AMBROSOLI INTERNATIONAL SCHOOL 2017/18 – CURRICULUM MAP

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ENGLISH	**Reading** - Revise and further develop, then apply phonic knowledge and skills to decode words - Respond speedily with correct sounds for letters and phonemes - Blending - Exception words - Identify different elements of poetry - Sound and blend unfamiliar words - Reading and writing of nonfiction text - Develop pleasure in reading -	**Reading** - Develop phonics until decoding secure - Read common suffixes - Read and re-read phonic-appropriate books - Read large variety of texts - Read common 'exception' words - Discuss and express views about fiction, nonfiction and poetry - Look at traditional stories - comparing and contrasting - Ask and answer questions; make predictions - Follow written instructions	**Reading** - Use knowledge to read 'exception' words - Read range of fiction and nonfiction - Use dictionaries to check meaning - Check own understanding of reading - Develop understanding of character, plot, setting etc - Draw inferences and make predictions - Retrieve and record information from non-fiction books - Discuss reading with others	**Reading** - Secure decoding of unfamiliar words - Read for a range of purposes - Retell some stories orally - Discuss words and phrases that capture the imagination - Identify themes and conventions - Retrieve and record information - Make inferences and justify predictions - Recognise a variety of forms of poetry - Identify and summarise ideas - Stories by same author (Roald Dahl)	**Reading** - Apply knowledge of morphology and etymology when reading new words - Reading and discuss a broad range of genres and texts - Identifying and discussing themes - Learn poetry by heart - Draw inference and make predictions - Discuss author's use of language - Retrieve and present information from nonfiction texts. - Formal presentations and debates	**Reading** - Read a broad range of genres - Investigate settings, character development, plot and theme - Make comparisons within/across books - Support inferences with evidence - Summarising key points from texts - Identify how language, structure, etc. contribute to meaning, purpose and message. - Discuss use of language, inc. figurative - Discuss and explain reading, providing reasoned justifications for views
	Writing - Sit correctly, holding pencil properly - Form lower case letters, capital letters and numbers 0-9 correctly - Compose a sentence before writing - Write meaningful sentences, begin to form sequences in short narratives - Checking over own work for errors	**Writing** - Write own stories with beginning, middle and end - Explanation, imaginative informational, reports - Use appropriate size letters and spaces - Develop positive attitude and stamina for writing - Begin to plan ideas for writing - Record ideas sentence-by- sentence - Make simple additions and changes after proofreading	**Writing** - Write simple dictated sentences - Use handwriting joins appropriately - Plan to write based on familiar forms - Rehearse sentences orally for writing - Create simple settings and plot - Beginning Middle and Ends - Assess effectiveness of own and others' writing - Write poems - acrostic, rhyming, haikus - Write larger variety of text	**Writing** - Correctly spell common homophones - Increase regularity of handwriting - Plan writing based on familiar forms - Organise writing into paragraphs - Use simple organisational devices - Proof-read for spelling and punctuation errors - Evaluate own and others' writing - Read own writing aloud - Biography, reports, persuasive writing, instructional writing, adventure story writing, friendly letter - Poetry - rhyming, limerick, sonnet, ballad, cinquain, diamante, free verse, ode, lyric, renga, kennings, terza, rima.	**Writing** - Legible, fluent handwriting - Plan writing to suit audience and purpose - Develop character, setting and atmosphere in narrative - Use organisational and presentational features - Use consistent appropriate tense - Proofreading - Perform own compositions - Adventure stories with a fantasy element - Poetry - Non-chronological reports.	**Writing** - Plan an explanation to answer the question how or why - Write an explanation that contains an introduction and a series of logical steps organised into paragraphs - Plan quickly and effectively the plot, characters, and structure of their own narrative writing, - In narrative writing, integrate dialogue to convey character and advance the action - Write science fiction stories. - Write a poetry response - Persuasive Writing - present ideas and arguments using a clear structure, backed up opinions with evidence and examples, using powerful vocabulary - Use a thesaurus
	SPaG - Leave spaces between words - Begin to use basic punctuation: . ? ! - Use capital letters for proper nouns. - Use common plural and verb suffixes - Joining words and joining clauses using 'and' - Spell days of the week - Spell words containing the 42 phonics - Spell common exception words	**SPaG** - Use . ! ? , and ' - Use simple conjunctions (I'd, we're) - Recognise similes - Recognise some types of words (nouns, verbs, adjectives etc) - Learn to spell common 'exception' words	**SPaG** - Use range of conjunctions - Use perfect tense - a/an, plurals, irregular plurals, nouns, adjectives, adverbs, tenses, question and exclamation marks. - Use range of nouns and pronouns - Use time connectives - Introduce speech punctuation - Know language of clauses - Use prefixes and suffixes in spelling	**SPaG** - Use wider range of conjunctions - Use perfect tense appropriately - Select pronouns and nouns for clarity - Use and punctuate direct speech - Use commas after fronted adverbials - Homophones - Personification, metaphors and similes - Continued spelling and punctuation - a/an	**SPaG** - VCOP - Use expanded noun phrases - Use modal and passive verbs - Use relative clauses - who, which, where, when, whose - Use commas to clarify meaning or avoid ambiguity - Use brackets, dashes and commas for parenthesis - Secure spelling, inc. prefixes homophones, silent letters, etc.	**SPaG** - Use knowledge of morphology and etymology in spelling - Use appropriate register/ style - Use the passive voice for purpose - Use features to convey and clarify meaning - Use full punctuation - including semi-colon, colon, and dash. - Use hyphens to avoid ambiguity - Use language of subject/object - Use dictionaries to check the

