

# Sandford Primary School Curriculum Overview KS2

Our goal is a nurturing community that expects respect, encourages creativity and embraces aspiration.

	Class 3: Year A			Class 3: Year B			Class 4: Year A			Class 4: Year B			Class 5: Year A			Class 5: Year B		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
<b>FOCUS DAYS</b>	#hellowell Black History Month	Number Day World Book Day Comic Relief Science Week		#hellowell Black History Month	Number Day World Book Day Comic Relief Science Week		#hellowell Black History Month	Number Day World Book Day Comic Relief Science Week		#hellowell Black History Month	Number Day World Book Day Comic Relief Science Week		#hellowell Black History Month	Number Day World Book Day Comic Relief Science Week		#hellowell Black History Month	Number Day World Book Day Comic Relief Science Week	
<b>Learning Powers &amp; British Values</b>	RESPECT COOPERATION Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION TBC	RESPECT COOPERATION Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION TBC	RESPECT COOPERATION Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION TBC	RESPECT COOPERATION Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION TBC	RESPECT COOPERATION Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION TBC	RESPECT COOPERATION Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION TBC
<b>English</b>	Setting Character Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument	Setting Character Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument	Setting Character Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument	Setting Character Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument	Setting Character Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument	Setting Character Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument
	inference, including characters' feelings, thoughts and motives from their actions and choice of vocab  use of words/ similes/ metaphors – identification, then why used & the meaning behind  identifying main ideas drawn from more than one paragraph and summarising			inference, including characters' feelings, thoughts and motives from their actions and choice of vocab  use of words/ similes/ metaphors – identification, then why used & the meaning behind  identifying main ideas drawn from more than one paragraph and summarising			inference & deduction of characters' feelings, thoughts and motives with explanations  providing evidence, from the text (3 mark question)  identifying how structure and presentation contribute to meaning			inference & deduction of characters' feelings, thoughts and motives with explanations  providing evidence, from the text (3 mark question)  identifying how structure and presentation contribute to meaning			author's language – effect on the reader and specific choice & meaning  mood created in poetry  compare and contrast within and across texts			author's language – effect on the reader and specific choice & meaning  mood created in poetry  compare and contrast within and across texts		
<b>KEY HISTORICAL CONCEPTS</b>	POWER GROWTH EMPIRE	SETTLEMENT CULTURE SUCCESSION	SURVIVAL INVENTION TECHNOLOGY	INVASION RESISTANCE LEGACY	SETTLEMENT BELIEF CULTURE	SACRIFICE LEGACY COMMUNITY	CIVILIZATION SOCIETY RITUAL	INVASION CONSEQUENCE POWER TYRRANY	DIVERSITY JUSTICE INDUSTRY	CIVILIZATION SOCIETY RITUAL CULTURE	INVASION RESISTANCE TYRRANY	INDUSTRY ADAPTATION SUSTAINABILITY	SOCIETY DEMOCRACY LEGACY	JUSTICE PRIVILEGE CHARITY INDUSTRY	CIVILIZATION SACRIFICE RITUAL ALLIANCE	INVASION BELIEF EMPIRE	DISASTER LOSS RESILIENCE ADAPTATION	EMPIRE DIVERSITY JUSTICE
<b>History</b>	EGOS & EMPIRES Why did the Romans create an empire?  Julius Caesar's Invasion The Roman Empire by AD 42	POWERFUL PICTS & SAVAGE SCOTS Should the Romans have left Britain? How did Scottish culture differ from Britain?  Roman withdrawal, Scots invasions from Ireland to North Britain	STICKS & STONES How has technology changed the lives of humans?  Late Neolithic, Bronze Age religion, technology & travel	RULERS & REBELS What have the Romans ever done for us?  Claudius's Invasion - inc. Hadrian's Wall Resistance - Boudicca	SETTLE DOWN SAXONS! Why did the Anglo Saxons convert to Christianity?  Anglo Saxon settlements, kingdoms, art, culture	LET'S IRON THINGS OUT How did Iron Man and Woman create a lifestyle?  Iron Age hill forts, tribal kingdoms, farming, art, culture	DIGGING FOR DRAGON BONES Why were the Oracle Bones so significant?  SHANG DYNASTY	PAGANS, PILLAGERS & PUNISHMENTS What can we learn from Danelaw?  Further invasions, Danegald, Law & Justice, Edward the Confessor up to 1066	BRISTOL'S BLACK HISTORY Why was Colston pulled down?  range of links to National History reflected in locality	WALK LIKE AN EGYPTIAN What makes a civilization thrive?  ANCIENT EGYPT	VICIOUS VIKINGS Were the Vikings really vicious?  Viking raids and invasion, Resistance by Alfred the Great and Athelstan, first king of England	ON THE RIGHT TRACK! How has the Strawberry Line shaped our locality?  range of links to National History reflected in locality	VASES, VOTES & VICTORIES How has Ancient Greece influenced the western world?  Homer Olympic Games Democracy Famous Greeks	POVERTY IS THE PARENT OF REVOLUTION & CRIME Why were there clear class differences in the Victorian era?  British History Beyond 1066 Social history - VICTORIANS	SPIRITS & SACRIFICES Why was worship so important to the Aztecs?  Non-European Society from AD900  AZTECS	BATTLES & BELIEFS What was the Ancient Greeks' biggest achievement?  Athens, Sparta battles between city states, Trojan War, Gods & Goddesses	WHO DO YOU THINK YOU ARE KIDDING MR. HITLER? Why was World War 2 such a significant turning point in British History? British History Beyond 1066 Modern British History	SHAME ON US Why did the art of Benin challenge the world's perception of African Art?  Non-European Society from AD900  BENIN (West Africa)
<b>Geography</b>	Compass Directions/language Map symbols and landmarks Countries (inc. European countries) Study of a place in Europe Rivers - Water Cycle						Contours and physical features Continents/oceans&seas/counties & major cities in UK and Europe Study of a place in UK Mountains, Volcanoes, Earthquakes						Latitude, longitude, equator, tropics, time zones, climate zones Compare contrasting location in UK with North/South Americas Study of a place in North/South America biomes and vegetation belts					
<b>Science</b>	Y3 Plants Y3&4 Animals	Y3 Light Y4 States of Matter	Y3 Rocks Y3 Magnets	Y3 Plants Y3 Animals	Y3 Light Y4 States of Matter	Y3 Rocks Y3 Magnets	Y5 Life Cycles/Reproduction Y5 Human Growth	Y4 Sound Y4&6 Electricity	Y4 Habitats Y5 Properties & Changing Materials	Y5 Life Cycles/Reproduction Y5 Human Growth	Y4 Sound Y4&6 Electricity	Y4 Habitats Y5 Properties & Changing Materials	Y5 Forces Y5 Earth & Space	Y6 Living Things & Their Habitats Y6 Evolution & Inheritance Y6 Animals including Humans Y6 Light	Y5 Health/Diet/ Circulation System	Y5 Forces Y5 Earth & Space	Y6 Living Things & Their Habitats Y6 Evolution & Inheritance Y6 Animals including Humans Y6 Light	Y6 Health/Diet/ Circulation System
<b>RE</b>	Remembering Faith Founders	Saints & Heroes	Encounters	Remembering Faith Founders	Saints & Heroes	Encounters	Expressions of Faith	Pilgrimage	Our World	Faith in Action	Our World	Pilgrimage	Justice & Freedom	Living a Faith	Hopes & Visions	Justice & Freedom	Living a Faith	Hopes & Visions
<b>Computing</b>	Online Safety Connecting systems and networks Creating Media	Online Safety Programming Block A Branching databases	Online Safety Creating Media Programming Block A	Online Safety Connecting systems and networks Creating Media	Online Safety Programming Block B Data and information	Online Safety Creating Media Programming Block B	Online Safety Connecting systems and networks Creating Media	Online Safety Programming Block A Data and information	Online Safety Creating Media Programming Block A	Online Safety Connecting systems and networks Creating Media	Online Safety Programming Block B Data and information	Online Safety Creating Media Programming Block B	Online Safety Connecting systems and networks Creating Media	Online Safety Programming Block 5A Data and information	Online Safety Creating Media Programming Block 6A	Online Safety Connecting systems and networks Creating Media	Online Safety Programming Block 5B Data and information	Online Safety Creating Media Programming Block 6A
<b>PSHE / RSE</b>	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me
<b>ART</b>	Drawing and Painting - line/tone/ colour Illustrators & Painters	Digital, Collage and Printing - texture/pattern/shape Printmakers & Craftspeople	Sculpture and Textiles - texture/ form/colour Sculptors, Architects & Designers	Drawing and Painting - line/tone/ colour Illustrators & Painters	Digital, Collage and Printing - texture/pattern/shape Printmakers & Craftspeople	Sculpture and Textiles - texture/ form/colour Sculptors, Architects & Designers	Drawing, Painting and Modelling - line/tone/ colour/form/shape Illustrators, Painters & Sculptors	Textiles and Printing - all visual/tactile elements Printmakers & Craftspeople	Drawing, Sculpture and Digital - texture/ space/pattern Designers, Architects & Photographers	Drawing, Painting and Modelling - line/tone/ colour/form/shape Illustrators, Painters & Sculptors	Textiles and Printing - all visual/tactile elements Printmakers & Craftspeople	Drawing, Sculpture and Digital - texture/ space/pattern Designers, Architects & Photographers	Drawing, Painting and Sculpture - all visual/tactile elements Range of artists and designers	Printing and Textiles - all visual/tactile elements Range of artists and designers	Digital, Painting and Sculpture - all visual/tactile elements Range of artists and designers	Drawing, Painting and Sculpture - all visual/tactile elements Range of artists and designers	Textiles - all visual/tactile elements Range of artists and designers	Digital, Painting and Sculpture - all visual/tactile elements Range of artists and designers
<b>DT</b>	Structures/Mechanics - Roman Catapult Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures. They understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].	Mechanics - Pop-up book (All about Anglo-Saxons) They understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].	Textiles - Sewing a Stone Age Pouch Use textiles, according to their functional properties and aesthetic qualities.  Food - Stone Age Bannock Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Food - Biscuits Children understand and apply the principles of a healthy and varied diet.	Structures - Anglo Saxon houses/buildings Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Textiles - Design own stone age weapon/tool Use textiles, according to their functional properties and aesthetic qualities.	Sculptors: add materials to the sculpture to create detail. Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, Experiment	Textiles: use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, colour, shape, stuffing, turn, thread, Experiment	Printing: make repeated patterns with precision. Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, concrete, experiment	Sculptors: add materials to the sculpture to create detail. Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, concrete, experiment	Printing: make repeated patterns with precision. Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, concrete, experiment	Textiles: use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, Experiment	Pulleys: Understand and use mechanical systems	Textiles: Use textiles, according to their functional properties and aesthetic qualities.	Nutrition: Principles of a healthy and varied diet Understand seasonality, .  Sculpture: Strengthen, stiffen and reinforce more complex structures.	Sculpture: strengthen, stiffen and reinforce more complex structures.	Textiles: Use textiles, according to their functional properties and aesthetic qualities.	Nutrition: Principles of a healthy and varied diet seasonality, .  Sculpture: electrical systems in their products
