

Simonside Class Curriculum 2020 - 2021



English Curriculum - Year 2 and Year 3 Autumn

Unit:	Fiction: Stories in familiar settings	Non-Fiction: Information texts	Poetry: A study of a poet - Zephaniah	Fiction: Traditional tales	Non-Fiction: Letters	Poetry: Classic poems
Term:	Autumn 1: 2 Weeks	Autumn 1: 2 Weeks	Autumn 1: 2 Weeks	Autumn 2: 2 Weeks	Autumn 2: 2 Weeks	Autumn 2: 2 Weeks
Overview:	Starting with The Huge Bag of Worries, children explore the characters and worries. They orally re-tell Changes, looking at the structure and characters. Finally they look at Once Upon an Ordinary School Day. They plan and write their own amazing stories!	Children explore the features of narrative non-fiction and non-chronological reports. They will write statements, questions and exclamations and understand how to use the possessive apostrophe. Children will publish their own book and work collaboratively to publish a class non-fiction book.	Children will be immersed in the wonderful world of Benjamin Zephaniah. They will explore many poems both on paper from the book Funky Chickens, and from the poet himself. They will learn, perform, and then write their own versions.	Children extend and explore their imaginations, they develop their understanding of speech and thought and its written conventions. They write their own imaginative story, using extended sentences, descriptive language, speech, and their imagination to engage the reader!	Children focus on two Oliver Jeffers books, Stuck and The Hueys in It Wasn't Me. They look at the issues raised and use them to explore features of letter writing. They will have opportunities for role-play and discussion before writing letters themselves.	Beginning with Macavity, children are introduced to classic poems. They write their own versions before exploring another classic, The Owl and the Pussycat. They perform & write a continuation using ideas from The Further Adventures of The Owl and the Pussy-cat.
Basic Skills:	Year 2: <ol style="list-style-type: none"> Use expanded noun phrases to describe and specify Use subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) Learn how to use and understand the grammar for year 2 in curriculum appendix 2 (in discussing their writing) 	Year 2: <ol style="list-style-type: none"> Use familiar and new punctuation correctly: full stops, capital letters, exclamation marks and questions marks Use sentences that have different forms: statement, question and exclamation Use the present and past tenses correctly and consistently 	Year 2: <ol style="list-style-type: none"> Use punctuation including commas Use subordination (using <i>when, if, that, or because</i>) or co-ordination (using <i>and, but, or</i>) Use sentences with different forms: statement, question, exclamation, command 	Year 2: <ol style="list-style-type: none"> Use sentences with different forms: statement, question, exclamation, command Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops and capital letters Use subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) Use some features of written Standard English 	Year 2: <ol style="list-style-type: none"> Expand noun phrases to describe and specify Use familiar and new punctuation including commas, full stops and capital letters Use subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) 	Year 2: <ol style="list-style-type: none"> Use expanded noun phrases to describe and specify Learn how to use both familiar and new punctuation correctly Use and understand the grammatical terminology in English Appendix 2
	Year 3: <ol style="list-style-type: none"> Learn how to use adverbs Extend sentences with more than one clause using conjunctions Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	Year 3: <ol style="list-style-type: none"> Indicate possession using the possessive apostrophe with plural nouns Use present perfect forms of verbs 	Year 3: <ol style="list-style-type: none"> Extend range of sentences using conjunctions Learn how to use and understand the grammar for LKS2 in curriculum appendix 2 (in discussing their writing) 	Year 3: <ol style="list-style-type: none"> Use and punctuate direct speech Use extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	Year 3: <ol style="list-style-type: none"> Use a wider range of conjunctions Use and punctuate direct speech Learn, use and understand the grammatical terminology in English Appendix 2 	Year 3: <ol style="list-style-type: none"> Use adverbs Learn, use and understand the grammatical terminology in English Appendix 2 Use fronted adverbials Use commas after fronted adverbials
Text(s):	The Huge Bag of Worries by Anthony Browne Once Upon an Ordinary School Day by Colin McNaughton The Huge Bag of Worries by Virginia Ironside	Think of an eel by Karen Wallace and Mike Bostock Let's Learn About Eels by Breanne Sartori Fantastic Facts about Electric Eels by Miles Merchant	Funky Chickens by Benjamin Zephaniah	Use Your Imagination by Nicola Byrne Good Little Wolf by Nadia Shireen The Scariest Baddy Ever – Group Readers	The Hueys in It Wasn't Me by Oliver Jeffers Stuck by Oliver Jeffers	The Owl and the Pussy-cat by Edward Lear The Further Adventures of the Owl and the Pussy-cat by Julia Donaldson

