



Topic Overview	Food and Farming - to learn about farming in our local area		
Sparkling Start	Food tasting - research a recipe, find out where the ingredients come from, bake and share with the class.		
Fabulous Finish	Trip to Peterborough Food and Farming show.		
Whole School Themed Weeks	Active Kids Week		
Year Group	Year 4	Year 5	Year 6
English	<p><u>Reading</u> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Using dictionaries to check the meaning of words that they have read Identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Discussing words and phrases that capture the reader's interest and imagination Retrieve and record information from non-fiction</p> <p><u>Writing</u> Pupils should be taught to: Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) Organising paragraphs around a theme In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p><u>Reading</u> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction</p> <p><u>Writing</u> Plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p><u>Reading</u> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction</p> <p><u>Writing</u> Plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
Maths	<p>Written addition and subtraction add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Mental and written multiplication and division</p>	<p>Addition and subtraction of money add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy solve addition and subtraction multi-step problems in contexts, deciding which</p>	<p>Addition and subtraction of money add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy solve addition and subtraction multi-step problems in contexts, deciding which</p>

	<p>recall multiplication and division facts for multiplication tables up to 12×12 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p> <p>recognise and use factor pairs and commutativity in mental calculations multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</p> <p>2D shape, angles and coordinates</p> <p>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down</p> <p>plot specified points and draw sides to complete a given polygon.</p> <p>Measures including money and time, solving problems</p> <p>Convert between different units of measure [for example, kilometre to metre; hour to minute]</p> <p>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>find the area of rectilinear shapes by counting squares</p> <p>estimate, compare and calculate different measures, including money in pounds and pence</p> <p>Statistics</p> <p>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	<p>operations and methods to use and why.</p> <p>Multiplication and division of money</p> <p>identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p> <p>know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers</p> <p>establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>multiply and divide numbers mentally drawing upon known facts</p> <p>divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p> <p>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>Decimals and fractions</p> <p>round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>read, write, order and compare numbers with up to three decimal places</p> <p>solve problems involving number up to three decimal places</p> <p>Problems involving percentages</p> <p>recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal</p> <p>solve problems which require knowing percentage and decimal equivalents of half and quarter,</p> <p>Perimeter, area and scale drawing</p> <p>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes</p> <p>Using tables and line graphs</p> <p>solve comparison, sum and difference problems using information presented in a line graph</p> <p>complete, read and interpret information in tables, including timetables.</p>	<p>operations and methods to use and why.</p> <p>Multiplication and division of money</p> <p>identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</p> <p>know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers</p> <p>establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers</p> <p>multiply and divide numbers mentally drawing upon known facts</p> <p>divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context</p> <p>multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</p> <p>Decimals and fractions</p> <p>round decimals with two decimal places to the nearest whole number and to one decimal place</p> <p>read, write, order and compare numbers with up to three decimal places</p> <p>solve problems involving number up to three decimal places</p> <p>Problems involving percentages</p> <p>recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal</p> <p>solve problems which require knowing percentage and decimal equivalents of half and quarter,</p> <p>Perimeter, area and scale drawing</p> <p>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes</p> <p>Using tables and line graphs</p> <p>solve comparison, sum and difference problems using information presented in a line graph</p> <p>complete, read and interpret information in tables, including timetables.</p>
<p>Science</p>	<ul style="list-style-type: none"> □ asking relevant questions and using different types of scientific enquiries to answer them □ setting up simple practical enquiries, comparative and fair tests □ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers □ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions □ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables □ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions □ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions □ identifying differences, similarities or changes related to simple scientific ideas and processes □ using straightforward scientific evidence to answer questions or to support their findings. □ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers □ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant □ investigate the way in which water is transported within plants □ explore the part that flowers play in the life cycle of flowering plants, 	<ul style="list-style-type: none"> □ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary □ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate □ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs □ using test results to make predictions to set up further comparative and fair tests □ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations □ identifying scientific evidence that has been used to support or refute ideas or arguments. □ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers □ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant □ investigate the way in which water is transported within plants □ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<ul style="list-style-type: none"> □ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary □ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate □ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs □ using test results to make predictions to set up further comparative and fair tests □ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations □ identifying scientific evidence that has been used to support or refute ideas or arguments. □ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers □ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant □ investigate the way in which water is transported within plants □ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