<b>PE</b>	Personal, Social  PLUS 1 hour enrichment	Cognitive, Creative  PLUS 1 hour enrichment	Physical, Health & Fitness  PLUS 1 hour enrichment	Personal, Social  PLUS 1 hour enrichment	Cognitive, Creative  PLUS 1 hour enrichment	Physical, Health & Fitness  PLUS 1 hour enrichment	Personal, Social  PLUS 1 hour enrichment	Cognitive, Creative  PLUS 1 hour enrichment	Physical, Health & Fitness  PLUS 1 hour enrichment	Personal, Social  PLUS 1 hour enrichment	Cognitive, Creative  PLUS 1 hour enrichment	Physical, Health & Fitness  PLUS 1 hour enrichment	Personal, Social  PLUS 1 hour enrichment	Cognitive, Creative  PLUS 1 hour enrichment	Physical, Health & Fitness  PLUS 1 hour enrichment	Personal, Social  PLUS 1 hour enrichment	Cognitive, Creative  PLUS 1 hour enrichment	Physical, Health & Fitness  PLUS 1 hour enrichment
<b>Languages</b>	Language Angels Core Vocabulary & Phonetics (Y3) I'm Learning French (Y3)	Language Angels Presenting Myself (Y4) Family (Y4)	Language Angels Animals (Y3) At the Café (Y4)	Language Angels Core Vocabulary & Phonetics (Y3) I'm Learning French (Y3)	Language Angels Presenting Myself (Y4) Family (Y4)	Language Angels Animals (Y3) At the Café (Y4)	Language Angels The Classroom (Y4) Goldilocks (Y4)	Language Angels Do you have a pet? (Y5) What is the date? (Y5)	Language Angels The weather (Y5) Clothes (Y5)	Language Angels The Classroom (Y4) Goldilocks (Y4)	Language Angels Do you have a pet? (Y5) What is the date? (Y5)	Language Angels The weather (Y5) Clothes (Y5)	Language Angels Verbs & Grammar (Y6) The Olympics OR Habits (Y5)	Language Angels At School (Y6) The Weekend (Y6)	Language Angels Healthy Lifestyles (Y6) The Planets (Y6)	Language Angels Verbs & Grammar (Y6) The Olympics OR Habits (Y5)	Language Angels At School (Y6) The Weekend (Y6)	Language Angels Healthy Lifestyles (Y6) The Planets (Y6)
<b>MUSIC</b>	*Let Your Spirit Fly (OS) Christmas Carol Service	*Three Little Birds (OS) Raise the Roof - NSMS	*Developing Notation Skills (NMC) *Composing using Your Imagination (NMC)	*Mamma Mia (OS) Christmas Carol Service	*Stop (OS) Raise the Roof - NSMS	*Combining Elements of Music (NMC) *Connecting Notes & Feelings (NMC)	Charanga - Mama Mia Christmas carol service Whole school singing	Charanga - Stop Charanga - Living on a prayer Whole school singing	Summer production Whole school singing	Charanga - Learning more musical styles Christmas carol service Whole school singing	Charanga - Fresh Prince of Bell Air Charanga - Interesting time signatures	Summer production Whole school singing	*Dancing in the Street (OS) *Happy (OS) Christmas Carol Service	*Exploring Key & Time Signatures (NMC) *Introducing Chords (NMC) *Words, Meaning & Expression (NMC) Makes Music (NSMS)	Summer Production Churchill Makes Music (NSMS) *Musical Styles (NMC) Christmas Carol	*Getting Started with Music Tech (NMC) *Emotions & Musical Styles (NMC) Christmas Carol	*Gaining Confidence through Performance (NMC) *Exploring Notation Further (NMC) Churchill	Summer Production Churchill Makes Music (NSMS) *Using Chords & Structure (NMC)



# Sandford Primary School Curriculum Overview KS1

Our goal is a nurturing community that expects respect, encourages creativity and embraces aspiration.

	Class 1: Year A			Class 1: Year B			Class 2: Year A			Class 2: Year B		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
<b>FOCUS DAYS</b>	#hellowyellow Black History Month	Number Day World Book Day Comic Relief Science Week		#hellowyellow Black History Month	Number Day World Book Day Comic Relief Science Week		#hellowyellow Black History Month	Number Day World Book Day Comic Relief Science Week		#hellowyellow Black History Month	Number Day World Book Day Comic Relief Science Week	
<b>Learning Powers &amp; British Values</b>	RESPECT COOPERATION	INDEPENDENCE CURIOSITY	RESILIENCE REFLECTION	RESPECT COOPERATION	INDEPENDENCE CURIOSITY	RESILIENCE REFLECTION	RESPECT COOPERATION	INDEPENDENCE CURIOSITY	RESILIENCE REFLECTION	RESPECT COOPERATION	INDEPENDENCE CURIOSITY	RESILIENCE REFLECTION
	Democracy The rule of law Mutual respect	Individual liberty Tolerance of those with different faiths and beliefs	TBC	Democracy The rule of law Mutual respect	Individual liberty Tolerance of those with different faiths and beliefs	TBC	Democracy The rule of law Mutual respect	Individual liberty Tolerance of those with different faiths and beliefs	TBC	Democracy The rule of law Mutual respect	Individual liberty Tolerance of those with different faiths and beliefs	TBC
<b>English</b>	Setting Character Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument	Setting Character Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument	Openings & Endings Settings Information	Character Recount (newspaper) Explanation	Action Balanced Argument	Openings & Endings Settings Recount (newspaper)	Character Information Explanation	Action Balanced Argument
	literal retrieval: multiple choice/ straight forward responses  discuss the significance of the title and events			literal retrieval: multiple choice/ straight forward responses  discuss the significance of the title and events			retrieval: matching up info/ order events/ info in a table  prediction – what might happen on the basis of what has been read inference based on what is being said and done  compare and contrast similarities and differences between books (same author or those read)			retrieval: matching up info/ order events/ info in a table  prediction – what might happen on the basis of what has been read inference based on what is being said and done  compare and contrast similarities and differences between books (same author or those read)		
<b>KEY HISTORICAL CONCEPTS</b>	IDENTITY UNIQUENESS TRADITION	GROWTH SIMILARITIES DIFFERENCES ASPIRATION	TYRRANY INVASION POWER	IDENTITY UNIQUENESS TRADITION	NURTURE SIMILARITIES DIFFERENCES ASPIRATION	QUEST SUCCESSION POWER	INVENTION DIVERSITY TECHNOLOGY	NURTURE INVASION SUSTAINABILITY	LEGACY RESILIENCE ASPIRATION	LEGACY RESILIENCE ASPIRATION	DISASTER LOSS CHARITY	POWER TYRRANY SUCCESSION
<b>History</b>	Changes within living memory - related to personal history  TOYS TODAY TOYS TOMORROW	Events beyond living memory, contributing to national achievement  ANIMAL ANTICS (Charles Darwin)	Significant individual, national figure (think about gender equality)  LIFE ON THE OCEAN WAVES (Blackbeard, Calico Jack & his Crew)	Changes within living memory - related to personal history  WHO AM I? LET'S CELEBRATE!	Events beyond living memory, contributing to national achievement  NURTURING NURSES (Mary Seacole, Edith Cavell, Florence Nightingale)	Significant individual, national figure (think about gender equality)  QUEENS AND QUESTS (Queen Elizabeth II and the royal family)	<b>BRISTOL BREAKTHROUGHS</b> How did Bristol become the city it is today?  Brunel, Suspension Bridge, SS Great Britain and current engineers shaping Bristol  HISTORY: History of our locality - significant events, people, places	<b>POLES APART</b> How could you survive at the Poles?  Expeditions: eg. Shackleton/ Ann Bancroft, melting ice caps, life in the Arctic Circle  HISTORY: Events beyond living memory, contributing to international achievement, Significant individual, international figure (think about gender equality)	<b>OLYMPIC ACHIEVEMENT</b> How does sport overcome barriers?  History of the Olympics, restrictions in place (ie. gender/race), specific individuals including paralympians  HISTORY: Events beyond living memory, contributing to international achievement, Significant individual, international figure (think about gender equality)	<b>AERONAUTIC EXPLORERS</b> How has flight changed over time?  Development of flight, focusing on key individuals  HISTORY: Events beyond living memory, contributing to international achievement	<b>WE'RE ROAMING IN THE RAINFOREST</b> Why are rainforests so important?  Structure of rainforests and their impact on the World, including deforestation  Focus on David Attenborough or Adeline Tiffanie Suwana  HISTORY: Significant individual, international figure (think about gender equality)	<b>AXBRIDGE: THE HEART OF A TOWN</b> What makes a town special?  UK geography, map and compass skills, how Axbridge has changed over time (buildings and Town Square)  HISTORY: History of our locality - significant events, people, places
<b>Geography</b>	GEOGRAPHY SKILLS AND FIELDWORK: Our Local Area	WEATHER: What is Weather? Our Frozen Planet  PLACE KNOWLEDGE: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting UK location.	LOCATIONAL KNOWLEDGE: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  GEOGRAPHY SKILLS AND FIELDWORK: Use simple compass directions	GEOGRAPHY SKILLS AND FIELDWORK: Our Local Area	LOCATIONAL KNOWLEDGE: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  GEOGRAPHY SKILLS AND FIELDWORK: Use simple compass directions	WEATHER: What is Weather? Weather Dangers (dangerous/adverse weather) in the context of the UK weather.  PLACE KNOWLEDGE: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting UK location.	GEOGRAPHY: Name, locate and identify characteristics of UK countries, capital cities and seas [Map and compass reading skills]	GEOGRAPHY: Name and locate world's seven continents and five oceans. Understand geographical similarities / differences through studying the human and physical geography of a small area of UK and a contrasting non-European country  POLES APART (Shackleton's Expedition to Antarctic / Melting ice caps)	GEOGRAPHY: Name and locate world's seven continents and five oceans	GEOGRAPHY: Name and locate world's seven continents and five oceans	GEOGRAPHY: Understand geographical similarities / differences through studying the human and physical geography of a small area of UK and a contrasting non-European country	GEOGRAPHY: Name, locate and identify characteristics of UK countries, capital cities and seas [Map and compass reading skills]
<b>Science</b>	Y1 Animals, including humans	Y1 Plants	Y1 Materials Y1 Seasonal Changes	Y1 Animals, including humans	Y1 Plants	Y1 Materials Y1 Seasonal Changes	Y2 Uses of Everyday Materials	Y2 Living Things and their habitats Y2 Plants	Y2 Animals, including humans	Y2 Uses of Everyday Materials	Y2 Living Things and their habitats Y2 Plants	Y2 Animals, including humans
