

Core School Value	Curriculum Question	Core Text(s)	Beginning Hooks (enrichment days and trips)	Exciting End (showcasing learning/published outcomes/celebration)	Parental Involvement (celebrating learning alongside their children)	Pupil Led Learning (What have the children asked to learn about?)
Expressive	What gadgets do spies use today?	Stormbreaker	Local Swanley Memorial study (people in)	Test out gadgets. App presentation day.	Show and Share	Produce a history journal about Cornwall. Presentation on their app / gadget design. Create a spy gadget of their choice.
English	Maths	Science	Computing	History	Geography	Music
<ul style="list-style-type: none"> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> <li>predicting what might happen from details stated and implied</li> <li>summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>precising longer passages</li> </ul>	<ul style="list-style-type: none"> <li>Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example 3/8]</li> <li>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</li> <li>Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.</li> <li>Multiply one-digit numbers with up to 2 decimal places by whole numbers.</li> <li>Use written division methods in cases where the answer has up to 2 decimal places.</li> <li>Solve problems which require answers to be rounded to specified degrees of accuracy.</li> <li>Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.</li> <li>Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.</li> <li>Use simple formulae</li> <li>Generate and describe linear number sequences.</li> <li>Express missing number problems algebraically.</li> </ul>	<p>Electricity</p> <p>Pupils should be taught to:</p> <p>Pupils should be taught to: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>We are app developers</p> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>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.</li> </ul>	<p>A local history study</p> <p>Examples (non-statutory)</p> <p>a depth study linked to one of the British areas of study listed above</p> <p>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<ul style="list-style-type: none"> <li>develop an understanding of the history of music</li> <li>use and understand staff and other musical notations</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> </ul>
		Study of electrical components and gadgets of today	Create apps linked to helping spies.	Look at how Swanley has developed over time.	Compare Cornwall geographically to Swanley / Kent.	Create a musical piece for the spy film.
		RE	MFL	PE/Games	Art	Design and Technology

<ul style="list-style-type: none"> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>• Find pairs of numbers that satisfy an equation with two unknowns.</li> <li>• Enumerate possibilities of combinations of two variables.</li> </ul>	<ul style="list-style-type: none"> <li>- Judaism: What does it mean to be Jewish in Britain today?</li> <li>- Study of texts (links between Torah Scroll and the Bible) and comment on how far these are helpful or inspiring, justifying their responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• Describe people, places, things and actions orally* and in writing</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastics develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <ul style="list-style-type: none"> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>	<p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ♣ apply their understanding of computing to program, monitor and control their products</p>
<p>Narrative writing Poetry – Newspaper Report Non-fiction fact files Letters Play script</p>			<p>Revise greetings and introductions. Homes/ Rooms</p>	<ul style="list-style-type: none"> <li>• Gymnastics</li> </ul>	<p>Design movie covers for films (digital art)</p>	<p>Fire building in Forest Schools Survival Gadget design (electrical circuits)</p>