

2021-2022 Simonside Planning

Unit:	Fiction: Stories with familiar settings	Non-Fiction: Labels, lists, signs & posters	Poetry: Silly poems	Fiction: Stories involving fantasy	Non-Fiction: Information texts	Poetry: List poems
Term:	Autumn (1)	Autumn (1)	Autumn (1)	Autumn (2)	Autumn (2)	Autumn (2)
Number of weeks:	2 Weeks	2 Weeks	2 Weeks	2 Weeks	2 Weeks	2 Weeks
Overview:	Using Not Now Bernard and Oscar Got the Blame, children will develop the concept of writing sentences for different purposes: statements, questions and exclamations. They will learn how to include speech within narrative writing and create their own version of a well-known story, performing it to their peers.	Children use labels, lists, signs and posters to write about sea creatures and The Lonely Sea Monster. They write about their own imaginary creatures and undersea worlds. Grammar is capital letters for proper nouns, punctuation of sentences, conjunctions and contractions.	Using Michael Rosen's Book of Very Silly Poems children will explore what it is like to read, write and understand funny and unusual poetry. They will develop a comprehensive understanding of extended noun phrases and know that there are different sorts of sentences that writers use for different effects.	Read and explore the story of two unlikely friends in Croc and Bird by Alexis Deacon and learn about the features of fantasy stories. Then read Beegu by the same author and write and word process a fantasy story for a class book.	Mister Seahorse by Eric Carle provides children with a fun starting point to explore and write informative paragraphs for a shoe-box aquarium. They then look at the information book Animals and Their Young to inspire them to write their own non-fiction book!	There will be plenty of opportunities for children to read, learn, recite and write their own list poems in this unit. They will look at The Sound Collector, Inside My Head and Ten Things Found in a Wizard's Pocket and at the end of the week children will have the chance to perform their poetry to an audience
Basic Skills:	Year 1 1. Write, leaving spaces between words 2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.	Year 1 1. Use capital letters for Proper names 2. Demarcate sentences using capital letters, full stops, exclamation and question marks	Year 1 1. Write, leaving spaces between words 2. Use capital letters for the names of people, places, days of the week, etc. Beginning to use 'and' or 'but' or 'or' to join sentences	Year 1 1. Write, leaving spaces between words 2. Use capital letters for the names of people, places, days of the week, etc.	Year 1 1. Write, leaving spaces between words 2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark	1. Use capital letters for the names of people, places, days of the week, etc. 2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark
	Year 2 1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks 2. Learn how to use sentences with different forms: statement, question, exclamation, command. 3. Co-ordination: use conjunctions (and, or, but) to join simple sentences	Year 2 1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks 2. Use commas in lists 3. Use apostrophes for contractions	Year 2 1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns 2. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks 3. Learn how to use sentences with different forms: statement, question, exclamation, command.	Year 2 1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks 2. Begin to understand the concept of a verb 3. Use and distinguish past tense	Year 2 1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks 2. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns	Year 2 1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns 2. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks 3. Use grammatical terminology
Text(s)	Oscar Got the Blame by Tony Ross Not Now Bernard by David McKee	I Love Whales and Dolphins, and I love Sharks, both are first facts and pictures by Steve Parker	Book of very silly poems, by Michael Rosen Poems for the Very Young, edited by Michael Rosen	Croc and Bird; Beegu both by Alexis Deacon The Alien Egg – Group Readers	Mister Seahorse by Eric Carle Animals and Their Young, How Animals Produce and Care for Their Young by Pamela Hickman and Pat	The Works edited by Paul Cookson A variety of poems provided

