



Academic Progress

Reading, Writing and Maths
Pupils expected to maintain or improve their KS1 attainment in KS2

Personal Development

Determined and Resilient
Resourceful
Reflective and Self-Improving
Risk Taker
Relationship Builder

Creative Development

Imaginative
Purposeful
Creative
Innovative
Adaptive
Connection Builder

Community Engagement

Responsibility
Participation
Social Action



Curriculum					
British History	Inspirational People	Space	Amazing Authors	Ancient Worlds	Around the World
Normans to Tudors Community- coming together again as a community Aspiration- coping with change	Martin Luther King- Rosa Parks/Nelson Mandela-Black History Month Community- How our community inspires us. Aspiration- Standing up for what we believe Entrepreneurship	Community- engagement in environmental project (light pollution) Copernicus- challenging and revolutionary thinking. Aspiration- Achieving our goals	Community- local authors Aspiration- overcoming stereotype and differences	Mayan Community – Marketing products, visiting a farm shop Aspiration- Entrepreneurship	India Community- Fairtrade Aspiration- Fairness and equality- Be the Change
Reading Goals					
Read words accurately			Understand texts		
This concept involves decoding and fluency.			This concept involves understanding both the literal and more subtle nuances of texts.		
Read words accurately	Understand texts	Read words accurately	Understand texts	Read words accurately	Understand texts
This concept involves decoding and fluency.	This concept involves understanding both the literal and more subtle nuances of texts.	This concept involves decoding and fluency.	This concept involves understanding both the literal and more subtle nuances of texts.	This concept involves decoding and fluency.	This concept involves understanding both the literal and more subtle nuances of texts.
<ul style="list-style-type: none"> Apply knowledge of root words, prefixes and suffixes Read age-appropriate books with confidence and fluency (including whole novels) 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Check that the book makes sense, discussing understanding and exploring the meaning of words in context 	<ul style="list-style-type: none"> Apply knowledge of root words, prefixes and suffixes Read age-appropriate books with confidence and fluency (including whole novels) 	<ul style="list-style-type: none"> Ask questions to improve understanding Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Identify how language, structure and 	<ul style="list-style-type: none"> Apply knowledge of root words, prefixes and suffixes Read age-appropriate books with confidence and fluency (including whole novels) Provide reasoned justifications for views 	<ul style="list-style-type: none"> Learn a wide range of poetry by heart Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

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<p>ONGOING - Recommend books to peers, giving reasons for choices</p>	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Participate in discussion about books, taking turns and listening and responding to what others say 	<p>presentation contribute to meaning</p> <ul style="list-style-type: none"> • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Retrieve and record information from non-fiction • Distinguish between statements of fact and opinion 	
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Writing Goals

<p>Transcriptions – Ongoing throughout year Present Neatly – developing an understanding of handwriting and clear presentation Spell Correctly – understanding the need for accuracy Punctuate Accurately – understanding that punctuation adds clarity to writing</p>	<p>Composition Write with Purpose – understanding the purpose(s) of a piece of writing Use Imaginative Description – developing an appreciation of how best to convey ideas through description Organise Writing Appropriately – developing an appreciation of how best to convey ideas Use Paragraphs – understanding how to group ideas so as to guide the reader Use Sentences Appropriately – using different types of sentences appropriately for both clarity and for effect</p>	<p>Analysis and Presentation Analysis Writing – understanding how grammatical choice give effect and meaning to writing Present Writing – learning to reflect upon writing and reading it aloud to others</p>
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<p>Organise Writing Appropriately – developing an appreciation of how best to convey ideas <i>Shackleton's Journey (Chronological report/recount)</i> <i>Eats, Shoots and Leaves for children: Why commas really do make a difference by Lynne Truss and Bonnie Timmons (Sentence Revision)</i></p>	<p>Use Imaginative Description – developing an appreciation of how best to convey ideas through description. <i>Straw into Gold – Hilary McKay - Narrative</i> <i>The Nameless Holiday – Shaun Tan (Information text)</i></p>	<p>Use Sentences Appropriately – using different types of sentences appropriately for both clarity and for effect <i>Are Humans Damaging the Atmosphere? (Information Text)</i> <i>Persuasive writing</i></p>	<p>Organise Writing Appropriately – developing an appreciation of how best to convey ideas <i>Charles Dickens – Mick Manning (Biography)</i></p>	<p>Use Imaginative Description – developing an appreciation of how best to convey ideas through <i>Weslandia (Narrative)</i></p>	<p>Use Imaginative Description – developing an appreciation of how best to convey ideas through <i>Poetry Plays</i></p>
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<ul style="list-style-type: none"> • Guide the reader by using a range of organisational devices, including a range of connectives • Choose effective grammar and punctuation • Ensure correct use of tenses throughout a piece of writing 	<ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots • Create vivid images by using alliteration, similes, metaphors and personification • Interweave descriptions of characters, settings and atmosphere with dialogue 	<ul style="list-style-type: none"> • Write sentences that include: <ul style="list-style-type: none"> • relative clauses • modal verbs • relative pronouns • brackets • parenthesis <ul style="list-style-type: none"> • a mixture of active and passive voice • a clear subject and object • hyphens, colons and semi colons • bullet points 	<ul style="list-style-type: none"> • Guide the reader by using a range of organisational devices, including a range of connectives • Choose effective grammar and punctuation • Ensure correct use of tenses throughout a piece of writing 	<ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots • Create vivid images by using alliteration, similes, metaphors and personification • Interweave descriptions of characters, settings and atmosphere with dialogue 	<ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots • Create vivid images by using alliteration, similes, metaphors and personification • Interweave descriptions of characters, settings and atmosphere with dialogue
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Ongoing Spelling – • Use prefixes appropriately. • Spell some words with silent letters (knight, psalm and solemn). • Distinguish between homophones and other words that are often confused. • Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. • Use dictionaries to check spelling and meaning of words. • Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. • Use a thesaurus. • Spell the vast majority of words correctly