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English Curriculum - Year 2 and Year 3 Summer

Unit:	Fiction: Legends – Robin Hood	Non-Fiction: Instructions and explanations	Poetry: Poems on a theme: monsters	Fiction: Stories from the recent past	Non-Fiction: Persuasive writing	Poetry: Poems of the world – nature poems
Term:	Spring 1: 2 Weeks	Spring 1: 2 Weeks	Spring 1: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 2 Weeks
Overview:	Explore adventures into the legend of Robin Hood through Marcia Williams' comic strip through Satoshi Kitamura and Hiawyn Oram. Angry Arthur in The Arctic & Hood and Disney's animated Robin Hood. Compare the text and DVD. Read and discuss stories and Retell, act out and invent 'new' illustrations, write their own stories. Use speech marks. The unit ends in Kamishibai apertures and the perfect tense storytelling, a traditional Japanese entertainment where children can perform their writing to an audience.	Explore the books report on Children are presented with a crime Unicorn and Tell Me a Dragon and generate some fantastic descriptive describe a crime scene, read witness vocabulary. Learn how to structure, statements, devise questions; and plan and write non chronological test and write instructions for novice reports about unicorns and dragons detectives. Children explore and inventing your own amazing dragon. explain why we have rules, and the unit ends with an opportunity for children to become crooks and devise absurd crimes.	Using the very popular Please Miss Butler poetry collection by Alan Ahlberg, children will learn poems off and David Harmer. Participate in by heart before writing their own poetry reading and learn part of a poem based on the original. They will write poems about them using adverbials can enhance their poem as descriptive language and different well as how to give a really good performance to an audience.	Using Otto the Book Bear, The Library Lion and The Cat in the Kitchen of the first popular picture books some children investigate stories with an as the Madeline series and flat element of fantasy. Use these texts Stanley. They explore the characters and a visit to the local library to in depth together with how the investigate plot elements and develop your own stories, involving dialogue. Adapt, edit and develop stories and that take place in these enchanting books at common language features, such as alliteration.	During this sequence the children will learn all about recounts. They will read some stories of amazing animals and The Journey to explore features including The Great Serpents Race of persuasive language. Children use and Saluki Hound of the Bedouin and role-play and group work to build write their own recount from the ideas of persuasive features before perspective of one of the animals. writing a persuasive letter and a speech.	Children learn and perform poems; Read All the Worlds Wonders to investigate and discuss poem types explore poems about nature by poets and features; explore poetry through from different countries. Use drama and write new versions. The descriptive language and read poems unit ends in the compilation of a class that discuss the problems the anthology of humorous poems, with environment faces. Read and write introductions written by the children. poems that express the wonder and beauty of the natural world.
Year 2:	1. Use conjunctions (and, or, but) to join simple sentences	Year 2: 1. Use sentences with different forms: statement, question, exclamation,	Year 2: 1. Learn how to use both familiar and new punctuation correctly	Year 2: 1. Use conjunctions (when, if, because) to add subordinate	Year 2: 1. Use the present and past tenses correctly and consistently	Year 2: 1. Use expanded noun phrases to describe and specify
