem: The Proper Way to Meet a Hedgehog Poetry (Poems on a Theme: How to Poems Yr.2/3) Unit 3: SPaG: Different types of sentences (2 days) Unit 4: Composition: Poem composition, drafting and editing (5 days)</p> <p>Books: The Night Gardener The Girl Who Planted Trees The Woman Who Turned Children Into Birds Fiction (Stories on a Theme: Nature Yr. 2/3): Unit 1: Core: Reading and responding to stories about nature (5days) Unit 2: SPaG: Verb tenses (3 days) Unit 3: SPaG: Apostrophes for contractions and possession (2 days) Unit 4: Core: Creative writing (5 days)</p> <p>Books: Ada Twist, Scientist Non-Fiction (Instructions and Explanations: Ada Twist, Scientist Yr.2/3) Unit 1: Core: Explore instructions and explanation texts (5 days) Unit 2: SPaG: Different types of sentences (2 days) Unit 3: SPaG: Extending sentences with conjunctions (3 days) Unit 4: Composition: Write instructions and explanations (5 days)</p> <p>Idioms: Year 2, 3 and 4 Idioms - Aut 2</p>	<p>Book: Real-life Mysteries: Can you explain the unexplained? Non-Fiction (Reports and Recounts Real-life Mysteries Yr. 3/4) Unit 1: Core: Explore texts about mysterious monsters and time travel (5 days) Unit 2: SPaG: Adverbs for Time, Place and Cause (2 days) Unit 3: SPaG: Paragraphs and Headings: Reports about UFOs and Aliens (3 days) Unit 4: Composition: Write a hoax report about mysterious encounter (5 days)</p> <p>Books: Changes, Gorilla, Into the Forest, The Tunnel, What If ...? all written by Anthony Browne The Night Shimmy by Gwen Strauss and Anthony Brown Fiction (Stories by the Same Author Anthony Browne Yr. 3/4) Unit 1: Core: Read and discuss stories by Anthony Browne (5 days) Unit 2: SPaG: Adding description using conjunctions (2 days) Unit 3: SPaG: Using pronouns to avoid repetition (2 days) Unit 4: Composition: Discuss, plan and write a story based on one read (5 days)</p> <p>Idioms: Year 2, 3 and 4 Idioms - Spr 1</p>	<p>Book: Stig of the Dump by Clive King Fiction (Classic Fiction Stig of the Dump Yr. 3/4): Unit 1: Core: Introduction to the characters, setting and world (5 days) Unit 2: SPaG: Prepositions for time, place & cause: describing and retelling (2 days) Unit 3: SPaG: Dialogue, writing and punctuating: arguments amongst thieves (3 days) Unit 4: Composition: Write a new chapter, continuing the story (5 days)</p> <p>Book: My Encyclopaedia of Very Important Sport Non-Fiction (Information Texts Sport Yr. 3/4): Unit 1: Core: Features of information texts (5 days) Unit 2: SPaG: Introduction to paragraphs, headings and subheadings (3 days) Unit 3: SPaG: Apostrophes to mark possession (2 days) Unit 4: Composition: Research and write a webpage (5 days)</p> <p>Idioms: Year 2, 3 and 4 Idioms - Spr 2</p>	<p>Poem: I Bet I Can Make You Laugh Poetry (Humorous Poems I Can Make You Laugh Yr. 3/4): Unit 1: Core: Identify, understand and compare form, structure and language in poems (5 days) Unit 2: SPaG: Prepositions (for time, place & cause) and prepositional phrases (3 days) Unit 3: SPaG: Expanded noun phrases (2 days) Unit 4: Composition: Write poetry and short stories inspired by poetry (5 days)</p> <p>Book: Look Both Ways by Jason Reynolds Fiction (Short Stories Look Both Ways Yr. 3/4): Unit 1: Core: Reading short stories and exploring character, setting and plot (5 days) Unit 2: SPaG: Writing and Punctuating Dialogue (3 days)</p> <p>Idioms: Year 2, 3 and 4 Idioms - Sum 1</p>	<p>Fiction from Sum Term 1 to be completed this term.