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Ongoing Writing- • Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Note, develop and research ideas. • Plan, draft, write, edit and improve

Ongoing Use paragraphs • Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone. • Write cohesively at length

Ongoing Organising Writing Appropriately - • Guide the reader by using a range of organisational devices, including a range of connectives. • Choose effective grammar and punctuation. • Ensure correct use of tenses throughout a piece of writing.

Ongoing Punctuate Accurately -

Develop understanding of writing concepts by:

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- Using passive verbs to affect the presentation of information in a sentence.
- Using the perfect form of verbs to mark relationships of time and cause.
- Using expanded noun phrases to convey complicated information concisely.
- Using modal verbs or adverbs to indicate degrees of possibility.
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- Indicate grammatical and other features by:
 - Using commas to clarify meaning or avoid ambiguity in writing.
 - Using hyphens to avoid ambiguity.
 - Using brackets, dashes or commas to indicate parenthesis.
 - Using semi-colons, colons or dashes to mark boundaries between independent clauses.
 - Using a colon to introduce a list.
 - Punctuating bullet points consistently.

Science Goals

Working scientifically	Biology	Chemistry	Physics				
<p>Work scientifically- This concept involves learning the methodologies of the discipline of science.</p>	<p>Understand plants- This concept involves becoming familiar with different types of plants, their structure and reproduction.</p> <p>Understand animals and humans- This concept involves becoming familiar with different types of animals, humans and the life processes they share.</p> <p>Investigate living things- This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.</p> <p>Understand evolution and inheritance- This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct.</p>	<p>Investigate materials- This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.</p>	<p>Understand movement, forces and magnets- This concept involves understanding what causes motion.</p> <p>Understand the Earth's movement in space- This concept involves understanding what causes seasonal changes, day and night.</p> <p>Investigate light and seeing- This concept involves understanding how light and reflection affect sight.</p> <p>Investigate sound and hearing- This concept involves understanding how sound is produced, how it travels and how it is heard.</p> <p>Understand electrical circuits- This concept involves understanding circuits and their role in electrical applications.</p>				
<p>Understand movement, forces and magnets- This concept involves understanding what causes motion</p>	<p>Investigate materials- This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed</p>	<p>Understand the Earth's movement in space – This concept involves understanding what causes seasonal changes, day and night</p>	<p>Investigate living things - This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes</p>				
<p>Understand animals and humans – This concept involves becoming familiar with different types of animals, human and life processes they share</p>	<p>Understand plants - This concept involves becoming familiar with different types of plants, their structure and reproduction</p>	<p>Understand movement, forces and magnets- This concept involves understanding what causes motion</p> <p>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>• Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.</p> <p>• Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</p> <p>Magnets</p> <p>• Describe magnets as having two poles.</p> <p>• Predict whether two magnets will attract or repel</p>	<p>• Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.</p> <p>• Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday</p>	<p>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>• Describe the movement of the Moon relative to the Earth.</p> <p>• Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>• Describe the life process of reproduction in some plants and animals</p> <p>• Describe how living things are classified into broad groups according to common observable characteristics</p> <p>• Give reasons for classifying plants and animals based on specific characteristics</p> <p>• Describe the life processes of reproduction in some plants and animals</p>	<p>• Describe the changes as humans develop to old age.</p> <p>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>• Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.</p> <p>• Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>• Relate knowledge of plants to studies of evolution and inheritance</p> <p>• Relate knowledge of plants to studies of all living things</p> <p>• Describe the life processes of reproduction in some plants and animals</p>