Basic Skills:	Year 2 2. Use the present progressive form of verbs to describe an activity (for example, the child is reading) with different forms: statement, question, exclamation, command 2. Learn how to use both familiar and new punctuation correctly including apostrophes for contracted forms 3. Use the present and past tenses correctly and consistently including the progressive form Year 3: 1. Use more than one clause 2. Use perfect form of verbs 3. Use conjunctions for time & cause - can link to Year 3 1. Learn the present perfect for years 3 and 4 2. Revise apostrophes for contracted forms 3. Indicate possession by using the possessive apostrophe 4. Use and punctuate direct speech	Year 2 2. Use the present progressive form of verbs to describe an activity (for example, the child is reading) with different forms: statement, question, exclamation, command Year 3: 1. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, and, because, although 2. Use the present perfect for years 3 and 4 3. Learn the grammar requirements for years 3 and 4 Year 3 1. Use and punctuate direct speech 2. Use the grammar requirements for years 3 and 4 3. Use the grammatical terminology	Year 2 2. Use expanded noun phrases to describe and specify 3. Use expanded noun phrases to describe and specify including full stops, capital letters, exclamation and question marks 3. Use sentences with different forms: statement, question, exclamation, command Year 3: 1. Use (conjunctions) in Grammar appendix 2 2. (From Grammar appendix 2) use a or an according to Year 3 1. Use with, under, food, the, and, grammatical adverbials 2. Use the conjunctions, after, the, at, prepositions to express time and cause 3. Use fronted adverbials	Year 2 2. Use expanded noun phrases to describe and specify 2. Learn to use new punctuation, including commas in lists 3. Use subordination (using when, if, that, or because) or co-ordination (using and, but, or) Year 3: 1. Use correct punctuation when writing direct speech as dialogue 2. Use conjunctions for time & cause - can link to subordination (using when and when, etc.) 3. Extend the range of sentences with adverbials one clause by using a wider range of conjunctions, including when, if, because, although 2. Use conjunctions, adverbs and prepositions to express time and cause Year 3 1. Use correct punctuation when writing direct speech as dialogue 2. Use conjunctions for time & cause - can link to subordination (using when and when, etc.) 3. Extend the range of sentences with adverbials one clause by using a wider range of conjunctions, including when, if, because, although 2. Use conjunctions, adverbs and prepositions to express time and cause	Year 2 2. Use subordination (using when, that, conjunction) (using and, but, or) (using and, but, or) 2. Use expanded noun phrases for description and specification Year 3: 1. Use present perfect form of verbs 2. Extend sentences by using range of conjunctions. d. Use Year 3 1. Use conjunctions, adverbs and prepositions to express time and cause 2. Extend sentences with a wider range of conjunctions	Year 2 2. Use subordination (using when, that, conjunction) (using and, but, or) (using and, but, or) 2. Use expanded noun phrases for description and specification Year 3: 1. Use and punctuate direct speech 2. Learn the grammar requirements for years 3 and 4 3. Use the grammatical terminology
Text(s):	The Arctic and the World of Hood by Marcia Williams Millie's Marvelous Hat by Satoshi Kitamura Disney's animated Robin Hood - DVD	Tell Me a Dragon by Peter Morris Dragons of TV and Legend by David Pearson George and the Dragon by Christopher Wormell	It's Behind You by Paul Cookson and David Harmer What are Monsters like? – Hamilton Group Reader	Otto the Book Bear by Katie Williams The Library Lion by Michael Keaden The Cat in the Kitchen – Group Reader Stanley by Jeff Brown	Saluki Hound of Bedouin by Julia	The Puffin Book of Fantastic First Poems written by Hans Christian Andersen Wendy Cooling The Works 2 chosen by Brian Moses and Pie Corbett