</p> <p>Book: Look Both Ways by Jason Reynolds Fiction (Short Stories Look Both Ways Yr. 3/4): Unit 3: SPaG: Identifying and using adverbials, including fronted adverbials (2 days) Unit 4: Composition: Discuss, plan and write a short story (5 days)</p> <p>Book: Dragon Post Non-Fiction (Letters and Postcards Dragon Post Yr. 3/4) Unit 1: Core: Reading and writing letters (5 days) Unit 2: SPaG: Choosing to use pronouns or nouns within and across sentences to aid cohesion and avoid repetition (3 days) Unit 3: SPaG: Use of the indefinite article a or an (2 days) Unit 4: Composition: Writing formal and informal letters (5 days)</p> <p>Poem: A Child's Garden of Verses by Robert Louis Stevenson Poetry (Poetry - Classic Poetry Yr. 2/3): Unit 1: Core: Exploring and performing a range of classic poetry (5 days) Unit 2: SPaG: Sentences with different forms: Playing with sentences (2 days) Unit 3: SPaG: Expressing time, place and cause (conjunctions and prepositions) (3 days) Unit 4: Composition: Read poetry about night and write a story inspired by it (5 days)</p> <p>Idioms: Year 2, 3 and 4 Idioms - Sum 2</p>
<p>Handwriting (Letter join)</p>	<p>Daily Letter Join Lesson (30min x 5days) Need to also practise writing date; days of the week; months of the year. Use weekly spellings to use as practise when writing. Pupils with Fine Motor Skills Difficulties: Tracing name EVERY DAY – DNA (Do Now Activity) *Must send this home *Must correct pencil grip and provide pencil grips where needed</p>	<p>Daily Letter Join Lesson (30min x 5days) Need to also practise writing date; days of the week; months of the year. Use weekly spellings to use as practise when writing. Pupils with Fine Motor Skills Difficulties: Tracing days of the week EVERY DAY – DNA (Do Now Activity) *Must send this home *Must correct pencil grip and provide pencil grips where needed</p>	<p>Daily Letter Join Lesson (30min x 5days) Pupils with fine motor skills difficulties: Tracing months of the year EVERY DAY – DNA (Do Now Activity) Use weekly spellings to use as practise when writing. *Must send this home *Must correct pencil grip and provide pencil grips where needed</p>	<p>Daily Letter Join Lesson (30min x 5days) Homework: CGP handwriting sheets for homework: Use books that suit their current level of handwriting. Use weekly spellings to use as practise when writing.</p>	<p>Daily Letter Join Lesson (30min x 5days) Homework: CGP handwriting sheets for homework: Use books that suit their current level of handwriting. Use weekly spellings to use as practise when writing.</p>	<p>Daily Letter Join Lesson (30min x 5days) Homework: CGP handwriting sheets for homework: Use books that suit their current level of handwriting. Use weekly spellings to use as practise when writing.</p>
<p>Reading Comprehension</p>	<p>CGP Comprehension: Year 2; Year 3 and Year 4 (must be related to their ability rather than age)</p>	<p>CGP Comprehension: Year 2; Year 3 and Year 4 (must be related to their ability rather than age)</p>	<p>CGP Comprehension: Year 2; Year 3 and Year 4 (must be related to their ability rather than age)</p>	<p>CGP Comprehension: Year 3 and Year 4 (must be related to their ability rather than age)</p>	<p>CGP Comprehension: Year 3 and Year 4 (must be related to their ability rather than age)</p>	<p>CGP Comprehension: Year 3 and Year 4 (must be related to their ability rather than age)</p>

	SEND: Reception and Year 1 comprehension to do with one-to-one staff	SEND: Reception and Year 1 comprehension to do with one-to-one staff	SEND: Reception and Year 1 comprehension to do with one-to-one staff	SEND: Year 1 and Year 2 comprehension to do with one-to-one staff	SEND: Year 1 and Year 2 comprehension to do with one-to-one staff	SEND: Year 1 and Year 2 comprehension to do with one-to-one staff
Spelling	Year 3 and 4 common exception words: https://cdn.oxfordowl.co.uk/2019/08/29/13/54/08/76f1443d-9b6d-4030-be0d-25fcfef01438/SpellingWordList_Y3-4.pdf Worth going through Year 2 common exception words as well: https://cdn.oxfordowl.co.uk/2019/08/29/13/50/37/10bf76a2-c1dd-42e6-88af-0686acd91609/CommonExceptionWords_Y2.pdf Science Vocabulary: https://primarysite-prod-sorted.s3.amazonaws.com/bentley-st-pauls-cofe/UploadedDocument/4b271573-3019-413d-9170-46b588e2d7a0/year-3-forces-scientific-vocabulary-poster.pdf	Year 3 and 4 common exception words: https://cdn.oxfordowl.co.uk/2019/08/29/13/54/08/76f1443d-9b6d-4030-be0d-25fcfef01438/SpellingWordList_Y3-4.pdf Worth