<b>RE</b>	Friendship	Easter & Surprises	Religion & Rituals	Gifts & Giving	Places of Worship	Caring for Others	Rules & Routines	Nature & God	Ceremonies	Light & Dark	Places of Worship	Beginnings & Endings
<b>Computing</b>							Online Safety Connecting systems and networks (Yr 1) Creating Media (Yr 1)	Online Safety Programming Block A (Yr 1) Data and information (Yr 1)	Online Safety Creating Media (Yr 1) Programming Block B (Yr 1)	Online Safety Connecting systems and networks (Yr 2) Creating Media (Yr 2)	Online Safety Programming Block A (Yr 2) Data and information (Yr 2)	Online Safety Creating Media (Yr 2) Programming Block B (Yr 2)
<b>PSHE / RSE</b>	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me
<b>ART</b>	Painting and Collage - colour/shape/ pattern Painters & Craftspeople	Drawing and Sculpture - line/texture/ form Illustrators & Sculptors	Printing and Textiles - pattern/colour/ texture Printmakers & Craftspeople	Painting and Collage - colour/shape/ pattern Painters & Craftspeople	Drawing and Sculpture - line/texture/ form Illustrators & Sculptors	Printing and Textiles - pattern/colour/ texture Printmakers & Craftspeople	Drawing and Collage - texture/colour/ line/shape/ pattern Illustrators & Craftspeople & Architects	Painting and Printing - shape/pattern/ texture/line/ tone Painters & Printmakers	Sculpture and Digital - shape/form/ space/ Artists & Sculptors	Drawing and Collage - texture/colour/ line/shape/ pattern/ texture/line/ tone Illustrators & Craftspeople & Architects	Painting and Printing - shape/pattern/ texture/line/ tone Painters & Printmakers	Sculpture and Digital - shape/form/ space/ Artists & Sculptors
<b>DT</b>	<b>NUTRITION</b> (Gingerbread Men)	<b>MECHANISMS</b> Seasons wheel (Paper/card.)	<b>TEXTILES</b> Tresure Map (Binka)	<b>CONSTRUCTION</b> ( Xmas decoration)	<b>MECHANISMS</b> 3D castle with drawbridge (cardboard)	<b>NUTRITION</b> (Healthy Picnic)	Construction (technical knowledge focus) assemble, join and combine materials, components or ingredients	Textiles demonstrate how to cut, shape and join fabric to make a simple product	Cooking & Nutrition use the basic principles of a healthy and varied diet to prepare dishes, and understand where food comes from	Construction (technical knowledge focus) assemble, join and combine materials, components or ingredients	Textiles demonstrate how to cut, shape and join fabric to make a simple product	Cooking & Nutrition use the basic principles of a healthy and varied diet to prepare dishes, and understand where food comes from
<b>PE</b>	Personal, Social  PLUS 1 hour enrichment	Cognitive, Creative  PLUS 1 hour enrichment	Physical, Health & Fitness  PLUS 1 hour enrichment	Personal, Social  PLUS 1 hour enrichment	Cognitive, Creative  PLUS 1 hour enrichment	Physical, Health & Fitness  PLUS 1 hour enrichment	Personal, Social  PLUS 1 hour enrichment	Cognitive, Creative  PLUS 1 hour enrichment	Physical, Health & Fitness  PLUS 1 hour enrichment	Personal, Social  PLUS 1 hour enrichment	Cognitive, Creative  PLUS 1 hour enrichment	Physical, Health & Fitness  PLUS 1 hour enrichment
<b>MUSIC</b>	*All About Me *Journeys & Adventures Nativity	*Out & About *Growth	*Habitats *Out of this World (Space)	*Me (OS) *My Stories (OS) Nativity	*Everyone (OS) *Our World (OS)	*Big Bear Funk (OS) *Reflect, Rewind, Replay (OS)	Hey You (OS) Nativity	Rhythm in the Way we Walk (OS)  In the Groove (OS)	Summer Sing NSMS  Reflect, Rewind, Replay (OS - Year 1)	Hands, Feet, Heart (OS) Nativity	I wanna Play in a Band (OS) Zootime (OS)	Friendship (OS)  Reflect, Rewind, Replay (OS - Year 2)



# Sandford Primary School Curriculum Overview EYFS

Our goal is a nurturing community that expects respect, encourages creativity and embraces aspiration.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>FOCUS DAYS</b>	#hellowyellow Black History Month	Number Day World Book Day Comic Relief Science Week		#hellowyellow Black History Month	Number Day World Book Day Comic Relief Science Week	
<b>Learning Powers &amp; British Values</b>	RESPECT COOPERATION  Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY  Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION  TBC	RESPECT COOPERATION  Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY  Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION  TBC
<b>Topic/Theme:</b>	<b>TOYS TODAY TOYS TOMORROW</b>  <b>WHO AM I? LET'S CELEBRATE!</b>		<b>ANIMAL ANTICS</b>  <b>NURTURING NURSES</b>		<b>Life on the Ocean Waves</b>  <b>QUEENS AND QUESTS</b>	
<b>KEY CONCEPTS</b>	IDENTITY UNIQUENESS TRADITION		NURTURE SIMILARITIES DIFFERENCES		QUEST SUCCESSION POWER	
<b>Possible Themes</b>	All about me – photos Our Local area Autumn Seasonal changes Harvest Family Growing up –generations	Diwali Bonfire Night Christmas/Father Christmas story Christmas around the world Remembrance Day	Winter Seasonal changes Hot and cold places/habitats Chinese New Year Charles Darwin Animals Healthy Living	Pancake Day Easter Lent Mary Seacole, Edith Cavell, Florence Nightingale	Spring-Summer Seasonal changes Local Area Growth and change Planting/Gardening Bristol's Blackbeard, Calico Jack & his Crew Queen Elizabeth II and the Royal family	Planting/Gardening/Spring Jack and the bean stalk Rockpools Mary Anning/Fossils The Queen and the Royal Family London Sports Day
<b>Personal, Social and Emotional Development</b>	See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs.					
	Jigsaw-Being Me in My World	Jigsaw- Celebrating differences	Jigsaw- Dreams and Goals	Jigsaw- Healthy Me!	Jigsaw-Relationships	Jigsaw- Changing Me.
<b>Physical Development (gross motor and fine motor)</b>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p> <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body strength, balance, co-ordination, and agility</p>					
	<ul style="list-style-type: none"> <li>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene, toileting, washing hands, drink from a cup, washing up, scrape plates after lunch, peel fruit, open milk carton, use a knife and fork</li> <li>Be curious to try new foods/eat hot school meals</li> <li>Learn to sit crossed legged on the floor. Sit at the table with two feet on the floor</li> <li>Roll a ball to a target</li> <li>Successfully operate a quad or tricycle</li> <li>Flat stepping stones</li> <li>Follow a pathway</li> <li>Be able to jump and hop, walk upstairs using alternate feet</li> <li>Walk along the pavement safely</li> <li>Healthy eating-shared snack time, talk about the importance of sleep</li> <li>Large scale mark making- chalks/paint brushes/squirt bottles</li> <li>Free form snips in paper using scissors</li> <li>Use tweezers</li> <li>Large construction, fishing</li> <li>Simple floor puzzles</li> <li>Light weight hammers/playdough golf tees</li> <li>Craft punches large</li> <li>Cutting playdough, magnetic shapes, Velcro food</li> <li>Develop a tripod grip</li> <li>With a tool colour within the lines</li> </ul>	<ul style="list-style-type: none"> <li>Kick a ball to a target</li> <li>Operate a balance bike</li> <li>Operate a bike with stabilisers</li> <li>Raised stepping stones</li> <li>Follow a pathway going over and under</li> <li>Walk along the pavement safely</li> <li>Use pipettes</li> <li>Simple floor puzzles</li> <li>Light weight hammers, playdough golf tees</li> <li>Weaving large scale</li> <li>Cutting playdough, magnetic shapes, Velcro food</li> </ul>	<ul style="list-style-type: none"> <li>Throw and catch a ball</li> <li>Flat balance beams</li> <li>Follow a pathway around in and out</li> <li>Be able to skip</li> <li>Road safety role play</li> <li>Teeth brushing, (disclosing tablet!)</li> <li>Screen time – talk about timers for ipads</li> <li>Heavy hammers wood and nails</li> <li>Explore different tools to make marks in materials such as paint/play dough/ sand/cornflour</li> </ul>	<ul style="list-style-type: none"> <li>Batting and passing a ball.</li> <li>Operate a scooter</li> <li>Raised balance beams</li> <li>Follow a pathway in and out</li> <li>Be able to skip and climb</li> <li>Road safety role play</li> <li>Small scale threading</li> <li>Be confident mark making/writing using a pencil</li> <li>Demonstrate a firm tripod grip when using pencils or crayons</li> </ul>	<ul style="list-style-type: none"> <li>Operate a twin walker</li> <li>Moving balance beam</li> <li>Wobble boards</li> <li>Trim trail rope walk</li> <li>Follow a pathway involving all skills: over, under, through, around, in and out.</li> <li>Be able to combine movements of skipping, climbing, moving, jumping, hopping</li> <li>Cross the road outside of school</li> <li>Small lego</li> <li>Sewing- binka</li> <li>Demonstrate accuracy when cutting around a shape using scissors</li> <li>Be able to confidently talk about the importance of a healthy diet and the need for exercise</li> <li>Use tools for a purpose to make marks in/on materials to achieve a desired effect</li> </ul>	<ul style="list-style-type: none"> <li>Gross Motor Skills</li> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>Fine Motor Skills</li> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>
<b>Communication and Language (Listening and attention, understanding and speaking)</b>	<p>Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>					
	<ul style="list-style-type: none"> <li>Understanding and obeying class and school rules and expectations.</li> <li>Answer the register, learn how to sign "Good morning..."</li> <li>Join in with stories that contain physical actions eg: We're going on a Bear Hunt.</li> <li>Social phrases – Good morning, please may I go to the toilet, please can I have it after you, yes in a moment.</li> <li>This term we would like to hear them using expert language like: please, thank you, help, first, one, two, three, four, five, six, seven, eight, nine, ten, family, mum, dad, brother, sister, baby, friend, share, sorry, subtitising, count, reception, class, Sandford Primary School, Human, animal, alive.</li> <li>Learn songs/rhymes: alphabet, 1,2,3,4,5, old MacDonald, days of the week, hey diddle diddle, weather song, head shoulders knees and toes, five current buns, five speckled frogs, five little ducks, five little monkeys</li> <li>Poems: rain, rain go away, The sun has got his hat on</li> </ul>	<ul style="list-style-type: none"> <li>Understanding and obeying class and school rules and expectations.</li> <li>Answer the register learn how to sign "Good afternoon..."</li> <li>Join in with stories that contain physical actions eg: We're going on a Bear Hunt.</li> <li>Social phrases – Good morning, please may I go to the toilet, please can I have it after you, yes in a moment, good afternoon</li> <li>Learn songs/rhymes: alphabet, 1,2,3,4,5, old MacDonald, days of the week, hey diddle diddle, weather song, head shoulders knees and toes, five current buns, five speckled frogs, five little ducks, five little monkeys, if you are happy and you know it.</li> <li>Poems: rain, rain go away, The sun has got his hat on...</li> </ul>	<ul style="list-style-type: none"> <li>Describe where something is using prepositions</li> <li>Using and/because in sentences</li> <li>Ask questions- who, what how, why</li> <li>This term we would like to hear them using expert language like: choose, retell, find information, characters, predict, segment, blend, decode, and, common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to the person speaking, understanding the need to put up their hand to share information</li> <li>Participate in small or larger group discussion</li> <li>Put forward their own ideas and suggestions/thoughts</li> <li>Learn songs/rhymes: alphabet, 1,2,3,4,5, old MacDonald, days of the week, hey diddle diddle, weather song, head shoulders knees and toes, five current buns, five speckled frogs, five little ducks, five little monkeys</li> </ul>	<ul style="list-style-type: none"> <li>Stick to the main theme of conversation and respond accordingly</li> <li>Explain their understanding clearly to others within a group</li> <li>Use full, clear sentences when speaking, demonstrating an understanding of past and present tenses</li> <li>Speak confidently to include the use of conjunctions with/without support</li> <li>This term we would like to hear them using expert language like: express, participate, discuss, I can explain my thinking, this is because, past, present moment, before, recently, a while ago, introduce.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>