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Unit:	Fiction: Traditional Tales	Non-Fiction: Instructions and lists	Poetry: Title	Fiction: Stories about feelings	Non-Fiction: Recounts	Poetry: Poems with elements of fantasy and humour
Term:	Spring (1)	Spring (1)	Spring (1)	Spring (2)	Spring (2)	Spring (2)
Number of weeks:	2 Weeks	2 Weeks	2 Weeks	2 Weeks	2 Weeks	2 Weeks
Overview:	Children learn the story of The Three Little Pigs by heart and explore alternative versions - The Three Little Wolves and the Big Bad Pig and The True Story of the Three Little Pigs. They write their own version learning about conjunctions and punctuation.	This unit uses Chris Haughton's book Shh! We have a Plan as a fun starting point for learning how to write statements, commands, exclamations and instructions. Children then write instructions about how to catch a creature of their choice.	Children use Switching on the Moon, to explore poetry about bedtime. They write verses to add to familiar poems and their own poetry. Children use similes, rhyming couplets and statements and consider the most effective adjectives and verbs for their compositions. They are confident at using capital letters to start sentences, including extended noun phrases to enhance description and know how to separate a list of adjectives in a sentence with commas.	During this unit children will explore all sorts of different feelings. Using the book The Crocodile Who Didn't Like Water children think about how it feels to be different and left out. They move on to look at The Dark by Lemony Snicket and think about being scared before writing their own stories about shadows.	Children meet George the dog in Chris Haughton's book – Oh No, George! He has good intentions but often gets a bit over excited which leads to trouble! Children write recounts based on naughty (and good) things they did now and when they were younger.	In the first week humour meets fantasy and the world is turned on its head! Children contribute to a class fantasy poem based on the classroom. Then they read and write fantasy poems which provide the opportunity to use adjectives and descriptive phrases.
Basic Skills	<p>Year 1</p> <ol style="list-style-type: none"> 1. Write, leaving spaces between words 2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark <p>Year 2</p> <ol style="list-style-type: none"> 1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks. 2. Use expanded noun phrases to describe/specify. 3. Co-ordination: use conjunctions (and, or, but) 	<p>Year 1</p> <ol style="list-style-type: none"> 1. Use capital letters for Proper names 2. Demarcate sentences using capital letters, full stops, exclamation and question marks <p>Year 2</p> <ol style="list-style-type: none"> 1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks 2. Use commas in lists 3. Use apostrophes for contractions and possessive singular. 4. Write sentences with 	<p>Year 1</p> <ol style="list-style-type: none"> 1. Use capital letters for the names of people, places, 2. Begin to use 'and' or 'but' or 'or' to join sentences <p>Year 2</p> <ol style="list-style-type: none"> 1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns 2. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks 3. Learn how to use sentences with different forms: statement, question, exclamation, 	<p>Year 1</p> <ol style="list-style-type: none"> 1. Punctuate sentences using a capital letter and a full stop, a question or exclamation mark. 2. Use capital letters for the names of people, places. <p>Year 2</p> <ol style="list-style-type: none"> 1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks. 2. Co-ordination: use conjunctions (and, or, but) to join simple sentences. 3. Use conjunctions (when, if, because) to join 	<p>Year 1</p> <ol style="list-style-type: none"> 1. Punctuate sentences using a capital letter and a full stop, a question or exclamation mark. <p>Year 2</p> <ol style="list-style-type: none"> 1. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks 2. Write sentences with different forms: statement, question, command and exclamation. 3. Co-ordination: use conjunctions (and, or, but) to join simple sentences. 	<p>Year 1</p> <ol style="list-style-type: none"> 1. Use capital letters for the names of people, places, days of the week, etc. 2. Punctuate sentences using a capital letter and a full stop, a question or exclamation mark. <p>Year 2</p> <ol style="list-style-type: none"> 1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns 2. Learn how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks 3. Use apostrophes for contracted forms

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	to join simple sentences. 4. Use conjunctions (when, if, because) to join subordinate clauses.	different forms: statement, question, exclamation, command	command.	subordinate clauses.	4. Use conjunctions (when, if, because) to join subordinate clauses.	
Text(s)	The True Story of the Three Little Pigs by E. Trivizas The Three Little Wolves & the Big Bad Pig by Scieszka Three Little Monsters – Group Readers	Shh! We Have a Plan by Chris Haughton We're Going on a Bear Hunt by Michael Rosen	Switching on the Moon: A very first book of bedtime poems (2010) Walker Books	The Crocodile Who Didn't Like Water by Gemma Merino The Dark by Lemony Snicket I Tom Has Feelings - Group Readers	Oh No, George By Chris Haughton	The Works edited by Paul Cookson Read Me First Chosen by Louise Bolongaro Cat's List Poem - Group Readers