going through Year 2 common exception words as well: https://cdn.oxfordowl.co.uk/2019/08/29/13/50/37/10bf76a2-c1dd-42e6-88af-0686acd91609/CommonExceptionWords_Y2.pdf Science Vocabulary: https://primarysite-prod-sorted.s3.amazonaws.com/bentley-st-pauls-cofe/UploadedDocument/79621973-365e-472c-9a1e-d355939c0b95/year-4-electricity-scientific-vocabulary-poster.pdf	Year 3 and 4 common exception words: https://cdn.oxfordowl.co.uk/2019/08/29/13/54/08/76f1443d-9b6d-4030-be0d-25fcfef01438/SpellingWordList_Y3-4.pdf Worth going through Year 2 common exception words as well: https://cdn.oxfordowl.co.uk/2019/08/29/13/50/37/10bf76a2-c1dd-42e6-88af-0686acd91609/CommonExceptionWords_Y2.pdf Science Vocabulary: https://primarysite-prod-sorted.s3.amazonaws.com/bentley-st-pauls-cofe/UploadedDocument/17e4e20f-c632-4302-866e-acad4317b092/year-3-light-scientific-vocabulary-poster.pdf	Year 3 and 4 common exception words: https://cdn.oxfordowl.co.uk/2019/08/29/13/54/08/76f1443d-9b6d-4030-be0d-25fcfef01438/SpellingWordList_Y3-4.pdf Worth going through Year 2 common exception words as well: https://cdn.oxfordowl.co.uk/2019/08/29/13/50/37/10bf76a2-c1dd-42e6-88af-0686acd91609/CommonExceptionWords_Y2.pdf Science Vocabulary: https://primarysite-prod-sorted.s3.amazonaws.com/bentley-st-pauls-cofe/UploadedDocument/0fbae1d0-5bcb-4208-b4fd-6e10a3448b86/year-4-living-things-and-their-habitats-scientific-vocabulary-poster.pdf	Year 3 and 4 common exception words: https://cdn.oxfordowl.co.uk/2019/08/29/13/54/08/76f1443d-9b6d-4030-be0d-25fcfef01438/SpellingWordList_Y3-4.pdf Worth going through Year 2 common exception words as well: https://cdn.oxfordowl.co.uk/2019/08/29/13/50/37/10bf76a2-c1dd-42e6-88af-0686acd91609/CommonExceptionWords_Y2.pdf Science Vocabulary: https://primarysite-prod-sorted.s3.amazonaws.com/bentley-st-pauls-cofe/UploadedDocument/b0d93945-dd24-498a-bbf3-719078ba8190/year-3-plants-scientific-vocabulary-poster.pdf	Year 3 and 4 common exception words: https://cdn.oxfordowl.co.uk/2019/08/29/13/54/08/76f1443d-9b6d-4030-be0d-25fcfef01438/SpellingWordList_Y3-4.pdf Worth going through Year 2 common exception words as well: https://cdn.oxfordowl.co.uk/2019/08/29/13/50/37/10bf76a2-c1dd-42e6-88af-0686acd91609/CommonExceptionWords_Y2.pdf Science Vocabulary: https://primarysite-prod-sorted.s3.amazonaws.com/bentley-st-pauls-cofe/UploadedDocument/dd8956d3-5cf5-48c8-8f42-4cc351516df5/year-4-animals-including-humans-scientific-vocabulary-poster.pdf
Mathematics Year 2, Year 3 and Year 4 (Hamilton Trust Using Year 2/3 and Year 3/4 schemes of work)	Place Value and Money/Place Value (10 days) Addition and Subtraction (A)/Addition and Subtraction (A) (10-13 days) Measures and Shape (6 days) Measures (5 days) Multiplication and Division (A)/Multiplication and Division (A) (5-6 days)	Addition and Subtraction (B)/Addition and Subtraction (B) (10-11 days) Multiplication and Division (B)/Multiplication and Division (B) (4-5 days) Shape/Shape (8 days) Fractions (8 days) Addition and Subtraction (C) (5 days)	Place Value and Money/Place Value and Fractions (9-10 days) Addition and Subtraction (A)/Addition and Subtraction (A) (6-8 days) Time (A) & Time (B)/ Time (5-8 days) Measures (5 days)	Multiplication and Division (A)/Multiplication (7-8 days) Multiplication and Division (B)/Division (7-8 days) Fractions (9 days) Decimals and Money (6 days) *Not enough time for Addition and Subtraction (B)/Addition and Subtraction (B) (7-8 days)	Place Value and Fractions/Number and Place Value (5-6 days) Puzzles, Multiplication and Division/Multiplication and Division (A + B) (6-11 days) SPRING TERM SCHEME - Addition and Subtraction (B)/Addition and Subtraction (B) (7-8 days)	Decimals (9 days) Fractions (5 days) Measures and Data (9 days) Shape and Time/Shape (4 days) Addition and Subtraction (A)/Addition and Subtraction (A) (5 days) Addition and Subtraction (B)/Addition and Subtraction (B) (6 days) *Minimised some units to get through all the schemes.