			- Use a dictionary	- Possessive apostrophe - adverbs	- Use a thesaurus	spelling and meaning of words -
	Speaking and Listening - Listen and respond appropriately - Ask relevant questions - Maintain attention and participate - Listen to, recite and respond to wide range of stories, poems, fiction and nonfiction	**Speaking and Listening** - Give oral explanations, instructions, and descriptions - Imaginative vocabulary - Poetry reading - Using drama to retell a story	**Speaking and Listening** - Give structured descriptions - Participate actively in conversation - Consider and evaluate different viewpoints - Taking turns - Reading aloud - Retelling stories	**Speaking and Listening** - Articulate and justify opinions - Speak with clarity - Gain, maintain and monitor interest of listeners	**Speaking and Listening** - Give well-structured explanations - Consider and evaluate different viewpoints - Use appropriate register - Learn and perform poetry/own writing	**Speaking and Listening** - Use questions to build knowledge - Articulate arguments and opinions - Use spoken language to speculate, hypothesise and explore - Use appropriate register and language - Participate actively in collaborative conversations, staying on topic and initiating and responding thoughtfully to comments

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
DRAMA	- Creating, choosing and accepting roles in for class assemblies to showcase special events or learning in class. - Take part in annual Key Stage 1 Production. - Use movement, expression and voice to tell a story. - Inspired by a range of stimuli, chn can express and communicate ideas, thoughts and feelings through drama. - Develop confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. - Respond to the experience of drama by discussing thoughts and feelings. - Give constructive comment on own and others' work. - preparing poems and play scripts to read aloud and to perform showing understanding through intonation, tone, volume and action.	- Creating, choosing and accepting roles in for class assemblies to showcase special events or learning in class. - Take part in annual Key Stage 1 Production. - Use movement, expression and voice to tell a story. - Inspired by a range of stimuli, chn can express and communicate ideas, thoughts and feelings through drama. - Develop confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. - Respond to the experience of drama by discussing thoughts and feelings. - Give constructive comment on own and others' work.	- Creating, choosing and accepting roles in for class assemblies to showcase special events or learning in class. - Take part in annual Key Stage 2 Production. - Use movement, expression and voice to tell a story. - Inspired by a range of stimuli, chn can express and communicate ideas, thoughts and feelings through drama. - Develop confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. - Respond to the experience of drama by discussing thoughts and feelings. - Give constructive comment on own and others' work. - preparing poems and play scripts to read aloud and to perform showing understanding through intonation, tone, volume and action.	- Creating, adapting and sustain different roles, experimenting with movement, expression and voice. - Using theatre arts technology. - Take active role in class assemblies to showcase special events or learning in class. - Take part in annual Key Stage 2 Production. - Inspired by a range of stimuli, chn can express and communicate ideas, thoughts and feelings through drama - Create and present scripted or improvised drama, beginning to take account of audience and atmosphere. - Respond to the experience of drama by discussing thoughts and feelings. - Give constructive comment on own and others' work. - preparing poems and play scripts to read aloud and to perform showing understanding through intonation, tone, volume and action.	- Creating, adapting and sustain different roles, experimenting with movement, expression and voice. - Using theatre arts technology. - Take active role in class assemblies to showcase special events or learning in class. - Take part in annual Key Stage 2 Production. - Inspired by a range of stimuli, chn can express and communicate ideas, thoughts and feelings through drama - Create and present scripted or improvised drama, beginning to take account of audience and atmosphere. - Respond to the experience of drama by discussing thoughts and feelings. - Give constructive comment on own and others' work. - preparing poems and play scripts to read aloud and to perform showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience.	- Creating, adapting and sustain different roles, experimenting with movement, expression and voice. - Using theatre arts technology. - Take active role in class assemblies to showcase special events or learning in class. - Take leading role in annual Key Stage 2 Production. - Inspired by a range of stimuli, chn can express and communicate ideas, thoughts and feelings through drama - Create and present scripted or improvised drama, beginning to take account of audience and atmosphere. - Respond to the experience of drama by discussing thoughts and feelings. - Give constructive comment on own and others' work. - preparing poems and play scripts to read aloud and to perform showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience.

