




# Year 2/3/4/5 Chillerton and Rookley Primary School Curriculum Grid

	Autumn	Spring	Summer
			
<b>Conceptual links</b>			
Belonging Adversity Change	Discover	Isle of Wight Our Heritage Isle Mottistoun Manor House Can you move a long barrow? Stone age ancestry	
	Create		
Freedom Conflict	Explore	Isle of Wight Our Heritage Isle Mottistoun Manor House How did galloping Jack face conflict? WW1	
Subject	<b><u>OUR Heritage ISLE - Discover</u></b> 'The Isle of Wight' 1. The Stone Age ancestors 2. WW1 and The Battle of Britain		
Phonics	Daily phonic intervention sessions and intervention to support spelling and decoding of words.	Daily phonic intervention sessions and intervention to support spelling and decoding of words.	Daily phonic intervention sessions and intervention to support spelling and decoding of words.
Word Reading	Apply their growing knowledge of root words, prefixes and suffixes (as listed in Appendix 1 NC), both to read aloud and to understand meaning of new words. Read further exception words, noting the unusual correspondences between spelling and sound and where they occur in words.		
Comprehension	Develop positive attitudes to reading and understanding of what they read. Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Retrieve, record and present information from non-fiction books. Distinguishing between fact and opinion and providing reasoned justifications for their views.		
Transcription	Learn to spell accurately in general, including polysyllabic words that conform to regular patterns and common exceptions including less common prefixes and suffixes. Learn to spell the correct forms of homophones. Draw on phonological and morphological awareness to apply the common rules and patterns. Spell correctly a wide range of words (as set out in Appendix 1 NC). See English progression of skills		
Composition	Plan, draft, edit and evaluate their writing through narrative, non-narrative, real events, poetry and writing for different purposes. Proof read their writing for spelling and punctuation errors. Read aloud their own writing to a group or whole class using appropriate tone, intonation and volume so that meaning is clear. Develop their understanding of grammar concepts (Appendix 2 NC) and indicate grammatical and other features. Use and understand appropriate grammatical terminology when discussing their writing and reading.		
VGP	Develop understanding of the English language and the relationship between words. Recognise and use grammatical terminology through discussion and practice, gradually building on and extending vocabulary, grammar and punctuation knowledge. – See English progression of skills		
Speaking and Listening	Listen and respond appropriately to adults and their peers. Ask relevant questions that extend their understanding and knowledge. Articulate and justify answers, arguments and opinions. Speak audibly and fluently with increasing command of standard English. Participate in discussions, presentations, performances, role play, improvisations and debates. - See National curriculum POS		
Maths	Mathematics should cover the following units: Place Value, Addition and Subtraction, Multiplication and Division, Geometry – Shape, Time, Graphs, Money, Fractions, Decimals and percentages, Ration and proportion, Length and Height, Weight and Volume, Capacity/Volume/Mass and Temperature and 2d,3-D Shapes, Angles, position and direction, Algebra and statistics. <b>Pupils are provided with opportunities to solve problems, communicate and reason mathematically.</b>		