Year B – Upper KS2 (Year 5 and Year 6)

Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Humanities: Geography and History	Geographical Facts about South America Civilisation (Peru/Machu Picchu/Mexico/Chichén Itzá/Ollayantambo/Moray etc.) Some Focusses: a. Map Types and Scales b. Topographical Features c. Biomes (agricultural distribution, climate zones and vegetation) d. Interdependence and human geography e. Natural resources (food, minerals, water)	What History taught us about non-South American Civilisations (Pizarro/Inca/Mayan Empire/Spanish People/Peruvians/Mexican) Some Focusses: a. Chronology (duration, interval and overlap) b. Social Organisations c. Impact of location and topography d. Comparisons between different cultures and civilisations e. Symbolism in Art f. Beliefs	Geographical Facts about a Planet in Danger (link to Art topic) Some Focusses: a. Map and Scales Japan b. Topographical Features of Japan c. Biomes (agricultural distribution, climate zones and vegetation) d. Interdependence and human geography e. Natural resources (food, minerals, water)	What History taught us about our 'Planet in Danger' – linking to Japanese artists Hokusai (the Wave) Ando Hiroshige and Japanism Some focusses: a. Chronology (duration, interval and overlap) b. Comparisons between different cultures (Monet and Manet) c. Symbolism in art d. Edo period – painters and print makers	Geographical Facts about Ancient Greece (link to Art topic) Some Focusses: a. Map and Scales Japan b. Topographical Features of Japan c. Biomes (agricultural distribution, climate zones and vegetation) d. Interdependence and human geography e. Natural resources (food, minerals, water)	What History taught us about Ancient Greece Some Focusses: a. Chronology (duration, interval and overlap) b. Social Organisations c. Impact of location and topography d. Comparisons between different cultures and civilisations e. Symbolism in Art f. Beliefs
Art	Artistic facts about South American Civilisations (linking to History and Geography) Some Focusses: a. Mayan/Incas art – patterns b. Dutch Artist Escher Tessellation c. Reseaching the history/geographical links to Moche Pots	Artistic facts about South American Civilisations (linking to History and Geography) Some Focusses: a. Sketching Moche Clay Pots and the Patterns on these b. Making Moche Clay Pots c. Painting Moche Clay Pots d. Historical facts – used to have corn	Artistic facts about a 'Planet in Danger' (linking to History and Geography) Some Focusses: Researching Hokusai – 'The Wave' Researching Ando Hiroshige Sketching and recreating patterns (Japanism) Painting and recreating patterns (Japanism)	Artistic facts about a 'Planet in Danger' (linking to History and Geography) Some Focusses: Researching Hokusai – 'The Wave' Researching Ando Hiroshige Sketching and recreating patterns (Japanism) Painting and recreating patterns (Japanism)	Artistic facts about a 'Ancient Greece' (linking to History and Geography) Some Focusses: Researching Greek 3D sculptures Sketching and recreating Greek 3D sculptures Painting and recreating Greek 3D sculptures	Artistic facts about a 'Ancient Greece' (linking to History and Geography) Some Focusses: Researching Greek masks Sketching and recreating Greek masks Painting and recreating Greek masks Making Greek masks paper Mache masks Making Greek masks using Modroc

		beer in before it was used in burials	Researching and comparing Monet and Manet's art to Japonism art	Researching and comparing Monet and Manet's art to Japonism art		Making Greek masks using clay
Science	Properties of Materials (Yr. 5/6 - Hamilton Trust – SET B) *Special Effects Materials	Earth and Space (Yr. 5/6 – Hamilton Trust – SET B) *Space!	Forces (Yr. 5/6 – Hamilton Trust – SET B) *Welcome to Force-Land	Living Things and Their Habitats (Yr. 5/6 – Hamilton Trust – SET B) *The Classification Code	Evolution and Inheritance (Yr. 5/6 – Hamilton Trust – SET B) *Survival of the Fittest	Revision Block B (Yr. 5/6 – Hamilton Trust – SET B) *Sensational Science
Design and Technology	Design and Technology - South American Civilisations (linking to History, Geography and Art) Some Focusses: a. Inca Bridges b. Pulley systems	Design and Technology - South American Civilisations (linking to History, Geography and Art) Some Focusses: a. Inca Bridges b. Pulley systems	Design and Technology – Designing a Solar Powered Light Some Focusses: a. Structural Mechanisms b. Electrical Systems	Design and Technology – Designing a Solar Powered Light Some Focusses: a. Structural Mechanisms b. Electrical Systems	Design and Technology – A Beast Opens his Mouth Some Focusses: a. Mechanical Systems b. Levers c. Cams	Design and Technology – A Beast Opens his Mouth Some Focusses: a. Mechanical Systems b. Levers c. Cams
Religious Education	<i>Multi</i> How and why does religion bring peace and conflict?	<i>Buddhists</i> How do Buddhists explain the suffering in the world?	<i>Christians/Humanists</i> What does it mean to be human? Is being happy the greatest purpose in life?	<i>Christians/Humanists</i> Creation or science: conflicting or complementary?	<i>Muslims</i> How do beliefs shape identity for Muslims?	