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MATHS	**Number/Calculation** - Count to / across 100 - Count in 1s, 2s, 5s and 10s - Identify 'one more' and 'one less' - Read & write numbers to 20 - Use language, e.g. 'more than', 'most' - Use +, - and = symbols - Know number bonds to 20 - add and subtract one-digit and two-digit numbers to 20, including zero - Solve one-step problems, including simple arrays	**Number/Calculation** - Know 2, 5, 10x tables - Begin to use place value (T/U) - Count in 2s, 3s, 5s & 10s - Identify, represent & estimate numbers - Compare / order numbers, inc. < > = - Write numbers to 100 - Know number facts to 20 (+ related to 100) - Use x and ÷ symbols - Recognise commutative property of multiplication	**Number/Calculation** - Learn 3, 4 & 8x tables - Secure place value to 100 - Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits - Written column addition & subtraction - Solve number problems, including multiplication & simple division and missing number problems - Use commutativity to help calculations	**Number/Calculation** - Know all tables to 12 x 12 - Secure place value to 1000 - Use negative whole numbers - Round numbers to nearest 10, 100 or 1000 - Use Roman numerals to 100 (C) - Column addition & subtraction up to 4 digits - Multiply & divide mentally - Use standard short multiplication	**Number/Calculation** - Secure place value to 1,000,000 - Use negative whole numbers in context - Use Roman numerals to 1000 (M) - Use standard written methods for all four operations - Confidently add & subtract mentally - Use vocabulary of prime, factor & multiple - Multiply & divide by powers of ten - Use square and cube numbers	**Number/Calculation** - Secure place value & rounding to 10,000,000, including negatives - All written methods, including long division - Use order of operations (not indices) - Identify factors, multiples & primes - Solve multi-step number problems **Algebra** - Introduce simple use of unknowns
	Geometry & Measures - Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest - Begin to measure length, capacity, weight - Recognise coins & notes - Use time & ordering vocabulary - Tell the time to hour/half-hour - Use language of days, weeks, months & years - Recognise & name common 2-d and 3-d shapes - Order & arrange objects - Describe position & movement, including half and quarter turns	**Geometry & Measures** - Know and use standard measures - Read scales to nearest whole unit - Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds - Tell time to the nearest 5 minutes - Identify & sort 2-d & 3-d shapes - Identify 2-d shapes on 3-d surfaces - Order and arrange mathematical objects - Use terminology of position & movement	**Geometry & Measures** - Measure & calculate with metric measures - Measure simple perimeter - Add/subtract using money in context - Use Roman numerals up to XII; tell time - Calculate using simple time problems - Draw 2-d / Make 3-d shapes - Identify and use right angles - Identify horizontal, vertical, perpendicular and parallel lines	**Geometry & Measures** - Compare 2-d shapes, including quadrilaterals & triangles - Find area by counting squares - Calculate rectangle perimeters - Estimate & calculate measures - Identify acute, obtuse & right angles - Identify symmetry - Use first quadrant coordinates - Introduce simple translations	**Geometry & Measures** - Convert between different units - Calculate perimeter of composite shapes & area of rectangles - Estimate volume & capacity - Identify 3-d shapes - Measure & identify angles - Understand regular polygons - Reflect & translate shapes	**Geometry & Measures** - Confidently use a range of measures & conversions - Calculate area of triangles / parallelograms - Use area & volume formulas - Classify shapes by properties - Know and use angle rules - Translate & reflect shapes, using all four quadrants
	Fractions - Recognise & use ½ & ¼	**Fractions** - Find and write simple fractions - Understand equivalence of e.g. 2/4 = 1/2	**Fractions & decimals** - Use & count in tenths - Recognise, find & write fractions - Recognise some equivalent fractions - Add/subtract fractions up to <1 - Order fractions with common denominator	**Fractions & decimals** - Recognise tenths & hundredths - Identify equivalent fractions - Add & subtract fractions with common denominators - Recognise common equivalents - Round decimals to whole numbers - Solve money problems	**Fractions** - Compare & order fractions - Add & subtract fractions with common denominators, with mixed numbers - Multiply fractions by units - Write decimals as fractions - Order & round decimal numbers - Link percentages to fractions & decimals	**Fractions, decimals & percentages** - Compare & simplify fractions - Use equivalents to add fractions - Multiply simple fractions - Divide fractions by whole numbers - Solve problems using decimals & percentages - Use written division up to 2dp - Introduce ratio & proportion
		Data - Interpret simple tables & pictograms - Ask & answer comparison questions - Ask & answer questions about totaling	**Data** - Interpret bar charts & pictograms	**Data** - Use bar charts, pictograms & line graphs	**Data** - Interpret tables & line graphs - Solve questions about line graphs	**Data** - Use pie charts - Calculate mean averages

IPC	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Milepost	**Milepost 1**		**Milepost 2**		**Milepost 3**	
Science	**Knowledge:** -be able to ask scientific questions, collecting evidence through observation and measurement, about the basic conditions needed for living things to survive, the differences between living and things that have never been alive, know that living things grow and reproduce and the basic conditions needed for living things to survive -know that the features of the school environment affect the types of living things found there -know about the senses, the main external body parts of humans and animals and the characteristics of a range of animals -know the names of parts of plants and what plants need to grow -know the names and properties of a range of materials and their uses -know about everyday appliances that use electricity and how simple electrical circuits operate and the effects they have on different devices -know the function of a switch in an electrical circuit and how a range of forces, including pushes and pulls, can move an object -know the darkness in the absence of lights. -the importance of exercise and healthy eating and the dangers of drugs and medicines -how sound travels from sources and how sounds are heard when they enter the ear **Skills:** -Be able to pose simple scientific questions, identify ways of finding out about scientific issues, with help be able to conduct simple investigations, and with help be able to gather information from simple texts -sort living things into simple groups and recognize living things in the school environment -describe similarities and differences between materials and sort materials into groups according to their properties -be able to describe the actions that result in changes in light, sound and movement -test materials to see what happens when they are squashed, bent, twisted, stretched, heated and cooled. **Understanding:** -understand that different locations support different living things -how to treat animals with care and sensitivity -the uses to which materials are put depend on their properties - that sound and light come from a variety of sources		**knowledge:** -know the differences between living and non-living things, about the principles of nutrition, growth, movement and reproduction, about the living things that are supported by different environments, about food chains in the local environment, the frequently occuring animals and plants that are supported by the environment around the school and about food chains in the local environment -about the function and care of teeth, about the