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Unit:	Fiction: Traditional tales from other cultures	Non-Fiction: Letters and books	Poetry: Poems to say out loud	Fiction: Humorous stories	Non-Fiction: Information texts: Owls	Poetry: Poems by the same author: Milligan
Term:	Summer (1)	Summer (1)	Summer (1)	Summer (2)	Summer (2)	Summer (2)
Number of weeks:	2 Weeks	2 Weeks	2 Weeks	2 Weeks	2 Weeks	2 Weeks
Overview:	Using Stories from the Billabong and other popular Australian Traditional Tales, children learn about the features of traditional tale narratives. They read and respond to stories to develop their comprehension, learn stories off-by-heart and develop their understanding of character and plot to write their own story. They interrogate a range of texts to find evidence to support their opinions and revel in traditional stories from another culture.	Children will discuss It's a Book by Lane Smith which explores the relative advantages of books and screen gadgets in simple terms. They will read a letter from a library and write a reply. They will browse and discuss favourite books and write a letter for a class book.	Using Read Me Out Loud!, children participate in poetry specifically written to share with an audience. They compose their own tongue twisters to experience writing with alliteration, and list poems to reinforce writing statements, exclamations and questions. They are exposed to a variety of different styles of performing poetry, and select the most effective strategies to perform familiar poems to a real audience.	Explore the humour in Alexander and the Terrible, Horrible, No Good, Very Bad Day and share ideas about what sometimes gets the children's day off to a bad start. Then read Traction Man is Here and enjoy his adventures, again looking at the humour. They will then plan and write their own version of the story.	Children will learn about information texts by exploring exciting facts about owls. They start with Owl Babies and then look at the structure of non-fiction in Usborne First Reading - Owls. Next they make a quiz using the information texts to support this. After this, they focus on Barn Owls and read From Dusk to Dawn. Finally they make an owl poster using some of the key feature of information texts.	Spike Milligan is one of the nations' favourite poets and during this unit the chn will have the full fun Milligan experience! They will learn poems by heart; extend Today I saw a Little Worm using rhyming words and invent their very own fantasy creature using Hipprhiinostricow as their inspiration.
Basic Skills:	<p>Year 1</p> <ol style="list-style-type: none"> 1. Learn the grammar for Year 1. 2. Join words and clauses using and. <p>Year 2</p> <ol style="list-style-type: none"> 1. Learn how to use the past tense correctly and consistently, including the progressive form. 2. Use some features of written Standard English. 3. Learn the grammar for Year 2 	<p>Year 1</p> <ol style="list-style-type: none"> 1. Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. 2. Join words, phrases and sentences using 'and'. 3. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. <p>Year 2</p> <ol style="list-style-type: none"> 1. Learn how to use new punctuation correctly (including question marks, commas for lists). 2. Use sentences with different forms: statement, question, exclamation, command. 3. Expand noun phrases to describe and specify. 	<p>Year 1</p> <ol style="list-style-type: none"> 1. Use capital letters for the start of lines/sentences. 2. Leave spaces between words. <p>Year 2</p> <ol style="list-style-type: none"> 1. Use both familiar and new punctuation correctly. 2. Use sentences of different forms: statements, exclamations, and questions. 	<p>Year 1</p> <ol style="list-style-type: none"> 1. Punctuate sentences using a capital letter and a full stop, a question or exclamation mark. <p>Year 2</p> <ol style="list-style-type: none"> 1. Learn how to use the past tense correctly and consistently, including the progressive form. 2. Use sentences with different forms: statement, question, exclamation, etc. 3. Use subordination (using when, if, that, or because) and coordination (using or, and, or but). 	<p>Year 1</p> <ol style="list-style-type: none"> 1. Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. 2. Learn the grammar for Year 1. <p>Year 2</p> <ol style="list-style-type: none"> 1. Use sentences with different forms: statement, question, exclamation, command. 2. Learn the grammar for Year 2. 	<p>Year 1</p> <ol style="list-style-type: none"> 1. Use a capital letter for the personal pronoun. 2. Leave spaces between words <p>Year 2</p> <ol style="list-style-type: none"> 1. Learn how to use punctuation, including full stops, capital letters, exclamation marks and apostrophes for contracted forms. 2. Use expanded noun phrases to describe and specify.
Text(s):	Any short traditional version of The Three Little Pigs Stories from the Billabong by James Vance Marshall and Francis Firebrace The Rainbow Bird by Eric Maddern and Adrienne	It's a Book by Lane Smith	Read Me Out Loud! Chosen by Nick Toczek and Paul Cookson	Chicken's Bad Dream - Group Readers Boris and Sid Go Camping - Group Readers Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst Traction Man is Here by Mini Grey Traction Man meets Turbo Dog by Mini Grey	Owl Babies by Martin Waddell Owls (Usborne Beginners) by Emily Bone Dusk until Dawn by Martin Bradley The Owl and the Night - Group Readers	A Children's Treasury of Milligan by Spike Milligan