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<p>each other, depending on which poles are facing.</p> <p>materials, including metals, wood and plastic.</p> <ul style="list-style-type: none"> • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda. 					
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History Goals

<p>Investigate and Interpret the Past Understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<p>Build an Overview of World History An appreciation of the characteristic features of the past and an understanding that life is different for different sections of society</p>	<p>Understand Chronology The concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p>	<p>Communicate Historically This concept involves using historical vocabulary and techniques to convey information about the past.</p>		
<p>Build an overview of world history An appreciation of the characteristic features of the past and an understanding that life is different for different sections of society Tudors</p>	<p>Investigate and Interpret the Past Understanding that our understanding of the past comes from an interpretation of the available evidence Inspirational people</p>	<p>Investigate and Interpret the Past Understanding that our understanding of the past comes from an interpretation of the available evidence. SPACE Gallileo/Copernicus (challenging theories- sun at centre of universe)-</p>	<p>Build an Overview of World History An appreciation of the characteristic features of the past and an understanding that life is different for different sections of society Amazing Authors</p>	<p>Investigate and Interpret the Past Understanding that our understanding of the past comes from an interpretation of the available evidence Ancient Worlds</p>	
<ul style="list-style-type: none"> • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times • Identify continuity and change in the history of the locality of the school • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past • Select suitable sources of evidence, giving reasons for choices • Use sources of information to form testable hypotheses about the past • Seek out and analyse a wide range of evidence in order to justify claims about the past • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied • Understand that no single source of evidence gives the full answer to questions about the past • Refine lines of enquiry as appropriate 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past • Select suitable sources of evidence, giving reasons for choices • Use sources of information to form testable hypotheses about the past • Seek out and analyse a wide range of evidence in order to justify claims about the past • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied • Understand that no single source of evidence gives the full answer to questions about the past 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past • Use original ways to present information and ideas • Refine lines of enquiry as appropriate 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Identify periods of rapid change in history and contrast them with times of relatively little change • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line • Use dates and terms accurately in describing events 	

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		• Refine lines of enquiry as appropriate			
Geography Goals					
Investigate places This concept involves understanding the geographical location of places and their physical and human features.		Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.		Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.	
Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques	Investigate places This concept involves understanding the geographical location of places and their physical and human features.	Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.		Investigate places This concept involves understanding the geographical location of places and their physical and human features.	Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported
<ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). 	<ul style="list-style-type: none"> Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	<ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night) 		<ul style="list-style-type: none"> Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time 	<ul style="list-style-type: none"> Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns Name and locate the countries of North and South America and identify their main physical and human characteristics
Art & Design Goals					
Develop ideas This concept involves understanding how ideas develop through an artistic process.		Master techniques This concept involves developing a skill set so that ideas may be communicated.		Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.	
Take inspiration from the greats - This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history		Master techniques - This concept involves developing a skill set so that ideas may be communicated		Master techniques - This concept involves developing a skill set so that ideas may be communicated	
<p>Van Gogh Painting</p> <ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. <p>Local artist study Mary Gundry- Southwold artist.</p> <ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours 		<p>Textiles</p> <ul style="list-style-type: none"> Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces. 		<p>Sculpture</p> <ul style="list-style-type: none"> Show life-like qualities in real-life proportions or, if more abstract provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks to provide stability and form 	

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observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.					
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Design & Technology Goals

Master practical skills This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed as appropriate for your school).		Design, make, evaluate and improve This concept involves developing the process of design thinking and seeing design as a process.		Take inspiration from design throughout history This concept involves appreciating the design process that has influenced the products we use in everyday life.	
	Design, make, evaluate and improve This concept involves developing the process of design thinking and seeing design as a process		Take inspiration from design throughout history This concept involves appreciating the design process that has influenced the products we use in everyday life		Master practical skills This concept involves developing the skills needed to make high quality products but they may be added to or changed as appropriate for your school)
	Construction – • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding)		Textiles- Block printing onto fabric- make a bag • Create objects (such as a bag) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion)		Materials -Mayan masks • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper)

Computing Goals

Code This concept involves developing an understanding of instructions, logic and sequences.		Connect This concept involves developing an understanding of how to safely connect with others.		Communicate This concept involves using apps to communicate one's ideas.		Collect This concept involves developing an understanding of databases and their uses.	
Communicate This concept involves using apps to communicate one's ideas.	Code This concept involves developing an understanding of instructions, logic and sequences.	Code This concept involves developing an understanding of instructions, logic and sequences.	Communicate This concept involves using apps to communicate one's ideas.	Collect This concept involves developing an understanding of databases and their uses.	Connect This concept involves developing an understanding of how to safely connect with others.		
Research • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	Sound • Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.	Motion • Set IF conditions for movements. Specify types of rotation giving the number of degrees. Draw • Combine the use of pens with movement to create interesting effects.	Powerpoint • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications.	• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.	• Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Collaborate with others online on sites approved and moderated by teachers.		