function and actions of the heart and the functions of skeletons and muscles in humans and in animals. -about the main stages of the human life cycle, the effects of exercise on the human body, effects that tobacco and alcohol have on the human body, and the effect of diet on the human body. -know the effects that light, air, water, and temperature have on plants, about the function of leaves, and about the plant life cycles -know that some materials conduct electricity, conduct heat more effectively than others, that temperature is a measure of heat, that some substances dissolve in water and others do not, that temperature is a measure of heat, and that some changes in materials are reversible and others are irreversible -be able to distinguish between solids, liquids, and gas -know the principles of magnets and magnetic and non-magnetic materials -that the changes in materials are reversible or irreversible and about the changes that occur when materials are mixed -know that forces can have direction and differ in size -about the effects of friction, that light travels from a source, that objects form shadows when they block the passage of light, that sounds are made when objects vibrate, that the sun, earth and the moon are approximately spherical, and that the position of the sun appears to change during the course of the day and that shadows change as a result. **Skills:** -be able to carry out simple investigations, prepare a simple investigation, predict the outcome of investigations, use simple scientific equipment, test ideas using evidence from observation and measurement, link evidence to broader scientific knowledge, use evidence to draw conclusions, gather information from simple texts, and be able to use evidence to draw conclusions -classify animals and plants according to their features -compare common materials and objects according to their properties -construct electrical circuits to make devices work **Understanding:** -understand the importance of collecting scientific evidence --some of the effects of what they learn on people's lives -the principles of protecting living things -that different materials are suited for different purposes		**Knowledge:** -know that the study of science is concerned with investigating and understanding the animate and inanimate world around them -know major classifications of living things, effects of food chains and that changes in the environment have effects on living things -about the nature, functions, and effects of microorganisms -know the structure of the human body, the functions of the major internal and external parts of the human body, the similarities and differences between humans and other creatures, the effects of exercise on the human pulse rate, effect of drug misuse, and the ways in which humans and animals reproduce -know that some characteristics of humans and other animals are inherited from their parents and that some are influenced by the environment -know about the major functions of a plant, characteristics, growth, reproduction, seed dispersal, and germination -know the distinctive properties of different materials, the principles of materials acting as thermal insulators, what happens when materials are heated and cooled, the principles of condensation and evaporation, the differences between metals and other materials, that matter is made up of particles, and that different arrangements of particles in solids, liquids, and gases -know that heat can move from one object to another by conduction -know about the major sources of energy, how energy sources occur, are obtained, and used, and know the basic principles of renewable and sustainable energy -how light travels, the relationship between earth and the solar system, day and night and earth's spinning axis, earth's orbit, and the effects caused by the earth moving **Skills:** -be able to conduct scientific investigations posing questions, to choose an appropriate way to investigate, to make systematic and accurate measurements from their observations, to explain and justify their predictions, investigations, findings and conclusions, to record and communicate their findings, and to gather evidence from a variety of sources, to discriminate between evidence and opinion, and to test and evaluate their own work and improve on it -to recognize and name the major plants and animals in the host country, to classify locally occurring plants and animals according to their features, and to recognize and name the major plants and animals in their home country -be able to group and classify materials according to their properties, to identify changes that are reversible or irreversible, separate simple mixtures, and recover dissolved solids through evaporation -be able to represent electrical circuits in drawings and symbols and to vary an electrical circuit to change its effect **Understanding:** -Understand the importance of using evidence to test scientific ideas and the effects of what they learn on people's lives -the relationship between living things and the environment in which they live	

			-the importance of an appropriate diet for the health of humans and animals -the need for accurate design and working -the ways in which technology can be used to meet needs, wants and opportunities -the different techniques, tools and materials needed for different tasks -understand that the quality of a product depends on how well it is made
History	**Knowledge:** -know stories about a range of people who have lived in the past and about events that happened in the past **Skills:** -be able to ask and answer simple questions about the past, use key words and phrases relating to the passing of time, order events and objects into a sequence, identify differences between their own lives and those who lived in the past, find out about aspects of the past from a range of sources, and communicate their historical knowledge **Understanding:** -understand that events and people's actions have causes and effects and that the past is represented in a variety of ways.	**Knowledge:** -know about the main events, dates, and characteristics of the past societies they have studied, the lives of people in those periods, and the main similarities and differences between past societies **Skills:** -be able to give some reasons for particular events and changes, gather information from simple sources, and use their knowledge and understanding to answer simple questions about the past **Understanding:** -understand that the past can be considered in terms of different time periods and that the past has been recorded in a variety of ways	**knowledge:** -know that the study of history is concerned with the past in relation to the present, the general history of the host country, about the characteristic features of particular periods and societies, about ideas, beliefs, attitudes, and experiences of people of the past, about social, cultural, religious and ethnic diversity periods, and the terms associated with the periods they have studied **Skills:** -be able to enquire into historical issues and their effects on people's lives, to find out about aspects of the past from a range of sources, to describe historical events, situations, and changes, make links between the main events, situations, and changes across periods, to describe how the history of one country affects that of another, to ask and answer questions about the past, to select and record information, place events into chronological order, use dates and terms relating to the passing of time, and to communicate history in a variety of ways using dates and historical terms. **Understanding:** -understand how some aspects of the past have been represented and interpreted in different ways and that historical sources can be different and contradict one another