<b>Literacy &amp; Comprehension</b>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.</li> </ul>					
	<p>Phase 1 Phase 2. s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,ll,ss (23 sessions) Discrete teaching: Teach letter sets. Practise all previously learned letters and sounds learned. Briefly practise oral blending and segmentation. Teach blending with letters (blending for reading). Practise blending for reading. Introduce common exception words to/the/i/go/no/into</p> <ul style="list-style-type: none"> <li>• Orally retell familiar stories and sequence using pictures</li> <li>• Answer simple retrieval questions</li> <li>• Writing their name</li> <li>• Write words using the correct initial sound</li> </ul> <p>Phase 1/2</p>	<p>Phase 2. s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,ll,ss (23 sessions) Discrete teaching: Teach letter sets. Practise all previously learned letters and sounds learned. Briefly practise oral blending and segmentation. Teach blending with letters (blending for reading). Practise blending for reading. Introduce common exception words to/the/i/go/no/into</p> <ul style="list-style-type: none"> <li>• Orally retell familiar stories and sequence using pictures</li> <li>• Answer simple retrieval questions</li> <li>• Writing their name</li> <li>• Write words using the correct initial sound</li> </ul> <p>Phase 2</p>	<p>Phase 2. s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,ll,ss (23 sessions) Discrete teaching: Teach letter sets. Practise all previously learned letters and sounds learned. Briefly practise oral blending and segmentation. Teach blending with letters (blending for reading). Practise blending for reading. Introduce common exception words to/the/i/go/no/into</p> <ul style="list-style-type: none"> <li>• Create a personal narrative- story square</li> <li>• Read the common exception words: to/the/i/go/no/into</li> <li>• Segment and blend cvc words from phase 2</li> </ul> <p>Phase 2</p>	<p>Phase 2. s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,ll,ss (23 sessions) Discrete teaching: Teach letter sets. Practise all previously learned letters and sounds learned. Briefly practise oral blending and segmentation. Teach blending with letters (blending for reading). Practise blending for reading. Introduce common exception words to/the/i/go/no/into</p> <ul style="list-style-type: none"> <li>• Read the common exception words: to/the/i/go/no/into</li> <li>• Write cvc words from phase 2</li> <li>• Describe different elements in stories</li> </ul> <p>Phase 2/3</p>	<p>Phase 3. j/v/w/x/q/ly/z/zz/sh/ch/th/ng /ai/ee/igh/oa/oo/ar/or/ur/ow/oi/air /ear/ure/er(26 sessions) Discrete teaching: Teach phase 3 letters. Practise all previously learned letters and sounds learned. Briefly practise oral blending and segmentation. Teach blending with letters (blending for reading). Practise blending for reading. Introduce common exception words he/she/we/me/was/my/be/you/her/they/all/are</p> <ul style="list-style-type: none"> <li>• Predict what might happen next in the story/suggest how a story might end</li> <li>• Discuss understanding of new vocabulary within a text</li> <li>• Spell words by identifying the sounds and then writing the sound with letters.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Write a simple phrase using their phonic knowledge from phase 2/3</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Write the common exception words: to/the/i/go/no/into</li> <li>• Read a simple sentence containing phase 2 graphemes</li> <li>• Read common exception words: he/she/we/me/was/my/be/you/her/they/all/are</li> </ul> <p>Phase 3</p>	<p>Phase 3. j/v/w/x/q/ly/z/zz/sh/ch/th/ng /ai/ee/igh/oa/oo/ar/or/ur/ow/oi/air /ear/ure/er(26 sessions) Discrete teaching: Teach phase 3 letters. Practise all previously learned letters and sounds learned. Briefly practise oral blending and segmentation. Teach blending with letters (blending for reading). Practise blending for reading. Introduce common exception words he/she/we/me/was/my/be/you/her/they/all/are</p> <ul style="list-style-type: none"> <li>• Predict what might happen next in the story/suggest how a story might end</li> <li>• Discuss understanding of new vocabulary within a text</li> <li>• Spell words by identifying the sounds and then writing the sound with letters.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Write a simple phrase using their phonic knowledge from phase 2/3</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Write the common exception words: to/the/i/go/no/into</li> <li>• Read a simple sentence containing phase 2 graphemes</li> <li>• Read common exception words: he/she/we/me/was/my/be/you/her/they/all/are</li> </ul> <p>Phase 4.</p> <p>Learning to read and spell cvc, cvcc words and common exception words through segmenting and blending. (25 sessions) Discrete teaching: Consolidate phase 2/3. Practise all previously learned letters and sounds learned. Briefly practise oral blending and segmentation. Teach blending with letters (blending for reading). Practise blending for reading. Teach Common exception words: said have like so some come were there little one do when out what</p> <p>Comprehension</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li> </ul> <p>Word Reading</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number;</li> <li>• Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. • Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>					
	<ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Count objects, actions and sounds.</li> <li>• This term we would like to hear them using expert language like: count, how many, amount, sort, digit, match,</li> </ul> <p><b>NUMBER SENSE</b></p> <ul style="list-style-type: none"> <li>• Assess reading of dice patterns (standard patterns).</li> <li>• Teach dice patterns not known.</li> <li>• Start with numbers 1-3.</li> <li>• Sentence stem "I used my eyes and subitised."</li> <li>• Ensure children are confident seeing and saying the number of dots without counting.</li> <li>• Ensure 80% of class can do with numbers 1-3 before moving on to 4 or 5. Using five frames only</li> <li>• Only start from the left when placing counters.</li> <li>• Count counters placed on the five frame before</li> </ul>	<ul style="list-style-type: none"> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Develop fast recognition of up to 5 objects, without having to count them individually ('subitising') Five frames to ten frames</li> </ul> <p><b>NUMBER SENSE</b></p> <ul style="list-style-type: none"> <li>• Continue with reading standard dice patterns 1-5.</li> <li>• Non-standard dot patterns (sets of 1 to 5 in different arrangements).</li> <li>• Use five and ten frames to subitise.</li> <li>• Sentence stem "I used my eyes and subitised."</li> <li>• "I notice..."</li> <li>• "Tell me how you see the ...3?"</li> <li>• "I know because I've counted." Consolidate five frame then move to ten frame</li> <li>• Start with a five frame, have 6 counters. Can I put them on?</li> <li>• Add on the other 5 frame and change for a ten frame.</li> <li>• Repeat with numbers to 7</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Composition of 5 and irregular dice patterns up to 5</li> <li>• Match numeral to quantity</li> <li>• This term we would like to hear them using expert language like: add, arrange, pattern, numerals, more than, less than, compare,</li> </ul> <p><b>NUMBER SENSE</b></p> <ul style="list-style-type: none"> <li>• Continue with reading standard dice patterns 1-5.</li> <li>• Non-standard dot patterns (sets of 1 to 5 in different arrangements).</li> <li>• Use five and ten frames to subitise.</li> <li>• Dominoes: Encourage children to play with dominoes and to recognise the total number of dots where possible (between 1 and 5 dots).</li> <li>• Sentence stem "I used my eyes and subitised."</li> <li>• "I notice..."</li> <li>• "Tell me how you see the ...3?"</li> <li>• "I know because I've counted."</li> </ul>	<ul style="list-style-type: none"> <li>• Number bonds (composition of) 10</li> <li>• Order numbers to 10</li> <li>• Understand the one more/less than and equal to up to 10</li> <li>• Continue, copy and create repeating patterns</li> <li>• Number patterns up to 10</li> </ul> <p><b>NUMBER SENSE</b></p> <ul style="list-style-type: none"> <li>• Continue with reading standard dice patterns 1-5.</li> <li>• Non-standard dot patterns (sets of 1 to 5 in different arrangements).</li> <li>• Use five and ten frames to subitise.</li> <li>• Dominoes: Encourage children to play with dominoes and to recognise the total number of dots where possible (between 1 and 5 dots). Consolidate ten frame using numbers 1-10</li> <li>• Sentence stem "I can see ... counters and ... spaces"</li> <li>• "I can see the numbers ... and ... hiding in the number ..."</li> <li>• Order flashcards to 10.</li> <li>• Estimating using the five frame as a base.</li> <li>• Show a number on the ten frame. Is it more or less as we know that 5 on the five frame looks like this?</li> <li>• Sentence stem</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to count beyond 20</li> <li>• Odd and even numbers</li> <li>• Sharing quantities equally</li> <li>• Compare length, weight and capacity. Consolidate numbers on a ten frame</li> <li>• Estimating amounts on a ten frame</li> <li>• Ordering flashcards to 10</li> <li>• Using numicon and balances, explore how to make different numbers.</li> <li>• Explore doubling and halving using numicon.</li> <li>• Sort and explore odd and even numbers using numicon</li> <li>• This term we would like to hear them using expert language like: measure, subtract, total, estimate, first, then, after, explain, reason, double, half, represent, quantity, odd, even, equal, recognise, recall, number bonds.</li> </ul> <p><b>NUMBER SENSE</b></p> <ul style="list-style-type: none"> <li>• Continue with reading standard dice patterns 1-5. Introduce 6.</li> <li>• Non-standard dot patterns (sets of 1 to 6 in different arrangements).</li> <li>• Use five and ten frames to subitise.</li> <li>• Dominoes: Encourage children to play with dominoes and to recognise the total number of</li> </ul>	<ul style="list-style-type: none"> <li>• Using numicon and balances, explore how to make different numbers.</li> <li>• Explore doubling and halving using numicon.</li> <li>• Sort and explore odd and even numbers using numicon</li> <li>• Have a deep understanding of number to 10, including the composition of each number</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> <li>• Numerical Patterns</li> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul> <p><b>NUMBER SENSE</b></p> <ul style="list-style-type: none"> <li>• Continue with reading standard</li> </ul>