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Maths Curriculum – Year 1 Autumn						
Unit:	Place Value: Within 1	Addition and Subtraction: Within 10	Geometry: Shape	Place Value : Within 20	Place value: Within 20	Consolidation
Term:	Autumn 1: 4 Weeks	Autumn 1: 2 Weeks	Autumn 2: 2 Weeks	Autumn 2: 1 Weeks	Autumn 2: 2 Weeks	Autumn 2: 1 Week
Overview:	I can count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number.	I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	I can recognise and name common 2-D shapes, including rectangle, square, circle and triangle.	I can count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number.	I can count to and across 100, forwards and backwards, beginning with 0 or 1 from any given 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 count, read and write numbers to 10 in numerals and words.	I can represent and use number bonds and related subtraction facts within 20.	I can recognise and name common 3D shapes, including, cubes, cuboids, pyramids and spheres.	I can count, read and write numbers to 10 in numerals and words.	I can count, read and write numbers to 10 in numerals and words.	
	I can identify one more or one less from any number.	I can add and subtract one-digit and two-digit numbers to 20, including 0.		I can identify one more or one less from any number.	I can identify one more or one less from any number	
	I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.		I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	

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Maths Curriculum – Year 1 Spring						
Unit:	Addition and Subtraction: Within 20	Place Value: Within 50 and Multiples (2, 5, 10)	Place Value: Within 50 and Multiples (2, 5, 10)	Measurement: Length and Height	Measurement: Weight and Volume	Consolidation
Term:	Spring 1: 4 Weeks	Spring 1: 2 Weeks	Spring 1: 1 Week	Spring 2: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 1 Week
Overview:	I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	I can count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number.	I can begin to measure and record lengths and heights e.g. long/short, longer/shorter, tall/short, double/half.	I can begin to measure and record lengths and heights e.g. long/short, longer/shorter, tall/short, double/half.	I can begin to measure and record mass and weight e.g. heavy/light, heavier than/lighter than.	I can begin to measure and record mass and weight e.g. heavy/light, heavier than/lighter than.
	I can represent and use number bonds and related subtraction facts within 20.	I can count, read and write numbers to 10 in numerals and words.			I can begin to measure and record capacity and volume e.g. full/empty, more than/less than, half/half full/quarter full.	I can begin to measure and record capacity and volume e.g. full/empty, more than/less than, half/half full/quarter full.
	I can add and subtract one-digit and two-digit numbers to 20, including 0.	I can identify one more or one less from any number.				
	I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.	I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.				

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Maths Curriculum – Year 1 Summer							
Unit:	Multiplication & Division: Multiples 2, 5, 10	Fractions	Geometry: Position and Direction	Place Value (within 100)	Measurement: Money	Measurement: Time	Consolidation
Term:	Summer 1: 3 Weeks	Summer 1: 2 Weeks	Summer 1: 1 Week	Summer 2: 3 Weeks	Summer 2: 1 Week	Summer 2: 2 Weeks	Summer 2: 1 Week
Overview:	I can count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number.	I can recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity.	I can describe position, directions and movements, including whole, half, quarter and three-quarter turns.	I can count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number.	I can recognise and know the value of different denominations of coins and notes.	I can begin to solve practical problems for time e.g. quicker/slower, earlier/later.	Students will consolidate their learning from across the term with any further interventions to support gaps in learning being taught and reinforced.
	I can count, read and write numbers to 10 in numerals and words.	I can recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.		I can count, read and write numbers to 10 in numerals and words.			
	I can identify one more or one less from any number.			I can identify one more or one less from any number.			
	I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.			I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.			

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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 (°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.		