Geography	**Knowledge:** -Know about the main physical and human features of particular localities, about similarities and differences between localities and about weather and climate conditions and how they affect the environment, and that people can harm or improve the environment -use geographical terms and describe geographical features of the school and familiar places **Skills:** -Be able to use geographical terms, follow directions, describe geographical features, make maps and plans using pictures and symbols. -Be able to use secondary sources to find information -Be able to make maps and plans of real and imaginary places using pictures and symbols -Be able to use maps at a variety of scales **Understanding:** -Understand the impacts of people on the environment	**Knowledge** -Know how particular localities have been affected by human activities, natural features, and processes, how the nature of particular localities, the weather and climate can affect the environment and the lives of people, express views on the features of an environment and the way it is being harmed or improved and to describe the main geographical features of the area immediately surrounding the school **Skills:** -Be able to use geographical terms, simple maps, plans, and familiar locations, use maps at a variety of scales to locate the position and geographical features, to describe the geographical features surrounding the school, make simple maps and plans, use maps at different scales to locate position, to use secondary sources to obtain information, communicate their geographical knowledge and understanding to ask and answer questions and express views on the features of an environment and the way it is being harmed or improved **Understanding:** -understand how places fit into a wider geographical context -communicate geographical knowledge and understanding to ask and answers questions -how places fit into a wider context - that the quality of the environment can be sustained and improved	**Knowledge** -know that the study of geography is concerned with places and environments in the world around them, the main physical features of human and environmental issues, know the similarities and differences between particular localities, how people affect the environment and how features of particular localities influence the nature of human activity -know about the major geographical features of the host country and the geography around the school -identify different rocks and soils **Skills:** -enquire into how geographical factors affect people's lives. -explain how physical and human processes lead to similarities and differences between places -Be able to use a variety of sources to gather geographical information, record evidence, identify geographical patterns, use geographical vocabulary, interpret globes and maps, interpret and make plans and maps in a variety of scales using symbols and keys, explain how physical and human processes lead to similarities and differences among people and explain how places are linked through movement of goods and people. **Understanding:** -understand how localities are affected by natural features, how people seek to manage and sustain their environment, how to use geographical features of the host country affect people's lives.

Society	**Knowledge:** -know that people have individual characteristics -some of the rules of groups to which they belong -some of the factors that can harm or improve their health and that some of the factors can improve or endanger their safety -know about some major celebrations Understanding: -understand that they belong to a number of groups		**Knowledge:** -know that they belong to different groups, have different countries and nationalities, that different groups have different purposes, that people within groups have different outlooks, traditions, celebrations and ways of living -about the ways of keeping healthy and safe through diet, clothing, exercise and hygiene **Understanding:** -understand that people can affect their own health and safety, that people's health and safety can be affected by a variety of factors -that celebrations are influenced by a variety of factors including beliefs and history		**Knowledge:** -know the study of society is concerned with learning about living as members of a group and about the major traditions, celebrations and ways of living in the host country and their home country -know about the major forms of national government and about significant international organisations **Skills:** -be able to enquire into the nature of groups and social institutions and their effects on people's lives **Understanding:** -understand their own responsibilities and how it affects others -that the behaviour of individuals has an effect on the lives of others -understand the responsibilities of others in those groups and in the wider community	
Technology	Knowledge: -know that the products in everyday use have an effect on people's lives Skills: -be able to plan what they are going to make, describe their plans, use simple tools and materials to make products, to choose appropriate tools and materials, to comment on their own plans and products and suggest areas of improvement and to comment on the usefulness of products		Knowledge: -know that the way in which products in everyday use are designed and made affects their usefulness Skills: -Be able to design and make products to meet specific needs, to make usable plans, to make and use labelled sketches and designs, to use simple tools and equipment, identify and implement improvements, the ways in which products in everyday use meet specific needs and to suggest improvements		Knowledge: -Know that technology affects people's lives Skills: -be able to respond to identified needs, wants, and opportunities with designs and products, gather and use information, devise and use step-by-step plans, consider the needs of users when designing and making, select the most appropriate tools and materials, work with a variety of tools and materials. to test and evaluate their own work and improve on it, investigate simple products and evaluate simple products. Understanding: -understand the need for accurate design and working, the ways in which technology can be used, that different techniques, tools and materials are needed for different tasks and that the quality of product depends on how well it is made	
International	Knowledge: -know that children within the class and school have different home countries -the names and approximate locations of their home countries -about some of the similarities and differences between the lives of children Skills: -be able to respect one another's individuality and independence -to work with each other where appropriate		Knowledge: -know about some of the similarities and differences between countries and how these similarities and differences affect the lives of people SKills: -be able to identify activities and cultures which are different from but equal to their own		Knowledge: -Know how the lives of people in countries affect each other and about the similarities and differences between the lives of people Skills: -to explain how the lives of people in one country or group are affected by the activities of other countries or groups and identify ways in which people work together for mutual benefit Understanding: -understand that there is value both in the similarities and differences between countries	
	ENRICHMENT -visits from people in the community -Close-by trips often related to the IPC topics. Trips are often used as an entry or exit point to a unit.	**ENRICHMENT** -visits from people in the community -Close-by trips often related to the IPC topics. Trips are often used as an entry or exit point to a unit.	**ENRICHMENT** Class trip including an overnight stay in the local area.	**ENRICHMENT** Class trip including an overnight stay further afield.	**ENRICHMENT** Class trip involving short residential.	**ENRICHMENT** Class trip involving short residential.