<b>Understanding the World (Past and Present) People, Culture and Communities (The Natural World)</b>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside.</li> </ul>					
	<ul style="list-style-type: none"> <li>• Talk about Summer, observe seasons and discuss changes</li> <li>• Talk about and name and represent people in their immediate family</li> <li>• Wellie walk linked to 'Bear Hunt' – draw a map</li> <li>• Name our school</li> <li>• Explore our local area</li> <li>• Journey sticks</li> <li>• Talk about members of their immediate family and community.</li> <li>• Explore different roles within society-invite people in from our local community</li> <li>• Name and describe familiar roles of people within their community</li> <li>• Identify the weather</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about Autumn observe seasons and discuss changes</li> <li>• Compare toys from the past to present day</li> <li>• Fireworks</li> <li>• Diwali celebrations</li> <li>• Christmas</li> <li>• Remembrance Day</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about Winter observe seasons and discuss changes</li> <li>• Animals and habitats</li> <li>• Hot and cold places</li> <li>• Walk to the shop to post their letter to Father Christmas to say thank you- draw a map</li> <li>• Playing with ice, making ice and thawing ice</li> <li>• Easter -Chocolate cooking, solid and liquid</li> <li>• Baking</li> <li>• Shrove Tuesday</li> <li>• Easter</li> <li>• Chinese new year</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about Spring observe seasons and discuss changes</li> <li>• Studying wildlife, making observations and drawings</li> <li>• Talk about/explain changing states of matter (through experiments)- what do they notice?</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about Summer observe seasons and discuss changes</li> <li>• Contrast between Sandford and Weston</li> <li>• Contrast between Sandford and London</li> <li>• Visit to Thatcher's- draw a map</li> </ul>	<ul style="list-style-type: none"> <li>• Past and Present</li> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. The Natural World</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing</li> </ul>
<b>Expressive Arts and Design. (Creating with Materials. Being Imaginative &amp; Expressive)</b>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.</li> <li>• Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.</li> </ul>					

	<ul style="list-style-type: none"> <li>• How to build a wall using the foam bricks</li> <li>• Explore colour and mixing using powder paints</li> <li>• 3D -Playdough</li> <li>• Performance-join in with familiar songs, stories rhymes and poems</li> <li>• Music-movement in response to music played</li> <li>• Draw- Line and pencil</li> <li>• Use props as part of their imaginative play</li> <li>• Explore mark making techniques</li> <li>• Painting freely with brushes</li> <li>• This term we would like to hear them using expert language like: make, build, create, cut, stick, mark, dab, press, print, pretend, act, retell</li> </ul>	<ul style="list-style-type: none"> <li>• Draw freely with a purpose in mind</li> <li>• Printing using fruit/vegetables</li> <li>• Performance-take part in a group performance</li> <li>• Music-movement in response to music played</li> <li>• Retell a familiar story in their own words</li> <li>• Use shapes to represent objects/props during play</li> <li>• Make and mould malleable resources</li> <li>• Explore instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Use drawing to represent ideas</li> <li>• Painting with different tools- sponges/utensils</li> <li>• Creating our own music and record it on the ipad</li> <li>• Take part in story square activities</li> <li>• Make and create their own props for play</li> <li>• Manipulate, shape and connect materials – malleable/cut and stick resources</li> <li>• Sing in a small group</li> <li>• Play an instrument to a beat</li> <li>• This term we would like to hear them using expert language like: design, join, slot, follow instructions, plan, connect, develop ideas, mix, thread, imagine, props, give instructions, perform</li> </ul>	<ul style="list-style-type: none"> <li>• Painting - still life</li> <li>• Use shape and colour to represent ideas through drawing/model making</li> <li>• Creating our own music and record it on the ipad</li> <li>• Design and describe their own picture/model/prop</li> <li>• Tell and act out their own stories through story square activities</li> <li>• Sing and dance in a group</li> <li>• Play an instrument with increasing control</li> </ul>	<ul style="list-style-type: none"> <li>• 3D -Clay modelling</li> <li>• Sculpting</li> <li>• Textiles</li> <li>• Perform with music and dance</li> <li>• Express feelings in response to music</li> <li>• Design and adapt and refine own creations and explain their reasonings</li> </ul>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>
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	Class 5: Year A			Class 5: Year B		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
Learning Powers & British Values	RESPECT COOPERATION Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION TBC	RESPECT COOPERATION Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION TBC
English	Setting Character Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument	Setting Character Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument
	author's language – effect on the reader and specific choice & meaning mood created in poetry compare and contrast within and across texts			author's language – effect on the reader and specific choice & meaning mood created in poetry compare and contrast within and across texts		
QUALITY TEXTS	Theseus and the Minotaur Who Let the Gods Out by Max Evans The Outsiders by Michelle Paver	Street Child by Berlie Doherty Victorian Ghost Stories - Usbourne Classics Rose Campion and the Stolen Secret by Lyn Gardner	Rain Player by David Wisniewski The Great Kapok Tree by Lynne Cherry	The Children of Icarus by Caitlin M O'Riordan and Eurydice The Disappearance of Persephone	The Messenger Bird by Ruth Eastham Goodnight Mr Tom Anne Frank's Diary	The Boy Who Harnessed the Wind by William Kamkwamba African Tales - Barefoot Collection Children of the Quicksands by Efua Traoré The Fastest Boy in the World by Elizabeth Laird
HISTORICAL KEY CONCEPTS	SOCIETY DEMOCRACY LEGACY	JUSTICE PRIVILEGE CHARITY INDUSTRY	CIVILIZATION SACRIFICE RITUAL ALLIANCE	INVASION BELIEF EMPIRE	DISASTER LOSS RESILIENCE ADAPTATION	EMPIRE DIVERSITY JUSTICE
History	VASES, VOTES & VICTORIES Ancient Greece - How has Ancient Greece influenced the western world? - a study of Greek life and achievements and their influence on the western world - Olympic Games/Democracy/Famous Greeks	POVERTY IS THE PARENT OF REVOLUTION & CRIME The Victorians - Why were there clear class differences in the Victorian era? - British History Beyond 1066 - the social history of Britain (eg. Poverty, crime & punishment)	SPIRITS & SACRIFICES Aztecs or Mayans - Why was worship so important to the Aztecs/Mayans? - Non-European Society from AD900 - AZTECS - MAYANS	BATTLES & BELIEFS Ancient Greece - What was the Ancient Greeks' biggest achievement? - a study of Greek life and achievements and their influence on the western world - Athens, Sparta battles between city states, Trojan War, Gods & Goddesses	WHO DO YOU THINK YOU ARE KIDDING MIR-HITLER? World War 2 - Why was WW2 such a significant turning point in British History? - British History Beyond 1066 - a significant turning point in British history (eg. Battle of Britain)	SHAME ON US Benin - Why did the art of Benin challenge the world's perception of African art? Is the oral tradition of history in African communities reliable? - Non-European Society from AD900 BENIN (West Africa)
Purposeful Outcomes	Summative Assessment Task: Powerpoint Slide Show	Summative Assessment Task: Presentation (2minute Speech)	Summative Assessment Task: Self Selection (Presentation, Essay, Slide Show, Diorama...)	Summative Assessment Task: Powerpoint Slide Show	Summative Assessment Task: Presentation (2minute Speech)	Summative Assessment Task: Self Selection (Presentation, Essay, Slide Show, Diorama...)
Geography	Locational knowledge - locate the world's countries, using maps to focus on ATHENS concentrating on its key physical and human characteristics Place knowledge - understand geographical similarities and differences through the study of human and physical geography of ATHENS and other OLYMPIC CITIES Physical geography describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts	Locational knowledge - locate the world's countries, using maps to focus on the BRITISH EMPIRE / COMMONWEALTH Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region within SOUTH AMERICA Physical geography describe and understand key aspects of: - physical geography, including: CLIMATE ZONES, BIOMES and VEGETATION BELTS.	Locational knowledge - locate the world's countries, using maps to focus on SOUTH AMERICA concentrating on their environmental regions, key human characteristics Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region within GREECE Physical geography describe and understand key aspects of: - physical geography, including: CLIMATE ZONES, BIOMES and VEGETATION BELTS.	Locational knowledge - locate the world's countries, using maps to focus on GREECE, concentrating on its environmental regions, key physical and human characteristics Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region within GREECE Physical geography describe and understand key aspects of: - physical geography, including: CLIMATE ZONES, BIOMES and VEGETATION BELTS.	Locational knowledge - locate the world's countries, using maps to focus on EUROPE Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region within EUROPE Physical geography describe and understand key aspects of: - physical geography, including: CLIMATE ZONES, BIOMES and VEGETATION BELTS.	Locational knowledge - locate the world's countries, using maps to focus on AFRICA, concentrating on their environmental regions, key human characteristics Place knowledge - understand geographical similarities and differences through the study of human geography of a region within AFRICA Physical geography describe and understand key aspects of: - physical geography, including: CLIMATE ZONES, BIOMES and VEGETATION BELTS.