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PE	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. To be able to swim 25m and to perform a range of strokes. To develop understanding of water safety.	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. To be able to swim 25m and to perform a range of strokes. To develop understanding of water safety.	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. To be able to swim 25m and to perform a range of strokes. To develop understanding of water safety.
Computing	use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
RE	Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain and their associated beliefs, experiences and practices Acquire and develop knowledge and understanding of some of the influences of life experiences, beliefs, values and faith traditions upon individuals, communities, societies and cultures. Responding to core questions with reference to the teachings and practices of religions, and to their own understanding and experience. Develop positive attitudes of respect towards other people who hold views and beliefs that are different from their own. Pupils will be enabled to: Consider their own beliefs about God's character and understand Muslim belief and teaching about Allah. Know and understand Muslim belief about the Qur'an, how it should be treated, and the importance of its teaching. Know about the significance of the Prophet Muhammad (pbuh). Know and understand what the 5 pillars of Islam are, and the significance they hold for Muslims. Understand that Muslims practicing the 5 pillars of Islam do so out of obedience of Allah. Appreciate what Islam teaches about following Allah through family life.	Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain and their associated beliefs, experiences and practices Acquire and develop knowledge and understanding of some of the influences of life experiences, beliefs, values and faith traditions upon individuals, communities, societies and cultures. Responding to core questions with reference to the teachings and practices of religions, and to their own understanding and experience. Develop positive attitudes of respect towards other people who hold views and beliefs that are different from their own. Pupils will be enabled to: Consider their own beliefs about God's character and understand Muslim belief and teaching about Allah. Know and understand Muslim belief about the Qur'an, how it should be treated, and the importance of its teaching. Know about the significance of the Prophet Muhammad (pbuh). Know and understand what the 5 pillars of Islam are, and the significance they hold for Muslims. Understand that Muslims practicing the 5 pillars of Islam do so out of obedience of Allah. Appreciate what Islam teaches about following Allah through family life.	Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain and their associated beliefs, experiences and practices Acquire and develop knowledge and understanding of some of the influences of life experiences, beliefs, values and faith traditions upon individuals, communities, societies and cultures. Responding to core questions with reference to the teachings and practices of religions, and to their own understanding and experience. Develop positive attitudes of respect towards other people who hold views and beliefs that are different from their own. Pupils will be enabled to: Consider their own beliefs about God's character and understand Muslim belief and teaching about Allah. Know and understand Muslim belief about the Qur'an, how it should be treated, and the importance of its teaching. Know about the significance of the Prophet Muhammad (pbuh). Know and understand what the 5 pillars of Islam are, and the significance they hold for Muslims. Understand that Muslims practicing the 5 pillars of Islam do so out of obedience of Allah. Appreciate what Islam teaches about following Allah through family life.
History	n/a	n/a	n/a
Geography	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Art	□ to create sketch books to record their observations and use them to review and revisit ideas □ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] □ about great artists, architects and designers in history.	□ to create sketch books to record their observations and use them to review and revisit ideas □ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] □ about great artists, architects and designers in history.	□ to create sketch books to record their observations and use them to review and revisit ideas □ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] □ about great artists, architects and designers in history.
DT	understand and apply the principles of a healthy and varied diet □ prepare and cook a variety of predominantly savoury dishes using a	understand and apply the principles of a healthy and varied diet □ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	understand and apply the principles of a healthy and varied diet □ prepare and cook a variety of predominantly savoury dishes using a

	range of cooking techniques □ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	□ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	range of cooking techniques □ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
PSHE	<p>Knowing myself</p> <p>I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss.</p> <p>I can tell you some of the good things about me that my classmates like and value.</p> <p>Understanding my feelings</p> <p>I understand how it might feel when a change takes you away from familiar people and places.</p> <p>I can tell you my 'sore spots'.</p> <p>I can recognise when I might over-react because someone has touched a 'sore spot'.</p> <p>I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'.</p> <p>I know that it is natural to be wary of change, and can tell you why.</p> <p>I know that all feelings, including uncomfortable ones have a purpose and give us information.</p> <p>I understand why I behave the way I do sometimes when I feel uncomfortable.</p> <p>Understanding the feelings of others</p> <p>I can try to understand why people might behave the way they do when they are facing a difficult change.</p> <p>I know that people respond differently to changes and challenges.</p> <p>I know that many children have mixed I try to understand other people's behaviour by thinking about what they might be feeling or thinking.</p> <p>I can tell you about how people might feel and behave when they go to a new school.</p> <p>Managing my feelings</p> <p>I know that when I move to secondary school many things in my life will stay the same.</p> <p>I have some strategies for managing the feelings that I might experience when I change schools.</p> <p>I know that sometimes there can be positive outcomes from changes that we didn't welcome initially.</p> <p>Belonging to a community</p> <p>I know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident.</p>	<p>Knowing myself</p> <p>I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss.</p> <p>I can 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Music	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>
MFL	<p>To listen attentively to spoken language and show understanding by joining in and responding</p> <p>To explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words.</p> <p>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>To read carefully and show understanding of words, phrases and simple</p>	<p>To listen attentively to spoken language and show understanding by joining in and responding</p> <p>To explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words.</p> <p>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>To read carefully and show understanding of words, phrases and simple</p>	<p>To listen attentively to spoken language and show understanding by joining in and responding</p> <p>To explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words.</p> <p>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>To read carefully and show understanding of words, phrases and simple</p>

	<p>writing To understand basic grammar appropriate to the language being studied. To write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>writing To understand basic grammar appropriate to the language being studied. To write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	<p>writing To understand basic grammar appropriate to the language being studied. To write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>
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