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Maths Curriculum - Year 2 Autumn					
Unit:	Place Value	Addition and Subtraction	Addition and Subtraction	Measurement: Money	Multiplication and Division
Term:	Autumn 1: 3 Weeks	Autumn 1: 3 Weeks	Autumn 2: 2 Weeks	Autumn 2: 2 Weeks	Autumn 2: 2 Weeks
Overview:	I can count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward.	I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: adding 3 one-digit numbers.	I can recognise and use symbols for pounds (£) and pence (p).	I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
	I can recognise the place value of each digit in a two-digit number (10s, 1s).	I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.	I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.	I can combine amounts to make a particular value.	I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.
	I can identify, represent and estimate numbers using different representations, including the number line.	I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers.		I can find different combinations of coins that equal the same amounts of money.	I can show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot.
	I can compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.				I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
	I can read and write numbers to at least 100 in numerals and in words.				
	I can use place value and number facts to solve problems.				

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Maths Curriculum - Year 2 Spring							
Unit:	Multiplication and Division	Statistics	Geometry: Properties of Shape	Geometry: Properties of Shape	Fractions	Measurement: Length and Height	Consolidation
Term:	Spring 1: 2 Weeks	Spring 1: 2 Weeks	Spring 1: 2 Weeks	Spring 2: 1 Week	Spring 2: 3 Weeks	Spring 2: 1 Week	Spring 2: 1 Week
Overview:	I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	I can interpret and construct simple pictograms, tally charts, block diagrams and tables.	I can order and arrange combinations of mathematical objects in patterns and sequences.	I can use mathematical vocabulary to describe position, direction and movement including right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.	I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); to the nearest appropriate unit, using rulers and scales.	Students will consolidate their learning from across the term with any further interventions to support gaps in learning being taught and reinforced.
	I can show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot.	I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.	I can use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn.		I can write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	I can compare and order lengths and record the results using >, < and =.	
	I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs.	I can ask and answer questions about totalling and comparing categorical data.					

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Maths Curriculum - Year 2 Summer					
Unit:	Geometry: Position and Direction	Problem Solving	Measurement: Time	Measurement: Mass, Capacity and Temperature	Consolidation
Term:	Summer 1: 3 Weeks	Summer 1: 2 Weeks	Summer 1: 2 Weeks	Summer 2: 3 Weeks	Summer 2: 2 Weeks
Overview:	I can order and arrange combinations of mathematical objects in patterns and sequences.	I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	I can compare and sequence intervals of time.	I can choose and use appropriate standard units to estimate and measure mass (kg/g); temperature ($^{\circ}\text{C}$) and capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels.	Students will consolidate their learning from across the term with any further interventions to support gaps in learning being taught and reinforced.
	I can use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.	I can compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.	
			I can understand the number of minutes in an hour and the number of hours in a day.		

Maths Curriculum – Year 3 Autumn					
Unit:	Number and Place Value	Addition and Subtraction	Addition and Subtraction	Multiplication and Division	Consolidation
Term:	Autumn 1: 3 Weeks	Autumn 1: 3 Weeks	Autumn 2: 1 Week	Autumn 2: 3 Weeks	Autumn 2: 2 Weeks
Overview:	I can read and write numbers to 100 in numerals and words.	I can add and subtract a three-digit number and ones mentally.	I can estimate the answer to a calculation and use inverse operations to check.	I can use efficient written methods to multiply a 2 digit and a 1-digit number.	Students will consolidate their learning from across the term with any further interventions to support gaps in learning being taught and reinforced..
	I can solve number problems and practical problems.	I can add and subtract a three-digit number and tens mentally.	I can solve missing number problems.	I can recall and use multiplication and division facts for the 4 times table.	
	I can recognise the place value of each digit in a three-digit number.	I can add and subtract a three-digit number and hundreds mentally.		I can recall and use multiplication and division facts for the 3 times table.	
	I can find 10 or 100 more or less than a given number.	I can add numbers up to three digits using an efficient written method.		I can write and calculate statements for \times and \div using the multiplication tables that I know.	
	I can identify, represent and estimate numbers in different contexts.	I can subtract numbers up to three digits using an efficient written method.		I can use mental strategies to multiply a 2-digit number by a 1 digit number.	
	I can count from 0 in multiples of 4, 8, 50 and 100.	I can solve addition and subtraction problems.		I can recall and use multiplication and division facts for the 8 times table.	
	I can compare and order numbers up to 1000.			I can solve multiplication and division problems.	