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Geography	<p><u>Human and physical geography</u> To use maps and google earth to locate places such as 'Stonehenge'. To know about physical features of places.</p>							
History	<p>To know about changes in Britain from the stone age to iron age. To know how stone age people hunted for food and what they ate. To know about the differences between the stone, bronze and iron age. To know what people learnt from stone age paintings. To be able to describe a typical day in the stone age.</p> <p>Develop a secure chronological awareness and understanding of British and world history. Devise historically valued questions and use appropriate historical terms. Understand how knowledge from the past is constructed from a range of sources.</p>							
PSHE	<b>Enjoy</b>		<b>Challenge</b>		<b>Respect</b>		<b>Achieve</b>	
	Health and wellbeing – lifestyles, keeping safe KS1/2	Growing and changing Relationships KS1/2						
RE	<p><b>Autumn 1 Specialness (in relation to books)</b> Special Books <b>Buddhist Messages:</b> Stories with messages <b>Judaism Ritual:</b> Sukkot <b>Christianity Imagery:</b> Jesus through Art</p> <p><b>Autumn 2 Christianity Journeys End:</b> Nativity journey <b>Christianity Holy:</b> Mary Mother of God <b>Christianity Faith:</b> The Annunciation (Angel Gabriel) <b>Christianity Prophecy:</b>(The Story of the Magi)</p>		<p><b>Spring 1</b> <b>Judaism Remembering:</b>(Passover) <b>Hinduism Good-Evil:</b> Holi (Festival –paint) <b>Judaism Identity</b> Purim <b>Islam Umma (Community):</b> Introduction to Islam</p> <p><b>Spring 2</b> <b>Welcoming:</b> (Palm Sunday) <b>Belief:</b> Easter <b>Authority:</b> The Life of Jesus <b>Christianity Ritual:</b> Paschal Candle <b>Symbol:</b> The Cross <b>Suffering or Sacrifice:</b> Easter Story</p>			<p><b>Summer 1</b> <b>God:</b> (Ideas about God) – Focus On <b>Hinduism Christianity Creation:</b> Creation stories <b>Christianity Ritual:</b> Food ritual <b>World View or Meaning of Life</b> (Creation to present)</p> <p><b>Summer 2</b> <b>Creation:</b> Special Food <b>Hinduism Protection:</b> RakshaBandhan <b>Judaism Responsibility:</b> Bar Mitzvah Bat Mitzvah <b>Islam Rites of Passage:</b> The Journey of Life.</p>		
PE	<p><b>Core skills:</b> Apply and develop broader range of skills, earning how to use them and linking them to actions and sequences of movement. Running, jumping, throwing, catching (in isolation and in combination).</p>		<p><b>Ball skills:</b> Pupils compete with each other, learn to recognise their own success and how to improve physical activities and sports: Badminton, tennis, football, hockey, rounders, cricket.</p>			<p><b>Gymnastics:</b> Use skills of flexibility, strength, balance, control and to link sequences of movement and techniques in gymnastics and dance. <b>Athletics:</b> Learn how to use skills and link them to actions.</p>		
Art	<p><b>Pablo Picasso lined animal drawings and comparisons with cave painting.</b> Develop intricate patterns and marks with different media. -Show experience of using different grades of pencils and other implements to draw. -Explore techniques of drawing. -Use different grades of pencil to shade and show texture and tone. Use sketchbooks to record observations and to review and revisit ideas.</p>							

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	Improve techniques of <b>drawing, painting</b> and <b>printing</b> . Use techniques of <b>colour/line/form/shape</b> .		
DT	<p><b>Explore how Neolithic man ate, diet and cooking.</b></p> <p><b>Prepare and cook a Neolithic meal using different cooking techniques.</b></p> <p><a href="https://www.npr.org/sections/thesalt/stone-age-stew-soup-making-may-be-older-than-wed-thought? t=1630333287587">https://www.npr.org/sections/thesalt/stone-age-stew-soup-making-may-be-older-than-wed-thought? t=1630333287587</a></p> <p>Make a clay pot to boil food. Make a Neolithic stew.</p> <p><b>Understand where food comes from.</b> <b>Understand seasonality and know how ingredients are grown.</b> <b>Describe how food ingredients come together.</b> <b>To know how to be hygienic with food</b></p>		
ICT	<p><b>Digital literacy</b> Recognise acceptable and unacceptable behaviour using technology.</p> <p><b>Information Technology</b> Select and use software to accomplish given goals. Collect and present data. Produce and upload a podcast.</p>		
Science	<p><b>Working scientifically</b> <b>Light, Sound, States of Matter:</b> To know that dark is the absence of light. That light is needed to see. It is reflected from a surface. To understand how shadows are formed. Explore shadow sizes and changes. To know how sound is made. Associate sound with vibration. Understand that it travels and what happens as it leaves the source. To know about the correlation between pitch/object, volume/strength of vibration. To group materials based on their state of matter. To know that some materials can change state. Explore how materials change state.</p>	<b>Working scientifically</b>	<b>Working scientifically</b>
	<b>Working scientifically</b>		
	<p><b>Investigate Shadows.</b> <b>Investigate sound.</b> <b>Investigate changes to materials.</b></p>	<p><b>Investigate suitability of different chocolate for making a chocolate bar.</b></p>	<p><b>Investigate the effects of sugar on our teeth.</b></p>