Computing	Computing Systems and Networks: Search Engines (Yr. 5) Computing Systems and Networks: Bletchley Park (Yr. 6)	Programming 1: Music (Yr. 5)	Programming 2: Micro:bit (Yr. 5) Online Safety (Yr. 5)	Programming: Intro to Python (Yr. 6) Online Safety (Yr. 5)	Data Handling: Mars Rover 1 (Yr. 5)	Skills Showcase: Mars Rover 2 (Yr. 5) Online Safety (Yr. 5)
Music	Topic link: European History link to S America Also, supporting the KS1 Christmas performance by singing. Learn about the history of the traditional Peruvian instrument – the Ocarina - & learn to play it. Follow notation to play melodies in 2 parts. Learn a traditional S American Christmas song in Spanish – 2 parts, creating harmony.		Spring Festival performance. How music has been used in relation to dance from medieval to contemporary. Performing our own compositions as a class orchestra – 'Waltz'. Study of key features of Grade 1 Music Theory – notation in treble & bass clef Simple time signatures Major keys & scales Terms & signs Composing a piece for the class 'orchestra' to play together using the above skills.		We will work on the phrasing, dynamics & storytelling – making sure the lyrics are articulated This term will focus on learning all the skills required to put on the end of term production.	
P.E	Get Set 4 P.E Lesson A – Swimming Lesson B - Football (AOS)	Get Set 4 P.E Lesson A – Swimming Lesson B – Dodgeball (AOS)	Get Set 4 P.E Lesson A – Dance (KB) Lesson B – Tag Rugby (AOS)	Get Set 4 P.E Lesson A - Dance (KB) Lesson B – Gymnastics (AOS)	Get Set 4 P.E Lesson A – Striking and Fielding (HJ) Lesson B – Athletics (AOS)	Get Set 4 P.E Lesson A – Outdoor Adventurous Activities (HJ) Lesson B – Cricket (AOS)
RSHE/PHSE	Family and relationships (Yr. 5/6 - Kapow - Cycle B)	Health and wellbeing (Yr. 5/6 - Kapow - Cycle B)	Citizenship (Yr. 5/6 - Kapow - Cycle B)	Economic wellbeing (Yr. 5/6 - Kapow - Cycle B)	Safety and the changing body (Yr. 5/6 - Kapow - Cycle B)	Transition (Yr. 5/6 - Kapow - Cycle B)
English Writing and SPaG (Hamilton Trust Year 5 & 6)	Book: The Iron Man Fiction: Unit 1: Core: Read The Iron Man, exploring atmosphere, character and language (5 days) Unit 2: SpaG: Cohesive devices: Conjunctions and adverbials (2 days) Unit 3: SpaG: Expanded noun phrases: Settings and characters (3 days) Unit 4: Composition: Write a story about Iron man with a future setting (5 days) Book: Black Britons and their role in Britain Non-Fiction: Unit 1: Core: Facts, Research, Comprehension, Interview (5 days) Unit 2: SpaG: Active and Passive Voice (3 days) Unit 3: SpaG: Explore formal and Informal language (2 days)	Book: Boy in the Tower Fiction: Unit 1: Comprehension: Higher level reading skills, characterisation, prediction (5 days) Unit 2: SpaG: Relative clauses: Boy in the tower characters and settings (3 days) Unit 3: Formal language including use of subjunctive (2 days) Unit 4: Composition: Plan and write a story about two other survivors of the Bluchers (5 days) Book: My Encyclopaedia of Very Important Oceans Non-Fiction: Unit 1: Identifying Features of Non-chronological reports and summarising information (5 days) Unit 2: SpaG: Complex punctuation (colons, semi-colons and bullet points) (3 days)	Booster classes: Tuesday, Wednesday, Thursday mornings 08:00-08:50 (7th January- 13th February) Book: Rise Up: Ordinary Kids with Extraordinary Stories Non-Fiction: Unit 1: Core: Features of Biographies/Autobiographies, summarising and taking notes (5 days) Unit 2: SpaG: Using the passive voice (3 days) Unit 3: SpaG: Using the perfect form of verbs (2 days) Unit 4: Composition: Writing a biography (5 days) Book: Holes Fiction: Unit 1: Core: Explore the world of Holes: Characters, plot and point of view (5 days)	Booster classes: Tuesday, Wednesday, Thursday mornings 08:00-08:50 (25th February – 27th March) Book: Hidden figures and curiosity – The story of the Mars Rover Non-Fiction: Unit 1: Core: Facts, Research, Comprehension, Magazine Articles (5 days) Unit 2: SpaG: Cohesive Devices (3 days) Unit 3: SpaG: Use brackets, dashes or commas to indicate the parenthesis (2 days) Unit 4: Composition: Plan and produce a double page spread non-chronological	Booster classes: Tuesday, Wednesday, Thursday mornings 08:00-08:50 (22nd April- 8th May) Week 1 – 4: SATs Revision papers in the mornings 11:00-12:30 Week 1: Reading and SPaG 2014 & 2019 Week 2: Reading and SPaG 2015 & 2022 Week 3: Reading and SpaG 2016 & 2023 Week 4: Reading and SPaG 2018 & 2024 Afternoon English revision 14:30-15:30 CGP: Year 6 Comprehension CGP: Year SPaG Spelling practice (year 5 & 6 spellings) Week 5:	Writing Genres: Week 1: Letters to Friends and Family (NF) Adventure stories (F) Week 2: Formal letters HNF) Fables (F) Week 3: Play Script (F) Adverts/Flyers (NF) Week 4: Diaries (NF) Mystery Stories (F)

	<p>Unit 4: Compositions: Research and write an article and blog about a black British figure (5 days) Poems: Lewis Carroll's Walrus and the Carpenter (from Year 5 Aut Curriculum) Poetry: Unit 1: Core: Study a classic narrative poem: The Walrus and the Carpenter (4 days) Unit 2: SpaG: Adverbials for adding information about time, cause and place (3 days)</p> <p>Idioms: Idioms Year 5 and 6 - Aut 1</p> <p>Year 6 revision club: Tuesdays 15:30-16:30 (starting 10th September – 22nd October)</p> <p>Summer holiday club 30th & 31st July and 19th & 20th August 10:00-13:00</p>	<p>Unit 3: SpaG: Cohesive devices (2 days) Unit 4: Composition: Plan and produce a double page spread (5 days) Poems: Hilaire Belloc's Cautionary Tales (from Year 5 Aut Curriculum) Poetry: Unit 3: Comprehension, exploring Hilaire Belloc's Cautionary Tales (4 days) Unit 4: SpaG: Understanding Modal Verbs and Adverbs of Possibility (3 days)</p> <p>Idioms: Idioms Year 5 and 6 - Aut 2</p> <p>Year 6 revision club: Tuesdays 15:30-16:30 (starting 5th November – 10th December)</p>	<p>Unit 2: SpaG: Expanded noun phrases: Creating atmosphere through rich images (2 days) Unit 3: SpaG: Formal & Informal language; dialogue punctuation: Write an unseen story event Unit 4: Composition: Write a new chapter for Holes (5 days)</p> <p>Idioms: Idioms Year 5 and 6 - Spr 1</p> <p>Feb holiday club 18th & 19th February 10:00-13:00</p>	<p>report. Write a diary entry in role (5 days)</p> <p>Book: The day the screens went blank</p> <p>Fiction: Unit 1: Core: Read and discuss the opening of the book (5 days) Unit 2: SpaG: Using modal verbs and adverbs of possibility (3 days) Unit 3: SpaG: Commas, colons and semi-colons (2 days) Unit 4: Composition: Write a story based on The Day the Screens went Blank (5 days)</p> <p>Idioms: Idioms Year 5 and 6 - Spr 2</p> <p>Easter holiday club 8th & 9th April 10:00-13:00</p>	<p>Horror Stories (F) Factual Report (NF)</p> <p>Idioms: Idioms Year 5 and 6 - Sum 1</p>	<p>Week 5: Formal Letters (NF) Fantasy Adventure (F)</p> <p>Week 6: Stories with a dilemma (F) Newsletters (NF)</p> <p>Week 7: Recounting events (NF)</p> <p>Fiction: Idioms: Idioms Year 5 and 6 - Sum 2</p>