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Science Curriculum – Year 3						
Unit:	Animals Including Humans	Uses of Everyday Materials and Rocks	Light	Forces	Plants	Scientists and Inventors
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:	<ul style="list-style-type: none"> I can say how living things obtain food and say why they need the right type of nutrients. I can compare and group animals by their diet. I can sort animals based on their skeletons. I can identify and name bones. I can identify and explain the three main functions of a skeleton. I can explain why we need muscles to move. 	<ul style="list-style-type: none"> I can compare different types of rocks. I can make systematic and careful observations. I can group rocks based on their properties. I can explain how fossils are formed. I can learn about Mary Anning's contribution to palaeontology and answer some comprehension questions. I can explain how soil is formed. 	<ul style="list-style-type: none"> I can recognise that I need light to see things, and that dark is the absence of light. I can investigate which surfaces reflect light. I can use a mirror to reflect light and explain how mirrors work. I can explain that light from the sun can be dangerous and that there are ways we can protect our eyes. I can investigate which materials block light to form shadows. I can find patterns when investigating how shadows change size. 	<ul style="list-style-type: none"> I can identify the forces acting on objects. I can investigate the effects of friction on different surfaces. I can sort magnet and non-magnet materials. I can investigate the strength of magnets. I can explore magnetic poles. I can explain that magnets attract some materials. 	<ul style="list-style-type: none"> I can name the different parts of flowering plants and explain their jobs. I can set up an investigation to find out what plants need to grow well. I can present the results of my investigation using scientific language. I can investigate how water is transported in plants. I can name the different parts of a flower and explain their role in pollination and fertilisation. 	<ul style="list-style-type: none"> I can find out about the way new plants arrived in our country. I can explain how Marie Curie's work on x rays helps us identify bones. I can explain how William Smith used fossils to find the age of rocks. I can describe what Inge Lehmann discovered about the Earth's core. I can investigate how images change in concave and convex mirrors. I can explore how electromagnets attract some materials.

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Computing Curriculum – Year 3						
Unit:	E-Safety – Using the Internet	Word Processing	Internet research and communication	Programming – turtle-Logo and Scratch	Drawing and Desktop-Publishing	Presentation Skills
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	<ul style="list-style-type: none"> • I can what cyberbullying is and how to address it. • I can understand how websites use advertisements to promote products. • I can create strong passwords and understand privacy settings. • I can safely send and receive emails • I can explore different ways children can communicate online. • I can use knowledge about online safety to plan a party online. 	<ul style="list-style-type: none"> • I can use basic computer skills. • I can change the case of text. • I can align text. • I can use bullets and numbering. • I can use the <ctrl> key. • I can insert and format text boxes. 	<ul style="list-style-type: none"> • I can identify how word order affects search results. • I can explain how searches return results • I can save and share webpages. • I can identify the ways, and investigate how, we communicate online. • I can explain how to stay safe when communicating online. • I can explain why I need to be responsible online. 	<ul style="list-style-type: none"> • I can create and debug an algorithm using the move, rotate and repeat commands. • I can create and debug algorithms using penup and pendown. • I can create and debug algorithms that draw regular polygons • I can create and debug algorithms that draw shapes. • I can create and debug algorithms that draw regular polygons. • I can create and debug algorithms to draw patterns. 	<ul style="list-style-type: none"> • I can draw with different shapes and lines. • I can order and group objects. • I can manipulate shapes and lines. • I can recognise effective layout. • I can combine text and images. • I can lay out objects effectively 	<ul style="list-style-type: none"> • I can plan a branching story. • I can create slide templates • I can add a range of presentation skills to my templates. • I can use action settings • I can insert audio/video. • I can my slide layout.