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ART AND DESIGN	- Use a range of materials - Use drawing, painting, sculpture and printing - Develop techniques of colour, pattern, texture, line, shape, form & space - Learn about range of artists, craftsmen and designers		- Use sketchbooks to collect, record and evaluate ideas - Improve mastery of techniques such as drawing, painting, printing and sculpture with varied materials - Learn about great artists, architects & designers		- Use sketchbooks to collect, record, review, revisit and evaluate ideas - Improve mastery of techniques such as drawing, painting, printing and sculpture with varied materials as well as - Learn about great artists, architects & designers	
	- Drawing: Learning about different types of lines - Painting: Primary and Secondary colours - Sculpture: Using recycled materials to make a 3D model - Printing: using a variety of materials - Artistic styles: Famous artists/ What is an artist?	- Drawing: different artistic styles and self- portraits - Painting: Emotions and Facial expressions - Sculpture: Paper art - Investigating materials: Collage and recycled art - Artistic styles: Famous artists/ What is an artist?	- Observational drawing: plants and people - Painting: using warm and cool colours to create contrast - Sculpture: working with clay and recycled materials/ giving materials a new meaning - Printing: using templates - What is art?	- Drawing: How can we express our emotions, feelings, observations and experiences in a drawing? - Painting: How artists portrait people - Printing: the impact of famous artists - Sculpture: Creating a 3D sculpture using a variety of joining methods - What is art?Why is art important?	- Drawing: How can we express our emotions, feelings, observations and experiences in a drawing? - Painting : Using colours as a form of expression - Sculpture: Creating a 3D sculpture using a variety of joining methods and adding on details - Printing: different printing methods - Famous artist: Exploring the impact of famous artists in history	- Drawing: Exploring different styles to express who we are - Painting: Experimenting with different painting methods and types of paint - Printing: different printing methods - Sculpture: Experimenting with different methods, materials and tools/ Famous contemporary artists/ Installation art - Who am I as an artist? What is my style? How do I express myself visually?
DESIGN AND TECHNOLOGY	- Design purposeful, functional & appealing products - Generate, model & communicate ideas - Use range of tools & materials to complete practical tasks - Evaluate existing products & own ideas - Build and improve structure & mechanisms - Understand where food comes from		- Use research & criteria to develop products which are fit for purpose - Use annotated sketches and prototypes to explain ideas - Evaluate existing products and improve own work - Use mechanical systems in own work - Understand seasonality; prepare & cook mainly savory dishes		- Use research & criteria to develop products which are fit for purpose and aimed at specific groups - Use annotated sketches, cross-section diagrams & computer-aided design - Analyse & evaluate existing products and improve own work - Use mechanical & electrical systems in own products, including programming - Cook savory dishes for a healthy & varied diet	
	- Mechanisms: sliders and levers - Structures: freestanding structures - Food: Preparing fruits and vegetables/ food hygiene	- Mechanisms: Wheels and axles - Textiles: templates and joining techniques - Food: Making a sandwich/ food hygiene	- Structures: Shell structures (including computer aided design) - Textiles: from 2D shape to 3D product - Food: Healthy and varied diet	- Mechanical systems: Levers and linkages - Electrical systems: Simple circuits and switches - Food: Prepare a healthy meal	- Structures: Frame structures - Electrical systems: More complex switches and circuits - Food: Celebrating culture and seasonality	- Textiles: Combining different fabric shapes (including computer aided design) - Mechanical systems: Pulleys or gears - Food: Celebrating culture and seasonality

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
COMPUTING	- Understand use of algorithms - Write & test simple programs - Use logical reasoning to make predictions - Organise, store, retrieve & manipulate data - Communicate online safely and respectfully - Recognise uses of IT outside of school		- Design & write programs to achieve specific goals, incl. solving problems - Use logical reasoning - Understand computer networks - Use internet safely and appropriately - Collect and present data appropriately		- Design & write programs to solve problems - Use sequences, repetition, inputs, variables and outputs in programs - Detect & correct errors in programs - Understand uses of networks for collaboration & communication - Be discerning in evaluating digital content	
	- **1.1 We are treasure hunters -** Using programmable toys-Programming - **1.2 We are TV chefs -** Filming the steps of a recipe Computational thinking - **1.3 We are painters -** Illustrating an eBook – Creativity - **1.4 We are collectors -** Finding images using the web - Computer networks - **1.5 We are storytellers -** Producing a talking book-Communication/Collaboration - **We are celebrating -** Creating a card electronically – Productivity	- **2.1 We are astronauts**- Programming on screen –Programming - **2.2 We are games testers** - Exploring how computer games work - Computational thinking - **2.3 We are photographers** - Taking, selecting and editing digital images- Creativity - **2.4 We are researchers** - Researching a topic - Computer networks - **2.5 We are detectives** - Communicating clues Communication/Collaboration - **2.6** We are zoologists - Recording bug hunt data - Productivity	- 3**3.1 We are programmers -**Programming an animation - Programming - **3.2 We are bug fixers** -Finding and correcting bugs in programs -Computational thinking - **3.3 We are presenters -** Videoing performance – Creativity - **3.4 We are network engineers** - Exploring computer networks including the internet - Computer networks - **3.5 We are communicators** - Communicating safely on the internet - Communication/Collaboration - **3.6 We are opinion pollsters** - Collecting and analysing data - Productivity -	- **4.1 We are software** developers - Developing a simple educational – Programming game - **4.2 We are toy designers** - Prototyping an interactive toy - Computational thinking - **4.3 We are musicians** - Producing digital music – Creativity - **4.4 We are HTML editors** - Editing and writing HTML - Computer networks - **4.5 We are co-authors** - Producing a wiki - Communication/Collaboration - **4.6 We are meteorologists** - Presenting the weather - Productivity -	- **5.1 We are game developers** Developing an interactive game – Programming - **5.2 We are cryptographers** - Cracking codes - Computational thinking - **5.3 We are artists** - Fusing geometry and art - Creativity - **5.4 We are web developers** - Creating a web page about cyber safety - Computer networks - **5.5 We are bloggers** – Sharing experiences and opinions - Communication/Collaboration - **5.6 We are architects** - Creating a virtual space - Productivity -	- **6.1 We are app planners** - Planning the creation of a mobile app - Computer networks - **6.2 We are project managers** - Developing project management skills - Computational thinking - **6.3 We are market researchers** - Researching the app market – Productivity - **6.4 We are interface designers** - Designing an interface for an app Communication/Collaboration - **6.5 We are app developers** - Developing a simple mobile phone app - Programming - **6.6 We are marketers** - Creating video and web copy for a mobile phone app - Creativity
MODERN LANGUAGES	-understanding of simple spoken -respond verbally or nonverbally -expressing themselves in following activities : greetings introducing themselves playing games classroom situations -"active writing" introduced at the end of the millepost -gathering vocabulary and general knowledge on IPC related topics		**Speaking and listening** Listen attentively and understand instructions. Recognise and respond to sound patterns and words. Listen and respond to simple rhymes, stories and songs. Listen attentively and show understanding by joining in and responding. Listen for specific words and phrases. Listen for sounds rhyme and rhythm. Follow a short familiar text listening and reading at the same time. Speak with increasing confidence. Perform simple communicative tasks using single words, phrases and short sentences. Make links between some phonemes, rhymes and spellings, and read aloud familiar words. Recognise questions and negatives and politeness conventions. Ask and answer questions on several topics. Imitate pronunciation and intonation so that others can understand. Memorise language and present ideas and information e.g. a short presentation about self / role play		**Speaking and listening** Follow a short familiar text listening and reading at the same time. Listen attentively and understand more complex phrases and sentences; join in to show understanding. Listen for gist. Understand longer and more complex phrases / sentences. Pick out main details from a story, poem, song, conversation or passage. Speak with increasing fluency. Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts. Prepare a short presentation on a familiar topic. Understand and express simple opinions. Initiate and sustain conversations and tell stories. Speak in sentences using familiar vocabulary, phrases and basic language structures. Perform to an audience speaking clearly and audibly with accurate pronunciation and intonation. Speak with increasing spontaneity.	

		Reading and writing Respond to written language from a range of sources. Appreciate stories, songs and poems in the language. Recognise some familiar words in written form. Read and understand a range of familiar written phrases. Follow a short familiar text listening and reading at the same time. Make links between some phonemes, rhymes and spellings. Apply phonic knowledge of the foreign language in order to decode text. Read some familiar words and phrases aloud and pronounce them accurately. Begin to use a dictionary to look words up and find meaning. Use cognates and familiar language to help deduce meaning. Experiment with the writing of simple words. Write simple words and phrases using a model. Write some phrases from memory. Develop an awareness of sound spelling link to be able to write with increasing accuracy from memory. **Grammar** Nouns. Gender. Singular and plural forms. Definite and indefinite article. Develop an awareness of sound spelling link to be able to write with increasing accuracy. Recognise different word classes e.g. nouns, verbs, adjectives. Personal pronouns I, you, it, they. Recognise and use high frequency verbs. Question words. Develop an awareness of the place of the adjective in the sentence. Develop an awareness of adjectival agreements. Simple adverbs of time (time phrases including O'clock) Develop an awareness of word order. Apply knowledge of language rules and conventions when building short sentences.	Use repair strategies to keep a conversation going. **Reading and writing** Read carefully and show understanding of words, phrases and simple writing. Re-read frequently a variety of short texts. Read and understand the main points and some detail from a short written passage. Identify different text types and read short, authentic texts for enjoyment or information. Match sound to sentences and paragraphs. Broaden vocabulary. Develop strategies for understanding new words in familiar material including using a dictionary. Apply phonic knowledge of the foreign language in order to decode text. Write phrases from memory and adapt these to make new sentences. Express ideas clearly. to write words, short phrases and short sentences, using a reference. Be able to write at varying length, for different purposes and audiences. Write sentences on a range of topics using a model. Write in sentences using familiar vocabulary, phrases and basic language structures with increasing accuracy. **Grammar** Personal pronouns. I , you, he, she, it, we, they. Develop an awareness of verb patterns. Conjugate regular high frequency verbs. Conjugate some basic high frequency irregular verbs. Begin to use adjectival agreements with accuracy. Use of prepositions. À + definite article. De + definite article. Prepositions. Use a range of adverbs to make messages more interesting. Apply correct verb endings to write accurately. Verbal phrases – talk about yesterday or tomorrow in a simple way egil y avait, había, eg gab.