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Maths Curriculum – Year 3 Spring					
Unit:	Multiplication and Division	Measurement and Money	Statistics	Measurement length and perimeter	Fractions and Decimals
Term:	Spring 1: 3 Weeks	Spring 1: 1 Week	Spring 1: 2 Weeks	Spring 2: 3 Weeks	Spring 2: 3 Weeks
Overview:	I can use efficient written methods to multiply a 2 digit and a 1 digit number.	I can add and subtract amounts of money to give change using £ and P in practical contexts.	I interpret and present data in bar charts.	I can measure, compare, add and subtract lengths (mm/cm/m).	I can count up and down in tenths.
	I can recall and use multiplication and division facts for the 4 times table.		I interpret and present data using pictograms.	I can measure, compare, add and subtract mass (g/kg).	I can recognise that tenths arise from dividing an object into 10 equal parts.
	I can recall and use multiplication and division facts for the 3 times table.		I interpret and present data using tables.	I can measure, compare, add and subtract volume and capacity (cl/l).	I can find and write fractions for a set of objects.
	I can write and calculate statements for \times and \div using the multiplication tables that I know.		I solve one-step problems using presented data.	I can measure the perimeter of a 2D shape.	I can recognise and use fractions as numbers.
	I can use mental strategies to multiply a 2-digit number by a 1 digit number.		I solve two-step problems using presented data.		I can recognise and show, using diagrams, equivalent fractions.
	I can recall and use multiplication and division facts for the 8 times table.				I can add and subtract fractions with the same denominator within one whole.
	I can solve multiplication and division problems.				I can compare and order fractions, and fractions with the same denominators.
					I can solve problems involving fractions.

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Maths Curriculum – Year 3 Summer					
Unit:	Number: Fractions	Measurement and Time	Geometry: Properties of Shape	Measurement Mass and Capacity	Consolidation
Term:	Summer 1: 3 Weeks	Summer 1: 3 Weeks	Summer 2: 2 Weeks	Summer 2: 3 Weeks	Summer 2: 1 Week
Overview:	I can recognise and use fractions as numbers.	I can tell and write the time from an analogue clock in 12 and 24 hour clocks.	I can draw 2D shapes.	I can measure, compare, add and subtract mass (g/kg).	Students will consolidate their learning from across the term with any further interventions to support gaps in learning being taught and reinforced.
	I can recognise and show, using diagrams, equivalent fractions.	I can tell the time using Roman numerals from I to XII.	I can make 3D shapes using modelling materials.	I can measure, compare, add and subtract volume and capacity (cl/l).	
	I can add and subtract fractions with the same denominator within one whole.	I can estimate and read time with increasing accuracy and compare times using appropriate vocabulary.	I can recognise 3D shapes in different orientations.		
	I can compare and order fractions, and fractions with the same denominators.	I know the number of seconds in a minute and the number of days in each month, year and leap year.	I can recognise angles as a property of shape or a description of a turn.		
	I can solve problems involving fractions.	I can compare the durations of events.	I can identify right angles.		
			I can recognise that two right angles make a half turn, 3 make a $\frac{3}{4}$ turn and 4 make a complete turn.		
			I can identify whether angles are greater than or less than a right angle.		
		I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.			

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Science Curriculum – Year 3						
Unit:	Animals Including Humans	Forces	Light	Plants	Uses of Everyday Materials and Rocks	Scientists and Inventors
Term:	Autumn1: 7 Weeks	Autumn 2: 8 Weeks	Spring 1: 6 Weeks	Spring 2: 6 Weeks	Summer 1: 5 Weeks	Summer 2: 6 Weeks
Overview:	I can identify that animals including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat.	I can compare how things move on different surfaces.	I can recognise that they need light in order to see things and that dark is the absence of light.	I can identify and describe the functions of different parts of flowering plants; roots, stem / trunk, leaves and flowers.	I can name different types of rocks.	I can find plants in the local area.
	I can name different food groups.	I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.	I can notice that light is reflected from surfaces.	I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how these vary from plant to plant.	I can name different types of soils.	I can give the names of four people who brought new plants to Britain.
	I know what happens when humans eat the wrong types of foods.	I know that magnets have poles and name the poles of a magnet.	I can name surfaces which reflect light better than others.	I can investigate the way in which water is transported within plants.	I can describe the appearance of rocks.	I can give four facts about Marie Curie's life and work.
	I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.	I can observe how magnets attract or repel each other and attract some materials and not others.	I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes and skin.	I can explore the part that flowers play in the life cycle of flowering plants, including pollination and seed formation.	I can describe the appearance of soils.	I can give four facts about William Smith's life and work.
	I can discuss how human skeletons and animal skeletons are different.	I know that not all materials are magnetic.	I know not to look directly at the sun.	I can name the different forms of seed dispersal.	I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	I can describe how William Smith found fossils.
	I can identify and name bones.	I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.	I can recognise that shadows are formed when the light from a light source is blocked by a solid object.	I can talk through and draw the life cycle of a plant.	I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.	I can give four facts about Inge Lehmann's life and work.
	I can identify the three main of a skeleton.	I can predict whether two magnets will attract or repel each other, depending on which poles are facing.	I can find patterns in the way that the size of shadows change.		I can recognise that soils are made from rocks and organic matter.	I can identify devices and inventions that use curved mirrors.
						I can describe how the first electromagnets were developed and name a scientist who worked on them.
						I can give five facts about Marie Curie's life and work and use prompts to describe her legacy.
						I can describe how Marie Curie used x rays.