<p>Handwriting (Letter join)</p>	<p>Daily Letter Join Lesson (30min x 5days) Need to also practise writing date; days of the week; months of the year. Use weekly spellings to use as practise when writing. Pupils with Fine Motor Skills Difficulties: Tracing name EVERY DAY – DNA (Do Now Activity) *Must send this home *Must correct pencil grip and provide pencil grips where needed</p>	<p>Daily Letter Join Lesson (30min x 5days) Need to also practise writing date; days of the week; months of the year. Use weekly spellings to use as practise when writing. Pupils with Fine Motor Skills Difficulties: Tracing days of the week EVERY DAY – DNA (Do Now Activity) *Must send this home *Must correct pencil grip and provide pencil grips where needed</p>	<p>Daily Letter Join Lesson (30min x 5days) Pupils with fine motor skills difficulties: Tracing months of the year EVERY DAY – DNA (Do Now Activity) Use weekly spellings to use as practise when writing. *Must send this home *Must correct pencil grip and provide pencil grips where needed</p>	<p>Daily Letter Join Lesson (30min x 5days) Homework: CGP handwriting sheets for homework: Use books that suit their current level of handwriting. Use weekly spellings to use as practise when writing.</p>	<p>Daily Letter Join Lesson (30min x 5days) Homework: CGP handwriting sheets for homework: Use books that suit their current level of handwriting. Use weekly spellings to use as practise when writing.</p>	<p>Daily Letter Join Lesson (30min x 5days) Homework: CGP handwriting sheets for homework: Use books that suit their current level of handwriting. Use weekly spellings to use as practise when writing.</p>
<p>Reading Comprehension</p>	<p>CGP Comprehension: Year 4; Year 5 and Year 6 (must be related to their ability rather than age) SEND: Year 2 and 3 comprehension</p>	<p>CGP Comprehension: Year 4; Year 5 and Year 6 (must be related to their ability rather than age) SEND: Year 2 and 3 comprehension</p>	<p>CGP Comprehension: Year 4; Year 5 and Year 6 (must be related to their ability rather than age) SEND: Year 2 and 3 comprehension</p>	<p>CGP Comprehension: Year 4; Year 5 and Year 6 (must be related to their ability rather than age) SEND: Year 3 and 4 comprehension</p>	<p>CGP Comprehension: Year 4; Year 5 and Year 6 (must be related to their ability rather than age) SEND: Year 3 and 4 comprehension</p>	<p>CGP Comprehension: Year 4; Year 5 and Year 6 (must be related to their ability rather than age) SEND: Year 3 and 4 comprehension</p>
<p>Mathematics Year 5 and Year 6 (Hamilton Trust)</p>	<p>Place Value (5 days) Addition and Subtraction (A) (7 days) Decimals (10 days) Multiplication and Division (A) (10 days) Fractions (4 days) *Go through problem solving (2 days)</p> <p>Year 6 revision club: Tuesdays 15:30-16:30 (starting 10th September – 22nd October)</p> <p>Summer holiday club 30th & 31st July and 19th & 20th August 10:00-13:00</p>	<p>Fractions (4 days) Addition and Subtraction (B) (8 days) Multiplication and Division (B) (8 days) Shape (11 days) *Go through a paper before assessment week (2 days) Go through problem solving (2 days)</p> <p>Year 6 revision club: Tuesdays 15:30-16:30 (starting 5th November – 10th December)</p>	<p>Booster classes: Tuesday, Wednesday, Thursday mornings 08:00-08:50 (7th January-13th February) Place Value (6 days) Decimals and Fractions (9 days) Calculation Strategies (7 days) Time and Data (6 days) *Go through problem solving (1 day)</p> <p>Feb holiday club 18th & 19th February 10:00-13:00</p>	<p>Booster classes: Tuesday, Wednesday, Thursday mornings 08:00-08:50 (25th February – 1st April) Multiplication (5 days) Multiplication and Division (7 days) Measures (10 days) Algebra and Ratio (7 days) *Go through problem solving (1 day)</p> <p>Easter holiday club 8th & 9th April 10:00-13:00</p>	<p>Booster classes: Tuesday, Wednesday, Thursday mornings 08:00-08:50 (22nd April- 8th May) Week 1 – 4: SATs Revision papers in the mornings 09:00-10:45 Week 1: Arithmetic and Reasoning Papers 2019 Week 2: Arithmetic and Reasoning Papers 2022 Week 3: Arithmetic and Reasoning Papers 2023 Week 4: Arithmetic and Reasoning Papers 2024</p> <p>Afternoon Maths sessions 13:30-14:30: Revision Menu A (8 days) Revision Menu B (9 days)</p>	<p>Number properties and Multiplication (9 days) Division, Fractions and Percentages (11 days) Decimals, Addition and Subtraction (8 days) Measures, Shape and Data (6 days)</p>