MUSIC	- Use their voices expressively and creatively by singing songs, speaking chants and rhymes. - Play tuned & untuned instruments musically - Listen with concentration understand live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	- -Play and perform in solo and ensemble contexts, - Using their voices and musical instruments with increasing accuracy, fluency, control and expression - Improvise & compose music for a range of purposes using the inter-related dimensions of music - Listen with attention to detail - Appreciate wide range of live & recorded music drawn from different traditions including great composers and musicians. - Use and understand staff and other notations. - Begin to develop an understanding of the history of music	- Perform with control & expression solo & in ensembles - Using their voices and musical instruments with increasing accuracy, fluency, control and expression - Improvise & compose music for a range of purposes using the inter-related dimensions of music - Listen with attention to detail and recall sounds with increasing aural memory. - Appreciate and listen to a wide range of live and high quality recorded music, drawn from different traditions, including great musicians and composers - Use & understand basics of staff notation and other music notations Understanding the history of music.

PHYSICAL EDUCATION and Swimming (C2C programme)	• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities for example athletics activities like simple technique for run, jump & throw. • Participate in team games, developing simple tactics for attacking and defending for example Mini football – Individual and partner work, ball skills Partner work – mini basketball, mini Cricket – partner work • T Ball – basics and development of batting skills. • Perform dances using simple movement patterns. • Fun Fitness – Individual/partner work • Gymnastics – Individual work (Jump, roll & balance) • Movement through dance – Partner work and small groups. **SWIMMING** • use a range of strokes effectively [for example, front crawl and backstroke] • perform safe self-rescue in different water-based situations • Safe water entry and exit • Diving		• use running, jumping, throwing and catching in isolation and in combination like athletics and athletics – run, jump & throw • play competitive games, modified where appropriate [for example, basketball, cricket, football, T Ball, netball, Tag Rugby], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique,agility, reaction, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best • Health Related Fitness • Cooperative games • Selection of activities to recap & reinforce what has been learnt in competitive settings. • Try new activities, create own games, pupil led ideas • perform dances using simple movement patterns. **SWIMMING** • **u**se a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • swim competently, confidently and proficiently over a distance of at least 25 metres • Safe water entry and exit • Diving		• use running, jumping, throwing and catching in isolation and in combination like athletics and athletics – run, jump & throw • play competitive games, modified where appropriate [for example, basketball, cricket, football(7V7, 9V9 & 10 V10) • l, T Ball, netball, Tag Rugby], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique,agility, reaction, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best • Health Related Fitness • Cooperative games • Selection of activities to recap & reinforce what has been learnt in competitive settings. • Try new activities, create own games, pupil led ideas • perform dances using simple movement patterns. **SWIMMING** • use a range of strokes effectively [for example, front crawl, backstroke, breaststroke and butterfly] • swim competently, confidently and proficiently over a distance of at least 25 metres • Safe water entry and exit • Diving	
Uganda Culture and Local languages	Mainly Drama /Conversation- (What sort of Dialogue would you have at these places or about places) Greetings Self Introduction Where do you live? My Family Things in your home	Mainly Drama /Conversation- (What sort of Dialogue would you have at these places or about places) My School The Playground Wild Animals Water creatures Domestic animals Geographical features	Mainly Drama /Conversation- (What sort of Dialogue would you have at these places or about places) Uganda My classroom My school At the Airport At school	Mainly Drama /Conversation- (What sort of Dialogue would you have at these places or about places) Uganda My classroom My school At the Airport At school	Mainly Drama /Conversation- (What sort of Dialogue would you have at these places or about places) At a supermarket At a local store At the dentist At the doctor	Mainly Drama /Conversation- (What sort of Dialogue would you have at these places or about places) At a supermarket At a local store At the dentist At the doctors
PSHE (SEAL Program**)**	- Working well together - Other people are special too - Caring for myself - Caring for others - Keeping Safe - Looking Forward -Caring for Myself -Keeping safe	- Who is in charge? - Celebrating and recognising differences - My body is important - Changing Friendships - Taking Charge - Looking Forward -My body is important -Taking charge	- Settling In - Focus on Feelings - Making Friends - Keeping Safe in School - In somebody else's shoes - People and their work -Settling in -Keeping safe in school -In someone else's shoes	- Feeling Good - Keeping healthy - Changes in families - Ups and downs in relationships - Keeping safe outside of school - Looking Ahead -Keeping healthy -Ups and downs in a relationship -Keeping safe outside of school	- Who decides? - Risks and pressures - We're all different - It's my body - Being involved in my community - Looking at the world -Risks and pressures	- Managing Conflict - The world of work - Taking responsibility for my own safety - Changing relationships - Rights, respect, responsibilities and the law - Transition and managing change -Taking responsibility for my own safety