Science	Y6 Earth & Space - describe the movement of the Earth, and other planets relative to the Sun in the solar system - describe the movement of the Moon relative to the Earth - describe the Sun, Earth and Moon as approximately spherical bodies - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky STUDY QUESTION - What is the Space Race? Y6 Forces - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. STUDY QUESTION - Who made the most important discovery, Archimedes or Newton?	Y6 Evolution & Inheritance - describe how living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - recognise that living things produce offspring of the same kind, but normally offspring are not identical to their parents - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. STUDY QUESTION - Is it acceptable to alter genetic coding? Y6 Light - recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Y6 Animals including Humans - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - describe the ways in which nutrients and water are transported within animals, including humans. STUDY QUESTION - What is the best way for humans to take care of their mental health? Y6 Living Things and their Habitat - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics.	Y6 Earth & Space - describe the movement of the Earth, and other planets relative to the Sun in the solar system - describe the movement of the Moon relative to the Earth - describe the Sun, Earth and Moon as approximately spherical bodies - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky STUDY QUESTION - What is the Space Race? Y6 Forces - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. STUDY QUESTION - Who made the most important discovery, Archimedes or Newton?	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RE	Living a Faith 6.2 Beliefs & Practices investigate different forms of worship show how forms of worship are expressions of belief express thoughts about the importance of worship for faith members Identity & Values explain religious rituals that show identity and belonging in different religious traditions show how the milestones of life give a sense of identity and belonging for faith members discuss the impact of rites of passage on faith members, their family and community	Hopes & Visions 6: Beliefs & Practices investigate the life and key teachings of faith founders and make links with key religious beliefs explain the significance of the key teachings of faith founders for faith members consider how key teachings may impact on faith members and the community Meaning & purpose consider some ultimate questions identify what makes some questions ultimate offer answers to an ultimate question from different faith perspectives suggest answers to some ultimate questions compare their responses to an ultimate question with that of a faith member, respecting all viewpoints	Justice & Freedom 6.1 Identity & values explore issues of justice and freedom explore religious teachings of forgiveness and reconciliation describe what freedom means to people of faith show understanding of the beliefs and feelings of faith members who have experienced injustice identify the impact of a religious teaching such as forgiveness on a believer's actions identify the impact that reconciliation has on community harmony explain what freedom means to them their hopes and dreams for a just world give examples of conflicts that have been resolved within the family, school or community appreciate the power of forgiveness and reconciliation in the world	Living a Faith 6.2 Beliefs & Practices investigate different forms of worship show how forms of worship are expressions of belief express thoughts about the importance of worship for faith members Identity & Values explain religious rituals that show identity and belonging in different religious traditions show how the milestones of life give a sense of identity and belonging for faith members discuss the impact of rites of passage on faith members, their family and community	Hopes & Visions 6: Beliefs & Practices investigate the life and key teachings of faith founders and make links with key religious beliefs explain the significance of the key teachings of faith founders for faith members consider how key teachings may impact on faith members and the community Meaning & purpose consider some ultimate questions identify what makes some questions ultimate offer answers to an ultimate question from different faith perspectives suggest answers to some ultimate questions compare their responses to an ultimate question with that of a faith member, respecting all viewpoints	Justice & Freedom 6.1 Identity & values explore issues of justice and freedom explore religious teachings of forgiveness and reconciliation describe what freedom means to people of faith show understanding of the beliefs and feelings of faith members who have experienced injustice identify the impact of a religious teaching such as forgiveness on a believer's actions identify the impact that reconciliation has on community harmony explain what freedom means to them their hopes and dreams for a just world give examples of conflicts that have been resolved within the family, school or community appreciate the power of forgiveness and reconciliation in the world
Computing	Online Safety -Connecting systems and networks Systems and searching Recognising IT systems in the world and how some can enable searching on the internet. (Google Slides) -Creating Media Introduction to vector graphics Creating images in a drawing program by using layers and groups of objects. (Google Drawings/Publisher)	Online Safety -Programming Block 5A Selection in physical computing Exploring conditions and selection using a programmable microcontroller. (Crumble controller) -Data and information Flat file databases Using a database to order data and create charts (Zdata Database)	Online Safety - Creating Media 3D modelling Exploring, developing, and evaluating 3D computer models of physical objects. (TinkerCAD) -Programming Block 6A Variables in games Exploring variables when designing and coding a game. (Scratch)	Online Safety -Connecting systems and networks Communication and collaboration Planning conditions and selection by working collaboratively online. (Google Slides) -Creating Media Video Production Introduction to spreadsheets Answering questions by using spreadsheets to generate and calculate data. (Google sheets/Excel)	Online Safety -Creating Media Webpage creation Exploring and creating webpages, giving consideration to copyright, aesthetics, and navigation. (Google sites) -Programming Block 6A Sensing movement Sequencing, repetition, selection and variables. (Micro:bit)	Online Safety -Creating Media Webpage creation Exploring and creating webpages, giving consideration to copyright, aesthetics, and navigation. (Google sites) -Programming Block 6A Sensing movement Sequencing, repetition, selection and variables. (Micro:bit)
PSHE / RSE	Being Me in My World Celebrating Difference - Personal identity - What influences personal identity - Identify personal strengths - How do others see me? - Group identity - My growing sense of personal identity and independence - Online and global Identity Expectations Celebrating Difference - Asseritiveness - Prejudice and discrimination - My values and those of others - Challenging stereotypes - Moving forwards into my next year of education - How prejudice and discrimination fuels bullying - Being inclusive	Dreams & Goals - What are my dreams and goals? - Steps to success - Coping when things don't go to plan - Rewarding my dreams - Intrinsic and extrinsic motivation - Keeping my dreams alive - How dreams and goals change in response to life Changing Me - My changing body and feelings - What is self-image? - Coping during times of change - My changing ways of thinking - Managing my changes in mood - Moving forwards into my next year of education - The importance of money - Jobs and Careers Healthy Me - Relationships with food - emotional health - Managing stress - Managing my choices around substances - Managing my nutritional choices - Medicines and immunisation - Healthy choices about physical activity and rest/sleep	Relationships - My changing web of friendships - Support I need now and in the future - Developing positive relationships - What external factors affect relationships, e.g. media influences? - Asseritiveness in relationships - The changing role of families Changing Me - My changing body and feelings - What is self-image? - Coping during times of change - My changing ways of thinking - Managing my changes in mood - Moving forwards into my next year of education - The importance of money - Jobs and Careers Healthy Me - Relationships with food - emotional health - Managing stress - Managing my choices around substances - Managing my nutritional choices - Medicines and immunisation - Healthy choices about physical activity and rest/sleep	Being Me in My World Celebrating Difference - Personal identity - What influences personal identity - Identify personal strengths - How do others see me? - Group identity - My growing sense of personal identity and independence - Online and global Identity Expectations Celebrating Difference - Asseritiveness - Prejudice and discrimination - My values and those of others - Challenging stereotypes - Moving forwards into my next year of education - How prejudice and discrimination fuels bullying - Being inclusive	Dreams & Goals - What are my dreams and goals? - Steps to success - Coping when things don't go to plan - Rewarding my dreams - Intrinsic and extrinsic motivation - Keeping my dreams alive - How dreams and goals change in response to life Changing Me - My changing body and feelings - What is self-image? - Coping during times of change - My changing ways of thinking - Managing my changes in mood - Moving forwards into my next year of education - The importance of money - Jobs and Careers Healthy Me - Relationships with food - emotional health - Managing stress - Managing my choices around substances - Managing my nutritional choices - Medicines and immunisation - Healthy choices about physical activity and rest/sleep	Relationships - My changing web of friendships - Support I need now and in the future - Developing positive relationships - What external factors affect relationships, e.g. media influences? - Asseritiveness in relationships - The changing role of families Changing Me - My changing body and feelings - What is self-image? - Coping during times of change - My changing ways of thinking - Managing my changes in mood - Moving forwards into my next year of education - The importance of money - Jobs and Careers Healthy Me - Relationships with food - emotional health - Managing stress - Managing my choices around substances - Managing my nutritional choices - Medicines and immunisation - Healthy choices about physical activity and rest/sleep
ART	Drawing, Painting and Sculpture - all visual/tactile elements • Depict movement and perspective in drawings; • use a variety of tools and select the most appropriate; • use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti and artists and designers: • Add collage to a painted or printed background; • create and arrange accurate patterns; • use a range of mixed media; • plan and design a collage; • use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. Range of artists and designers: 20th/21st century Modern Greek Art/Artists Léo Caillard Yiannis Moralis Giannis Galitis	Printing and Textiles - all visual/tactile elements • Create a colour palette, demonstrating mixing techniques; • use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; • use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. • Add decoration to create effect; • use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern. Range of artists and designers: William Morris LS Lowry	Digital, Drawing and Painting- all visual/tactile elements • understand what a portrait is • explore the work of other artists to understand colour to create visually interesting messages and meaning • critique artists and artistic choices in portraiture • discuss and interpret 'surrealism' • learn about how proportion is used in portraiture decoration to create effect; • Add collage to a painted or printed background; • create and arrange accurate patterns; • use a range of mixed media; • plan and design a collage; • use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. Range of artists and designers: Gustave Dore William Morris Salvador Dali Atzec Architecture and Sculpture	Drawing, Painting and Sculpture - all visual/tactile elements • Depict movement and perspective in drawings; • use a variety of tools and select the most appropriate; • use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti and artists and designers: • Add collage to a painted or printed background; • create and arrange accurate patterns; • use a range of mixed media; • plan and design a collage; • use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. Range of artists and designers: Ancient Greek Vases/Architecture Clive Stevens & Hattie Newman Picasso's Guernica Nikos Lamprinos Victor Calahan	Printing and Textiles - all visual/tactile elements • Create a colour palette, demonstrating mixing techniques; • use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; • use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists. • Add decoration to create effect; • use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern. Range of artists and designers: Benin Kingdom Tinga Tinga Kente Cloth HASSAN HAJAJ AMOAKO BOAFO	Digital, Painting and Sculpture - all visual/tactile elements • Plan and design a sculpture; • use tools and materials to carve, add shape, add texture and pattern; • develop cutting and joining skills, e.g. using wire, coils, slabs and slips; • use materials other than clay to create a 3D sculpture; • use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, trim, cast. Range of artists and designers: Benin Kingdom Tinga Tinga Kente Cloth HASSAN HAJAJ AMOAKO BOAFO
DT	Pulleys: Ancient Greek Cranes and Catapults (lego, wood) Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)	Textiles: Victorian Rag Rugs Design, Make, Evaluate (see NC - KS2) Use textiles, according to their functional properties and aesthetic qualities.	Nutrition: Linked to Healthy Lifestyle CS Science Understand and apply the principles of a healthy and varied diet Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Sculpture: Artec Architecture (cardboard & paper) Design, Make, Evaluate (see NC - KS2) Apply understanding of how to strengthen, stiffen and reinforce more complex structures.	Sculpture: Greek Mythical Creatures (cardboard & paper) Design, Make, Evaluate (see NC - KS2) Apply understanding of how to strengthen, stiffen and reinforce more complex structures.	Textiles: Hand Puppet (WW2 evacuee toy) Design, Make, Evaluate (see NC - KS2) Use textiles, according to their functional properties and aesthetic qualities.	Nutrition: Linked to Healthy Lifestyle CS Science Understand and apply the principles of a healthy and varied diet Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Motorised Windmill: Linked to The Boy Who Harnessed the Wind Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)
PE	Personal: I see all new challenges as opportunities to learn and develop; I can recognise my strengths and weaknesses and set myself appropriate targets; I can create my own learning plan and revise that plan when necessary. Social: I can involve others and motivate those around me to perform better; I can negotiate and collaborate appropriately; I can give and receive sensitive feedback to improve myself and others	Cognitive: I can review, analyse and evaluate my own and others' strengths and weaknesses; I can read and react to different situations as they develop; I can develop methods to outwit opponents; I can recognise and suggest patterns of play that will increase changes of success. Physical: I can effectively disguise what I am about to do next; I can use variety and creative to engage an audience; I can respond imaginatively to different situations; I can adapt and adjust my skills and tactics so they are different from or in contrast to others.	Physical: I can effectively transfer skills and movements across a range of activities and sports; I can perform a variety of skills consistently and effectively in challenging or competitive situations. Health & Fitness: I can explain how individuals need different types and levels of fitness to be more effective in their activity/ role/ event; I can plan and follow my own basic fitness plan; I can identify possible dangers when planning an activity.	Personal: I see all new challenges as opportunities to learn and develop; I can recognise my strengths and weaknesses and set myself appropriate targets; I can create my own learning plan and revise that plan when necessary. Social: I can involve others and motivate those around me to perform better; I can negotiate and collaborate appropriately; I can give and receive sensitive feedback to improve myself and others	Cognitive: I can review, analyse and evaluate my own and others' strengths and weaknesses; I can read and react to different situations as they develop; I can develop methods to outwit opponents; I can recognise and suggest patterns of play that will increase changes of success. Physical: I can effectively disguise what I am about to do next; I can use variety and creative to engage an audience; I can respond imaginatively to different situations; I can adapt and adjust my skills and tactics so they are different from or in contrast to others.	Physical: I can effectively transfer skills and movements across a range of activities and sports; I can perform a variety of skills consistently and effectively in challenging or competitive situations. Health & Fitness: I can explain how individuals need different types and levels of fitness to be more effective in their activity/ role/ event; I can plan and follow my own basic fitness plan; I can identify possible dangers when planning an activity.