					Revision Top up Menu (10 days)	
Spelling	<p>Year 5 and 6 common exception words: https://cdn.oxfordowl.co.uk/2019/08/29/13/56/09/5a42eb6a-f57f-4dc4-a66e-bd4c5e27e4b7/SpellingWordList_Y5-6.pdf</p> <p>Worth going through Year 3/4 common exception words as well: https://cdn.oxfordowl.co.uk/2019/08/29/13/54/08/76f1443d-9b6d-4030-be0d-25fcfef01438/SpellingWordList_Y3-4.pdf</p> <p>Science Vocabulary: https://primarysite-prod-sorted.s3.amazonaws.com/bentley-st-pauls-cofe/UploadedDocument/fa1d99f6-4f7f-4f1f-adbd-7abc5c1346c3/year-5-properties-and-changes-of-materials-vocabulary-poster.pdf</p>	<p>Year 5 and 6 common exception words: https://cdn.oxfordowl.co.uk/2019/08/29/13/56/09/5a42eb6a-f57f-4dc4-a66e-bd4c5e27e4b7/SpellingWordList_Y5-6.pdf</p> <p>Worth going through Year 3/4 common exception words as well: https://cdn.oxfordowl.co.uk/2019/08/29/13/54/08/76f1443d-9b6d-4030-be0d-25fcfef01438/SpellingWordList_Y3-4.pdf</p> <p>Science Vocabulary: https://primarysite-prod-sorted.s3.amazonaws.com/bentley-st-pauls-cofe/UploadedDocument/3486a904-6472-4ae1-902c-347d7c671239/year-5-earth-and-sapce.pdf</p>	<p>Year 5 and 6 common exception words: https://cdn.oxfordowl.co.uk/2019/08/29/13/56/09/5a42eb6a-f57f-4dc4-a66e-bd4c5e27e4b7/SpellingWordList_Y5-6.pdf</p> <p>Worth going through Year 3/4 common exception words as well: https://cdn.oxfordowl.co.uk/2019/08/29/13/54/08/76f1443d-9b6d-4030-be0d-25fcfef01438/SpellingWordList_Y3-4.pdf</p> <p>Science Vocabulary: https://primarysite-prod-sorted.s3.amazonaws.com/bentley-st-pauls-cofe/UploadedDocument/0504ac75-46b9-4aab-92f6-c2a3d3ef7d36/year-5-forces-scientific-vocabulary-poster.pdf</p>	<p>Year 5 and 6 common exception words: https://cdn.oxfordowl.co.uk/2019/08/29/13/56/09/5a42eb6a-f57f-4dc4-a66e-bd4c5e27e4b7/SpellingWordList_Y5-6.pdf</p> <p>Worth going through Year 3/4 common exception words as well: https://cdn.oxfordowl.co.uk/2019/08/29/13/54/08/76f1443d-9b6d-4030-be0d-25fcfef01438/SpellingWordList_Y3-4.pdf</p> <p>Science Vocabulary: https://primarysite-prod-sorted.s3.amazonaws.com/bentley-st-pauls-cofe/UploadedDocument/0504ac75-46b9-4aab-92f6-c2a3d3ef7d36/year-5-forces-scientific-vocabulary-poster.pdf</p>	<p>Year 5 and 6 common exception words: https://cdn.oxfordowl.co.uk/2019/08/29/13/56/09/5a42eb6a-f57f-4dc4-a66e-bd4c5e27e4b7/SpellingWordList_Y5-6.pdf</p> <p>Worth going through Year 3/4 common exception words as well: https://cdn.oxfordowl.co.uk/2019/08/29/13/54/08/76f1443d-9b6d-4030-be0d-25fcfef01438/SpellingWordList_Y3-4.pdf</p> <p>Science Vocabulary: https://primarysite-prod-sorted.s3.amazonaws.com/bentley-st-pauls-cofe/UploadedDocument/88a9ec99-bac4-42b5-a588-9c294329dad9/year-6-evolution-and-inheritance.pdf</p>	<p>Year 5 and 6 common exception words: https://cdn.oxfordowl.co.uk/2019/08/29/13/56/09/5a42eb6a-f57f-4dc4-a66e-bd4c5e27e4b7/SpellingWordList_Y5-6.pdf</p> <p>Worth going through Year 3/4 common exception words as well: https://cdn.oxfordowl.co.uk/2019/08/29/13/54/08/76f1443d-9b6d-4030-be0d-25fcfef01438/SpellingWordList_Y3-4.pdf</p> <p>Science Vocabulary: https://primarysite-prod-sorted.s3.amazonaws.com/bentley-st-pauls-cofe/UploadedDocument/610a0a1d-81ea-4c5e-b46f-354cceb9ccc/year-6-animals-including-humans-scientific-vocabulary-poster.pdf</p>