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Computing Curriculum – Year 3						
Unit:	E-Safety – Using the Internet	Coding and Programming	IT – Digital Literacy	IT- Multimedia	IT- Data Handling	E-safety (Consolidation)
Term:	Autumn 1: 7 weeks	Autumn 2: 8 weeks	Spring 1: 6 weeks	Spring 2: 6 weeks	Summer 1: 5 weeks	Summer 2: 6 weeks
Overview:	I can reflect on their own digital footprint and behaviour online.	I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts.	I can create different effects with different technological tools, demonstrating control.	I can use software to record, create and edit sounds and capture still images	I can talk about the different ways data can be organised.	I can reflect on their own digital footprint and behaviour online.
	I can identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying.	I can write a program, putting commands into a sequence to achieve a specific outcome;	I can use appropriate keyboard commands to amend text on a device.	I can change recorded sounds, volume, duration and pauses.	I can sort and organise information to use in other ways.	I can identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying.
	I can agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords.	I can give a set of instructions to follow and predict what will happen;	I can use applications and devices in order to communicate ideas.	I can use software to capture video for a purpose.	I can search a ready-made database to answer questions.	I can agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords.
	I can seek help from an adult when they see something that is unexpected or worrying.	I can keep testing a program and recognise when it needs to be debugged;	I can save, retrieve and evaluate work.	I can crop and arrange clips to create a short film.	I can use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table.	I can seek help from an adult when they see something that is unexpected or worrying.
	I can demonstrate understanding of age-appropriate websites and adverts.	I can use variables to create an effect, e.g. repetition, if, when, loop.	I can insert a picture/text/graph/hyperlink from the internet.	I can plan an animation and move items within each animation for playback.	I can talk about the different ways data can be organised.	I can demonstrate understanding of age-appropriate websites and adverts.
	I can use search tools to find and use an appropriate website and content. I can use strategies to improve results when searching online.	I can use key vocabulary to demonstrate knowledge and understanding in this strand: decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm.	I can use key vocabulary to demonstrate knowledge and understanding in this strand: draw, object, shape, line, line colour, fill colour, group, ungroup, font, size, text box, format, image, wrap text, plan, link, image, object, link.	I can use key vocabulary to demonstrate knowledge and understanding in this strand: audio, sound, video, movie, embed, link, file format, animate, animation, still image, flip book, frame, loop, frame rate, record, stop, play, stop motion, stop frame.		I can use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public.
	I can use key vocabulary to demonstrate knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, subject, address, communicate, sender, safe, secure, internet, world wide web, social media.					

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SEMH/PSCHE Curriculum (Needs met Year 1 to Year 6)