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Cycle 2 SEMH/PSCHE Curriculum: KS2 Skills – Y3 and Y4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health and Wellbeing:	Health and Wellbeing: Cross Careers	Living in the Wider World: Cross Careers	Health and Wellbeing:	Relationships:	Relationships:
Britain Y3	Aiming High Y3	Money Matters Y3	Think Positive Y4	VIP Y4	Growing Up Y4
<ul style="list-style-type: none"> • I can describe what it is like to live in Britain. • I can talk about what democracy is and understand why it is important. • I can talk about what rules and laws are and identify how they help us. • I can talk about what liberty means and I can identify the rights of British people. • I can describe a diverse society and talk about why it is important. • I can explain what being British means to me and to others. 	<ul style="list-style-type: none"> • I can identify achievements and suggest how my actions can help me achieve. • I can identify personal goals and suggest actions I can take to achieve them. • I can explain how a positive learning attitude can help me learn new things. • I can identify the skills and attributes needed to do certain jobs. • I can understand that gender does not limit us in becoming what we want to be in the future. • I can discuss what job I might like to do when I grow up and what skills I will need to achieve this. 	<ul style="list-style-type: none"> • I can explain what skills are needed for a range of jobs and why people go to work. • I can explain the different ways people pay for things. • I can explain ways people can borrow money and discuss some consequences of borrowing. • I can explain the differences of things we want and things we need. • I can explain why adverts try to influence our spending and why they do this. • I can explain ways I can keep a track of what I spend and why it is important to do this. 	<ul style="list-style-type: none"> • I can understand that having a positive attitude is good for our mental health. • I can recognise and manage positive and negative thoughts effectively • I can understand that some changes can be difficult but that there are things we can do to cope. • I can use mindfulness techniques to keep calm. • I can identify uncomfortable emotions and manage them effectively. • I can apply a positive attitude towards learning and take on new challenges. 	<ul style="list-style-type: none"> • I can explain why we need new friendships and how to make them. • I can create a list of positive actions needed to stay friends with my friends. • I can identify my own support network. • I can demonstrate strategies for resolving conflicts. • I can identify what bullying is. • I can say what to do if someone is being bullied. 	<ul style="list-style-type: none"> • I can describe male and female body parts and explain what these are for. • I can describe how boys' bodies will change as they go through puberty. • I can describe how girls' bodies will change as they go through puberty. • I can describe the feelings that some people experience as they grow up. • I can understand that there are many different types of relationships and families. • I can describe how babies are made and how they are born.

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Religious Education Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	This is Me	Enterprise	World of Work	Transport and Travel	Respecting Rights - World of work	Practical Work - Transition
KS1 Overview:	<ul style="list-style-type: none"> • I can describe what I am like. • I can describe what I am good at and what I enjoy doing. • I can explain how to get what I want. • I can identify what I am learning from careers, employability, enterprise activities and experiences. 	<ul style="list-style-type: none"> • I can show I can use my initiative and be enterprising. • I can make considered decisions about saving, spending and giving. • I can make plans and decisions carefully. • I can make a good impression on other people. • I can evidence my skills as part of a group project. 	<ul style="list-style-type: none"> • I can give examples of what it means to have a career. • I can give examples of what people like and dislike about the work they do. • I can describe a local business, how it is run and the products and/or services it provides. • I can describe the main types of employment in my area: past, present and emerging. 	<ul style="list-style-type: none"> • I can give examples of how I could travel to different work destinations. • I can identify local methods of transport and the areas they go to. • I can understand the need to pay for transport and factor it into my budget. • I can plan a route to and from a place of work. • I can understand the role of technology in travel and transport. 	<ul style="list-style-type: none"> • I can understand that I have rights. • I can recognise the harm caused by stereotyping and discrimination, and the importance of treating people fairly. • I can keep myself safe and well when I am learning and playing. 	<ul style="list-style-type: none"> • I can identify key qualities and skills employers are looking for. • I can identify where to get impartial information and support when I need it - and how to make good use of it. • I can compare information about secondary education choices open to me. • I can identify ways of making transitions such as the move from primary to secondary school.