Languages	Language Angels Verbs & Grammar (Y6) The Olympics OR Habits (Y5)	Language Angels At School (Y6) The Weekend (Y6)	Language Angels Healthy Lifestyles (Y6) The Planets (Y6)	Language Angels Verbs & Grammar (Y6) The Olympics OR Habits (Y5)	Language Angels At School (Y6) The Weekend (Y6)	Language Angels Healthy Lifestyles (Y6) The Planets (Y6)
MUSIC	*Dancing in the Street (OS) *Happy (OS) *Christmas Carol Service	*Exploring Key & Time Signatures (NMC) *Introducing Chords (NMC) *Churchill Makes Music (NSMS) *Words, Meaning & Expression (NMC)	Summer Production Churchill Makes Music (NSMS) *Words, Meaning & Expression (NMC)	*Getting Started with Music Tech (NMC) *Emotions & Musical Styles (NMC) *Christmas Carol Service	*Gaining Confidence through Performance (NMC) *Exploring Notation Further (NMC) *Churchill Makes Music (NSMS)	Summer Production Churchill Makes Music (NSMS) *Using Chords & Structure (NMC)



HASTING - YEARS 4 & 5

		Class 4: Year A			Class 4: Year B		
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
Learning Powers & British Values		RESPECT COOPERATION  Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY  Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION   TBC	RESPECT COOPERATION  Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY  Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION   TBC
English		Setting Character Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument	Setting Character Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument
		inference & deduction of characters' feelings, thoughts and motives with explanations  providing evidence, from the text (3 mark question)  identifying how structure and presentation contribute to meaning			inference & deduction of characters' feelings, thoughts and motives with explanations  providing evidence, from the text (3 mark question)  identifying how structure and presentation contribute to meaning		
QUALITY TEXTS		The Firework makers daughter the lotus seed The Kite Rider			Maisie and the riddle of the sphinx The scarab story Poppy Pym and the Pharaoh's curse	Thor and his hammer The dragon's hoard (a collection of stories)	The day the smog came The Highland Falcon thief
HISTORICAL KEY CONCEPTS		POWER GROWTH EMPIRE	SETTLEMENT CULTURE SUCCESSION	SURVIVAL INVENTION TECHNOLOGY	POWER GROWTH EMPIRE	SETTLEMENT CULTURE SUCCESSION	SURVIVAL INVENTION TECHNOLOGY
History		<b>DIGGING FOR DRAGON BONES</b> Early Civilizations - Why were the Oracle bones so significant? - the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and an in-depth study of the Shang Dynasty	<b>PAGANS, PILLAGERS AND PUNISHMENTS</b> Vikings - What can we learn from Danelaw? - further Viking invasions and Danegeld - Edward the Confessor and his death in 1066	<b>BRISTOL'S BLACK HISTORY</b> Why was Colston pulled down? A Local History Study - What makes the heart of a city? - a study over time tracing how several aspects of national history reflected in the locality BRISTOL	<b>WALK LIKE AN EGYPTIAN</b> Early Civilizations - What makes a civilisation thrive? - the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt	<b>VICIOUS VIKINGS</b> Vikings - Were the Vikings vicious? - Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England	<b>ON THE RIGHT TRACK!</b> A Local History Study - How has the Strawberry Line shaped our locality? - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality Strawberry Line (railway)
Purposeful Outcomes		Powerpoint presentation on why the Oracle bones are so important (history) Study of how the Earth may look in 100 years time (Geography)			Presentation: Why Egyptian life was so successful	Classroom debate: Judgement time were the Vikings vicious?	Create a leaflet to be displayed at Sandford Station
Geography		<b>Locational knowledge</b> - key physical and human characteristics, countries, and major cities - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <b>Place knowledge</b> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom <b>Human and physical geography</b> - describe and understand key aspects of: physical geography, including: vegetation belts, mountains, volcanoes and earthquakes, and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water			<b>Locational knowledge</b> - key physical and human characteristics, countries, and major cities - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <b>Place knowledge</b> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom <b>Human and physical geography</b> - describe and understand key aspects of: physical geography, including: vegetation belts, mountains, volcanoes and earthquakes, and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		
Science		<b>Y5 Living Things and their Habitats</b> - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals <b>Y5 Animals including humans</b> - describe the changes as humans develop to old age	<b>Y4 Sound</b> - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases <b>Y4&amp;6 Electricity</b> - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a - complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being	<b>Y4 Living Things and Their Habitats</b> - recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things <b>Y5 Properties &amp; Changes of Materials</b> - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - demonstrate that dissolving, mixing and changes of state are reversible changes	<b>Y5 Living Things and their Habitats</b> - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals <b>Y5 Animals including humans</b> - describe the changes as humans develop to old age	<b>Y4 Sound</b> - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases <b>Y4&amp;6 Electricity</b> - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a - complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being	<b>Y4 Living Things and Their Habitats</b> - recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things <b>Y5 Properties &amp; Changes of Materials</b> - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - demonstrate that dissolving, mixing and changes of state are reversible changes
RE		<b>Expressions of faith</b> How do people express their faith? - show understanding of the way participating in a festival may impact on the life of a faith member - reflect and share how religious celebrations have an impact on the community	<b>Pilgrimage</b> Why do people of faith make a pilgrimage? - compare key places of pilgrimage and identify why a faith member might go there - reflect on the reasons a faith member may make a special journey	<b>Our world</b> What do religions teach about caring for our world? - give reasons why people of faith have a sense of awe and wonder about the Earth - compare religious teachings to see how faith members should care for the Earth - investigate how faith members show care for the environment	<b>Faith in action</b> What inspires people to follow a faith and what is the cost? - investigate how significant religious people are inspired - reflect on what influences religious people	<b>Our world</b> What do religions teach about caring for our world? - give reasons why people of faith have a sense of awe and wonder about the Earth - compare religious teachings to see how faith members should care for the Earth - investigate how faith members show care for the environment	<b>Pilgrimage</b> Why do people of faith make a pilgrimage? - compare key places of pilgrimage and identify why a faith member might go there - reflect on the reasons a faith member may make a special journey
Computing		Online Safety  Connecting systems and networks Systems and searching Recognising IT systems in the world and how some can enable searching on the internet. (Google Slides)  Creating Media Introduction to vector graphics Creating images in a drawing program by using layers and groups of objects. (Google Drawings/Publisher)	Online Safety  Programming Block A Selection in physical computing Exploring conditions and selection using a programmable microcontroller. (Crumble controller)	Online Safety  Creating Media 3D modelling Planning, developing, and evaluating 3D computer models of physical objects. (Tinkercad)	Online Safety  Connecting systems and networks The internet Recognising the internet as a network of networks including the WWW, and why we should evaluate online content. (Various websites)	Online Safety  Programming Block B Events and actions in programs Writing algorithms and programs that use a range of events to trigger sequences of actions. (Scratch)	Online Safety  Creating Media Stop frame animation Capturing and editing digital still images to produce a stop-frame animation that tells a story. (iMotion)
		Data and information Flat file databases Using a database to order data and create charts to answer questions. (i2data Database)	Data and information Flat file databases Using a database to order data and create charts to answer questions. (i2data Database)	Programming Block A Variables in games Exploring variables when designing and coding a game. (Scratch)	Creating Media Photo editing Manipulating digital images and reflecting on the impact of changes and whether the required purpose is fulfilled. (Laptops-Paint.NET)	Data and information Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation. (Data logger or similar)	Programming Block B Repetition in games Using a block-based programming language to explore count-controlled and infinite loops when creating a game. (Scratch)
PSHE / RSE		<b>Being Me in My World Celebrating Difference</b> - being a school citizen - rights, responsibilities and democracy - rewards and consequences - group decision making - having a voice - what motivates behaviour <b>Celebrating Difference</b> - Challenging assumptions - Judging by appearance - Understanding influences - Understanding Bullying <i>Identifying how special and unique everyone is</i>	<b>Dreams &amp; Goals</b> - Hopes and dreams - Overcoming disappointment - Creating realistic dreams - Working in a group - Celebrating contributions - Resilience <b>Healthy Me</b> - Healthier friendships - Group Dynamics - Smoking - Alcohol - Peer Pressure	<b>Relationships</b> - Girlfriends and boyfriends - Showing appreciation to people and animals - Safer online communities - Online gaming and gambling - Reducing screen time - Online Safety <b>Changing Me</b> - Being Unique - Having a baby - Preparing for transition - Self and body image - Influence of media on body image <i>Identifying how special and unique everyone is</i>	<b>Being Me in My World Celebrating Difference</b> - being a school citizen - rights, responsibilities and democracy - rewards and consequences - group decision making - having a voice - what motivates behaviour <b>Celebrating Difference</b> - Challenging assumptions - Judging by appearance - Understanding influences - Understanding Bullying <i>Identifying how special and unique everyone is</i>	<b>Dreams &amp; Goals</b> - Hopes and dreams - Overcoming disappointment - Creating realistic dreams - Working in a group - Celebrating contributions - Resilience <b>Healthy Me</b> - Healthier friendships - Group Dynamics - Smoking - Alcohol - Peer Pressure	<b>Relationships</b> - Girlfriends and boyfriends - Showing appreciation to people and animals - Safer online communities - Online gaming and gambling - Reducing screen time - Online Safety <b>Changing Me</b> - Being Unique - Having a baby - Preparing for transition - Self and body image - Influence of media on body image <i>Identifying how special and unique everyone is</i>
ART		<b>Drawing, Painting and Modelling - line/tone /colour/form/shape</b> <b>Illustrators, Painters &amp; Sculptors</b> * use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. * use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; Artist - <b>Juliet Venter</b> <b>Sculpture and Textiles - texture/ form/colour</b> <b>Sculptors, Architects &amp; Designers</b> To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can: - cut, make and combine shapes to create recognisable forms;	<b>Drawing, Painting and Modelling - line/tone /colour/form/shape</b> <b>Illustrators, Painters &amp; Sculptors</b> * use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. * use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; Artist - <b>Juliet Venter</b> <b>Sculpture and Textiles - texture/ form/colour</b> <b>Sculptors, Architects &amp; Designers</b> To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can: - cut, make and combine shapes to create recognisable forms;	<b>Digital, Collage and Printing - texture/pattern/shape</b> <b>Printmakers &amp; Craftspeople</b> To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: * use varied brush techniques to create shapes, textures, patterns and lines; * mix colours effectively using the correct language, e.g. tint, shade, primary and secondary * select colours and materials to create effect, giving reasons for their choices; * refine work as they go to ensure precision Artist - <b>Sheena Rose</b>	<b>Drawing, Painting and Modelling - line/tone /colour/form/shape</b> <b>Illustrators, Painters &amp; Sculptors</b> * use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. * use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; Artist - <b>Leonardo da Vinci</b> <b>Orla Kiely</b>	<b>Sculpture and Textiles - texture/ form/colour</b> <b>Sculptors, Architects &amp; Designers</b> To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can: * cut, make and combine shapes to create recognisable forms; * use clay and other malleable materials and practise joining techniques; * select appropriate materials, giving reasons; * use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; * develop skills in stitching, cutting and joining; Artist - <b>Willy Ramos</b>	<b>Digital, Collage and Printing - texture/pattern/shape</b> <b>Printmakers &amp; Craftspeople</b> To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: * use varied brush techniques to create shapes, textures, patterns and lines; * mix colours effectively using the correct language, e.g. tint, shade, primary and secondary * select colours and materials to create effect, giving reasons for their choices; * refine work as they go to ensure precision Artist - <b>Kurt Schwitters</b>
DT		<b>Sculptors: Erupting volcanoes</b> add materials to the sculpture to create detail. Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet	<b>Textiles</b> use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread. Experiment with a range of media by overlapping and layering in order to create texture, effect and colour, needle, textiles, decoration.	<b>Printing</b> make repeated patterns with precision. Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block, printing ink, polystyrene, printing tiles, inking rollers.	<b>Sculptors: Egyptian head statues</b> add materials to the sculpture to create detail. Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet	<b>Printing: Viking Shields</b> make repeated patterns with precision. Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block, printing ink, polystyrene, printing tiles, inking rollers.	<b>Textiles: Train cushions</b> use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread. Experiment with a range of media by overlapping and layering in order to create texture, effect and colour, needle, textiles, decoration.