The basic skills below are taught throughout each day in class, on the yard and in 1:1 sessions as well as within planned lessons.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health and Wellbeing:	Relationships:	Living in the Wider World:	Health and Wellbeing:	Relationships:	Living in the Wider World:
Be Yourself	Being Together	Be a Team	Be Safe	Respecting Rights	Practical Work
I can say what I like and dislike. I can make real, informed choices that improve my physical and emotional health. I can recognise that choices can have good and not so good consequences.	I can communicate my feelings to others. I can recognise how others show feelings and how to respond.	I can contribute to the life of the classroom.	I can say what I like and dislike. I can make real, informed choices that improve my physical and emotional health. I can recognise that choices can have good and not so good consequences.	I can say how to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond. I can say who to tell and I know how to tell them.	Practical and revisiting concepts for consolidation – needs met.
I can think about myself and learn from my experiences. I can recognise and celebrate my strengths and set simple but challenging goals.	I can recognise how my behaviour affects other people.	I can help construct, and agree to follow, group and class rules. I can understand how these rules help me.	I can think about myself and learn from my experiences. I can recognise and celebrate my strengths and set simple but challenging goals.	I can understand that people's bodies and feelings can be hurt. I can say what makes me feel comfortable and uncomfortable.	Practical and revisiting concepts for consolidation – needs met.
I can think about good and not so good feelings. I can describe my feelings to others. I can use simple strategies for managing my feelings.	I can recognise what is fair and unfair, kind and unkind, what is right and wrong.	I can understand that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).	I can think about good and not so good feelings. I can describe my feelings to others. I can use simple strategies for managing my feelings.	I can recognise when people are being unkind either to me or others. I can say how to respond, who to tell and what to say.	Practical and revisiting concepts for consolidation – needs met.
I can recognise that I share a responsibility for keeping myself and others safe. I can understand when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.	I can listen to other people and play and work cooperatively (including using strategies to resolve simple arguments through negotiation).	I can work collaboratively towards shared goals.	I can recognise that I share a responsibility for keeping myself and others safe. I can understand when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.	I can recognise that my actions affect me and others.	Practical and revisiting concepts for consolidation – needs met.
I can share rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment, including rail, water and fire safety).	I can identify my special people (family, friends, carers), what makes them special and how special people should care for one another.		I can share rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment, including rail, water and fire safety).	I can judge what kind of physical contact is acceptable or unacceptable and how to respond.	Practical and revisiting concepts for consolidation – needs met.
I can say who is responsible for helping me stay healthy and safe and ways that I can help these people.	I can recognise and respond appropriately to a wider range of feelings in others.			I can understand the concept of 'keeping something confidential or secret', when I should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.	Practical and revisiting concepts for consolidation – needs met.

Simonside Class Curriculum 2020 - 2021



SEMH/PSCHE Curriculum: KS2 Skills – Cycle A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health and Wellbeing:	Relationships:	Living in the Wider World:	Health and Wellbeing:	Relationships:	Living in the Wider World:
Think Positive	Living Together	Working Together	Be Healthy	Equality	Community
I can reflect on and celebrate my achievements, identify my strengths, my areas for improvement. I can set high aspirations and goals.	I can recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. I can recognise ways in which a relationship can be unhealthy and who to talk to if I need support.	I can research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer my recommendations to appropriate people.	I can make informed choices (including recognising that choices can have positive, neutral and negative consequences). I can begin to understand the concept of a 'balanced lifestyle'.	I can listen and respond respectfully to a wide range of people. I can feel confident to raise my own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.	I can share that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation.
I can show I have deepened my understanding of good and not so good feelings. I can extend my vocabulary to explain both the range and intensity of my feelings to others.	I can show I am aware of different types of relationship, including those between acquaintances, friends, relatives and families.	I can understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.	I can understand what is meant by the term 'habit' and why habits can be hard to change.	I can understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).	I can realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.
I can recognise that I may experience conflicting emotions and when I might need to listen to my emotions or overcome them.	I can understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.	I can resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.		I can develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as myself.	I can understand what being part of a community means, and about the varied institutions that support communities locally and nationally. I can recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.
I can understand what positively and negatively affects my physical, mental and emotional health (including the media).	I can show I am aware that marriage is a commitment freely entered into by both people that no one should enter into a marriage if they don't absolutely want to do so.				I can appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
RE lessons to be taught in the afternoons of Assessment Weeks:					
	I can explain where Buddhism was founded and by who. I can explain the main beliefs held by Buddhists.		I can explain which places are special for Buddhists. I can explain what happens at the major Buddhist festival.		I can explain what the Buddhist holy book is and what is in it. I can name and explain the meaning of Buddhist symbols.