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RE Y3 Unit	Autumn 1	Autumn 2	Spring 2	Summer 1
	Islam	Nativity	Hinduism	Sikhism
	<ul style="list-style-type: none"> • I can explain where Islam was founded and who founded the Muslim faith. • I can explain the key beliefs held by Muslims. • I can explain the key features in a Muslim's place of worship. • I can name and explain the key Muslim festivals. • I can explain what the Muslim holy book is and how it is used. • I can recognise the main symbol associated with Islam. 	<ul style="list-style-type: none"> • I can explain where Nazareth is and who Mary and Joseph were. • I can explain the journey Mary and Joseph went on to Bethlehem. • I can explain where Jesus was born and why he was born there. • I can explain how the shepherds heard about Jesus' birth and the message they told Mary and Joseph. • I can retell the story of the wise men. • I can explain why King Herod wanted to find Jesus and how Jesus managed to stay safe. 	<ul style="list-style-type: none"> • I can explain who founded Hinduism and where. • I can explain the main beliefs in Hinduism. • I can explain which places are special to Hindus. • I can name and describe some special Hindu festivals. • I can explain that Hindus have multiple holy books. • I can name and explain the meanings of Hindu symbols. 	<ul style="list-style-type: none"> • I can explain who founded Sikhism and where. • I can explain the main beliefs in Sikhism. • I can explain what makes the Gurdwara a special place for Sikhs. • I can name and describe some special Sikh festivals. • I can explain what the Sikh holy book is and how it is used. • I can name and explain the meanings of Sikh symbols.

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Cycle B	What's it like in Whitby?	World War II	Peace	Crime and Punishment	Respecting Rights	Changing World
	Geography	History	Religious Education	History	PSHCE	Geography
Term:	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Overview	<ul style="list-style-type: none"> I can identify Whitby and its major features. I can compare the physical geography of Whitby with that of my own area. I can identify Whitby and its major features. I can compare the human geography of Whitby with that of my own area. I can create a travel guide for a trip to Whitby. I can compare the physical and human features of Whitby with those of the area I live in. 	<ul style="list-style-type: none"> I can explain why World War II began, know the main countries involved and order key events on a timeline. I can describe how people on the home front contributed to the war effort during World War II. I can describe the roles and responsibilities of the armed forces during World War II. I can describe events of the Battle of Britain and explain why it was a turning point in the war. I can describe what people did for entertainment during wartime Britain. I can describe how and why World War II events are commemorated and plan a commemorative event of my own. 	<ul style="list-style-type: none"> I can explain how different religions view peace. I can state the similarities and differences between each religion's views on peace. I can explain how some religions use 'inner peace' to find peace and I can reflect on this technique. I can explain how religions focus on community cohesion to bring about peace. I can recognise key peace symbols. 	<ul style="list-style-type: none"> I understand some of the terms used in crime and punishment. I can find out about what the Romans believed about crime and punishment. I can find out about how the legal system worked in Anglo-Saxon Britain. I can compare both modern British and Roman justice system with that of the Anglo-Saxons. I can find out about different punishment methods that were popular during the Tudor period. I can find out about the life of Dick Turpin based on historical sources. I can understand the experiences of Victorian prisoners. I can reflect on what I have learnt about the history of crime and punishment in Britain. I can compare modern crime prevention and detection with methods of the past. 	<ul style="list-style-type: none"> I understand what rights are and that all people share the same rights. I understand what the Universal Declaration of Human Rights is and why it is important. I understand what the Declaration of the Rights of the Child is and why it is important. I can explain what democracy is and how this relates to rules and human rights. I understand that human rights are not dependent on responsibilities. I can explain why it is important to respect the rights of others and understand why it is important. I understand how stereotypes can stop people's human rights being met. 	<ul style="list-style-type: none"> I can explain how water and weather can change the landscape. I understand how coastal features are formed. I can identify coastal features of the UK. I can explain how water and weather can change coastlines. I can give examples of how the UK coastline has changed over time. I can explain how the make-up of the United Kingdom has changed over time. I can explain how the international borders of Europe have changed over time. I can explain how and why landscapes change over time. I can predict how physical factors might change the landscape in the future. I can predict how human factors might change the landscape in the future.

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ART			
Unit	Autumn	Spring	Summer
	Autumn LKS2	Fruit and Vegetables LKS2	Insects LKS2

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	<ul style="list-style-type: none">• I can draw a leaf in detail carefully.• I can draw leaves using colour.• I can print.• I can make paper leaves (collage)• I can sketch an observation.• I can paint vegetable skins.	<ul style="list-style-type: none">• I can draw with pencil fruit /vegetables carefully.• I can draw fruit/vegetables using colour.• I can paint a fruit or vegetable picture.• I can sculpt in clay.• I can paint my object using the correct colours.	<ul style="list-style-type: none">• I can draw an insect in pencil.• I can draw an insect in colour.• I can design a mosaic insect/animal.• I can make an insect/animal out of clay.• I can paint my clay animal/insect.
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