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					<ul style="list-style-type: none"> • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and sensitivity when online. • Understand how simple networks are set up and used.
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Language Goals

<p>Read fluently This concept involves recognising key vocabulary and phrases.</p>	<p>Write imaginatively This concept involves using key vocabulary and phrases to write ideas.</p>	<p>Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas.</p>	<p>Understand the culture of the countries in which the language is spoken This concept involves the background knowledge and cultural capital needed to infer meaning from interactions.</p>
<p>Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas.</p>	<p>Speak confidently This concept involves using key vocabulary and phrases to verbally communicate ideas.</p>	<p>Write imaginatively This concept involves using key vocabulary and phrases to write ideas.</p>	<p>Write imaginatively This concept involves using key vocabulary and phrases to write ideas.</p>
<p>Understand the culture of the countries in which the language is spoken This concept involves the background knowledge and cultural capital needed to infer meaning from interactions.</p>	<p>Understand the culture of the countries in which the language is spoken This concept involves the background knowledge and cultural capital needed to infer meaning from interactions.</p>	<p>Understand the culture of the countries in which the language is spoken This concept involves the background knowledge and cultural capital needed to infer meaning from interactions.</p>	<p>Understand the culture of the countries in which the language is spoken This concept involves the background knowledge and cultural capital needed to infer meaning from interactions.</p>
<ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages. • Give a short-prepared talk that includes opinions. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty. 	<ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages. • Give a short-prepared talk that includes opinions. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty. 	<ul style="list-style-type: none"> • Write short texts on familiar topics. • Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be 	<ul style="list-style-type: none"> • Write short texts on familiar topics. • Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).

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		<p>understood with little or no difficulty).</p> <ul style="list-style-type: none"> • Use dictionaries or glossaries to check words 	<ul style="list-style-type: none"> • Use dictionaries or glossaries to check words. 		
Music Goals					
<p>Perform This concept involves understanding that music is created to be performed.</p>		<p>Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p>		<p>Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	
<p>Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>		<p>Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p>		<p>Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	
<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning. 		<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinato (based on the pentatonic scale) • Convey the relationship between the lyrics and the melody • Use digital technologies to compose, edit and refine pieces of music 		<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context 	
		<p>Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>		<p>Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	
		<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical staff. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures. 		<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). 	

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		of music and have social meaning			
Religious Education Goals					
Understand beliefs and teachings This concept involves understanding the key teachings of various religions.	Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.	Understand how beliefs are conveyed This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.	Reflect This concept involves an appreciation of how religion plays an important role in the lives of some people.	Understand values This concept involves an appreciation of how many people place values as an important aspect of their lives.	
Understand values This concept involves an appreciation of how many people place values as an important aspect of their lives.	Understand beliefs and teachings This concept involves understanding the key teachings of various religions.	Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.	Reflect This concept involves an appreciation of how religion plays an important role in the lives of some people. Understand how beliefs are conveyed This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.	Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.	Understand beliefs and teachings This concept involves understanding the key teachings of various religions.
Stories from the bible <ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values. 	Islam <ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions • Explain how religious beliefs shape the lives of individuals and communities 	Christianity <ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles • Show an understanding of the role of a spiritual leader 	Christianity <ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs • Explain their own ideas about the answers to ultimate questions • Explain why their own answers to ultimate questions may differ from those of others 	Hinduism <ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles • Show an understanding of the role of a spiritual leader 	Hinduism <ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions • Explain how religious beliefs shape the lives of individuals and communities
Primary Entitlement Goals					
Personal Development Determined and Resilient Resourceful Reflective and Self-Improving Risk Taker Relationship Builder		Creative Development Imaginative Purposeful Creative Innovative Adaptive Connection Builder		Community Engagement Responsibility Participation Social Action	
(11) Begin to learn a new language (20) Work on road safety issues	(6) Use something made just by yourself (42) Run a profit-making enterprise	(13) Dress up (21) Be part of a campaign to change something	(29) Lead a presentation to the class (34) Use technology to work and communicate with others	(15) Cook and invite someone to share the food (43) Plant it, grow it, eat it	(8) Camp outside (9) Perform on stage
Scouting Badges					
Cubs: Navigator Stage 1 Road Safety	Fire Safety	Astronomer Staged Snow Sports (EV to Ipswich Ski Centre)	Digital Maker	Naturalist	International