Careers Curriculum						
The basic skills below are taught throughout each day in class, on the yard and in 1:1 sessions as well as within planned lessons.						
KS2 Overview:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	This is Me	Enterprise	Be a Team	Transport and Travel	Respecting Rights	Practical Work
	I can describe what I am like.	I can show I can use my initiative and be enterprising.	I can give examples of what it means to have a career.	I can give examples of how I could travel to different work destinations.	I can describe the main types of employment in my area: past, present and emerging.	I can identify key qualities and skills employers are looking for.
	I can describe what I am good at and what I enjoy doing.	I can make considered decisions about saving, spending and giving	I can give examples of what people like and dislike about the work they do.	I know local methods of transport and the areas they go to.	I can recognise the harm caused by stereotyping and discrimination, and the importance of treating people fairly.	I can say where to get impartial information and support when I need it and how to use of it.
	I can explain how to appropriately get what I want.	I know how to make plans and decisions carefully.	I can describe a local business, how it is run and the products and/or services it provides.	I understand the need to pay for transport and factor it into my budget.	I can keep myself safe and well when I am learning and playing.	I can compare information about secondary education choices open to me.
	I can identify what I am learning from careers, employability, enterprise activities and experiences.	I know how to make a good impression on other people.		I can plan a route to and from a place of work.		I can identify ways of making transitions such as the move from primary to secondary school.
	I can evidence my skills as part of a group project.		I understand the role of technology in travel and transport.			

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Topic Curriculum: History, Geography, Music, Art and Design Technology (Cycle A)						
	Geography 'The UK'	Design Technology	Music	History 'The Romans'	History 'Ancient Greece'	Geography 'Around the World'
Term:	Autumn 1: 7 Weeks	Autumn 2: 8 Weeks	Spring 1: 6 Weeks	Spring 2: 6 Weeks	Summer 1: 5 Weeks	Summer 2: 6 Weeks
Overview:	I can name and locate the countries and cities of the UK.	I can investigate free standing structures.	I can sing with good diction. I can sing in tune songs with a limited range. I can sing a song with two or more parts.	I can explain the spread of the Roman Empire and recall key facts about the invasion of Britain.	I can explain how and why empires grow.	I can explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere.
	I can name and locate the countries and cities of the UK.	I can design a structure.	I can perform with expression. I can use correct technique to play instruments.	I understand why the Romans built new roads in Britain.	I can explain the chronology of a timeline.	I can identify lines of latitude and longitude.
	I can name and locate the countries and cities of the UK.	I can use a wider range of tools and equipment to begin to make parts for my model.	I can recognise a range of music genres; recognise instruments being played in a piece of music.	I know where some main roads ran to and from, and how they were made.	I can explain how the political system worked in Ancient Greece.	I can use longitude and latitude to find places on maps, atlases and globes.
	I can use the eight compass points to describe the location of the countries of the UK.	I can develop a range of practical skills to create bends and more complex parts.	I can express my opinion about pieces of music using appropriate musical vocabulary. I can discuss similarities and differences in pieces of music.	I can describe how different people felt about and reacted to the changes made by the Roman Empire.	I can compare this system with other political systems.	I can describe the key features of the Polar Regions and compare them to the UK.
	I can use an atlas or a map to name and locate the main rivers and seas of the UK.	I can select from and use materials and components to make a working marble run.	I can compose a tune using eight notes.	I can describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall.	I can learn about the past from sources including art.	I can compare the climate in the tropics with the UK climate.
	I can name and locate some of the counties of the UK using a map.	I can evaluate and improve my design and technology work.	I can compose music that has a recognisable structure (beginning, middle and end).	I can understand what the religious beliefs of the Romans and know about some of the gods and goddesses they worshipped.	I can compare different city-states and recall facts about the battle of Marathon.	I can explain the position and significance of the Prime Meridian.
	I can use a map or atlas to identify and locate areas of high ground in the UK.		I can recognise crotchets, quavers, semibreves and crotchet rests.	I can explain what the Roman baths were and know about the different amenities they contained.	I can find out about Ancient Greek gods and goddesses and am able to use this knowledge to plan my own Greek Myth.	I can explain the position and significance of time zones.
	I can identify ways that London has changed over time.		I can begin to be able to recognise some notes on a treble clef staff.		I can use a range of sources to find out about the Trojan War and present my findings.	
	I can explain the importance of the Prime Meridian to London's history.		I can name some composers and genres of music from different eras.			
	I can describe how the UK has changed over time.					
Art Links:	I can create a cityscape.			I can create a mosaic in the style of the Romans.	I can paint or draw accurate figures.	I can use colours to represent temperature in a piece of work.