PE		<b>Personal:</b> I can persevere with a task and improve my performance with regular practice; I can cope well and react positively when things become difficult. <b>Social:</b> I can co-operate well with others and give helpful feedback; I can help organise roles and responsibilities and guide a small group through a task.	<b>Cognitive:</b> I can identify specific parts of a performance to work on; I can understand criteria to judge performance; I can use my awareness to make good decisions. <b>Creative:</b> I can link actions and develop sequences of movements that express my ideas; I can understand how to make activities more challenging or easier and the effectiveness of doing so.	<b>Physical:</b> I can perform a variety of movements and skills with good body tension; I can link actions together so that they flow. <b>Health &amp; Fitness:</b> I can describe the basic fitness components; I can record and monitor how hard I am working; I can understand the benefits of exercise to healthy living.	<b>Personal:</b> I can persevere with a task and improve my performance with regular practice; I can cope well and react positively when things become difficult. <b>Social:</b> I can co-operate well with others and give helpful feedback; I can help organise roles and responsibilities and guide a small group through a task.	<b>Cognitive:</b> I can identify specific parts of a performance to work on; I can understand criteria to judge performance; I can use my awareness to make good decisions. <b>Creative:</b> I can link actions and develop sequences of movements that express my ideas; I can understand how to make activities more challenging or easier and the effectiveness of doing so.	<b>Physical:</b> I can perform a variety of movements and skills with good body tension; I can link actions together so that they flow. <b>Health &amp; Fitness:</b> I can describe the basic fitness components; I can record and monitor how hard I am working; I can understand the benefits of exercise to healthy living.
Languages		<b>Language Angels:</b> The classroom (Y4) Goldilocks (Y4)	<b>Language Angels:</b> Do you have a pet? (Y5) What is the date? (Y5)	<b>Language Angels:</b> The weather (Y5) Clothes (Y5)	<b>Language Angels:</b> The classroom (Y4) Goldilocks (Y4)	<b>Language Angels:</b> Do you have a pet? (Y5) What is the date? (Y5)	<b>Language Angels:</b> The weather (Y5) Clothes (Y5)
MUSIC		<b>Charanga</b> - Mama Mia Christmas carol service Whole school singing	<b>Charanga</b> - Stop <b>Charanga</b> - Living on a prayer Whole school singing	Summer production Whole school singing	<b>Charanga</b> - Learning more musical styles Christmas carol service Whole school singing	<b>Charanga</b> - Fresh Prince of Bell Air <b>Charanga</b> - Interesting time signatures	Summer production Whole school singing



REDSTREAK - YEARS 3 & 4

		Class 3: Year A			Class 3: Year B		
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
Learning Powers & British Values	RESPECT COOPERATION  Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY  Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION  TBC	RESPECT COOPERATION  Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY  Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION  TBC	
English	Setting Character Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument	Setting Character Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument	
	inference, including characters' feelings, thoughts and motives from their actions and choice of vocab  use of words/ similes/ metaphors – identification, then why used & the meaning behind  identifying main ideas drawn from more than one paragraph and summarising			inference, including characters' feelings, thoughts and motives from their actions and choice of vocab  use of words/ similes/ metaphors – identification, then why used & the meaning behind  identifying main ideas drawn from more than one paragraph and summarising			
QUALITY TEXTS	Escape from Pompeii, Romans on the Rampage, Rotten Romans, Everything: Romans in Britain	Anglo-Saxon Boy, Smashing Saxons, Everything: Anglo-Saxons	Stone Age Boy, The Stolen Spear, The Wild Way Home	Escape from Pompeii, Romans on the Rampage, Rotten Romans, Everything: Romans in Britain	Anglo-Saxon Boy, Smashing Saxons, Everything: Anglo-Saxons	Stone Age Boy, The Stolen Spear, The Wild Way Home	
HISTORICAL KEY CONCEPTS	POWER GROWTH EMPIRE	SETTLEMENT CULTURE SUCCESSION	SURVIVAL INVENTION TECHNOLOGY	POWER GROWTH EMPIRE	SETTLEMENT CULTURE SUCCESSION	SURVIVAL INVENTION TECHNOLOGY	
History	EGOS & EMPIRES - Why did the Romans create an empire? Pupils should be taught about: - The Roman Empire and its impact on Britain - Julius Caesar's attempted invasion in 55-54BC - The Roman Empire by AD 42 and the power of its army.	POWERFUL PICTS & SAVAGE SCOTS - Should the Romans have left Britain? How did Scottish culture differ from Roman Britain? - Britain's settlement by Scots through: - Roman withdrawal from Britain in c. AD 410 and the fall of the Western Roman Empire - Scots invasions from Ireland to North Britain (now Scotland)	STICKS & STONES - How has technology changed the lives of humans? Pupils should be taught about the changes in Britain from the Stone Age to the Iron Age: - Late Neolithic hunter-gatherers and early farmers, Bronze Age religion, technology and travel	RULERS & REBELS - What have the Romans ever done for us? Pupils should be taught about: The successful invasion by Claudius and conquest including Hadrian's Wall. British Resistance - Boudicca. 'Romanisation of Britain'.	SETTLE DOWN SAXONS - Why did the Anglo-Saxons convert to Christianity? Pupils should be taught about: Anglo-Saxon invasions settlements, kingdoms Anglo-Saxon art and culture Christian Conversion	LET'S IRON THINGS OUT - How did Iron Man and Woman create a lifestyle? Pupils should be taught about the changes in Britain from the Stone Age to the Iron Age: Iron Age hill forts: tribal kingdoms, farming, art and culture	
Purposeful Outcomes	Poster/leaflet.	Piece of artwork, leaflet, 'museum' exhibition.	Class book, presentation in groups.	Poster/leaflet.	Piece of artwork, leaflet, 'museum' exhibition.	Class book, presentation in groups.	
Geography	<b>Locational Knowledge:</b> Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in Europe. <b>Place Knowledge:</b> To understand geographical similarities and differences through the study of human and physical geography of a region in a European country. <b>Human and Physical Geography:</b> - To describe and understand key aspects of: - physical geography, including: rivers and the water cycle - human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water	<b>Locational Knowledge:</b> Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in Europe. <b>Place Knowledge:</b> To understand geographical similarities and differences through the study of human and physical geography of a region in a European country. <b>Human and Physical Geography:</b> - To describe and understand key aspects of: - physical geography, including: rivers and the water cycle - human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water	<b>Locational Knowledge:</b> Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in Europe. <b>Place Knowledge:</b> To understand geographical similarities and differences through the study of human and physical geography of a region in a European country. <b>Human and Physical Geography:</b> - To describe and understand key aspects of: - physical geography, including: rivers and the water cycle - human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water	<b>Locational Knowledge:</b> Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in Europe. <b>Place Knowledge:</b> To understand geographical similarities and differences through the study of human and physical geography of a region in a European country. <b>Human and Physical Geography:</b> - To describe and understand key aspects of: - physical geography, including: rivers and the water cycle - human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water	<b>Locational Knowledge:</b> Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in Europe. <b>Place Knowledge:</b> To understand geographical similarities and differences through the study of human and physical geography of a region in a European country. <b>Human and Physical Geography:</b> - To describe and understand key aspects of: - physical geography, including: rivers and the water cycle - human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water	<b>Locational Knowledge:</b> Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in Europe. <b>Place Knowledge:</b> To understand geographical similarities and differences through the study of human and physical geography of a region in a European country. <b>Human and Physical Geography:</b> - To describe and understand key aspects of: - physical geography, including: rivers and the water cycle - human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water	
Science	During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings.						
	<b>Y3 Plants - STUDY Q - How have plants adapted to where they live?</b> Pupils should be taught to: - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant - investigate the way in which water is transported within plants - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <b>Y3 Animals including Humans - STUDY Q - Why do animals and humans have different bodies?</b> Pupils should be taught to: - 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 - identify that humans and some other animals have skeletons and muscles for support, protection and movement. <b>Y4 Animals and Humans - STUDY Q - Which are more useful to a food chain: predators or prey?</b> Pupils should be taught to:	<b>Y3 Light - STUDY Q - How have uses of light changed through history?</b> Pupils should be taught to: - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change. <b>Y4 States of Matter - STUDY Q - Can you identify irreversible and reversible changes in states of matter? (Examples of)</b> Pupils should be taught to: - compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	<b>Y3 Rocks - STUDY Q - Why do fossils form in certain rocks?</b> Pupils should be taught to: - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - describe in simple terms how fossils are formed when things that have lived are trapped within rock - recognise that soils are made from rocks and organic matter. <b>Year 3 Forces - STUDY Q - How can forces be useful?</b> Pupils should be taught to: - compare how things move on different surfaces - notice that some forces need contact between two objects, but magnetic forces can act at a distance - observe how magnets attract or repel each other and attract some materials and not others - 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 - describe magnets as having two poles - predict whether two magnets will attract or repel each other, depending on which poles are facing.	<b>Y3 Plants - STUDY Q - How have plants adapted to where they live?</b> Pupils should be taught to: - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant - investigate the way in which water is transported within plants - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <b>Y3 Animals including Humans - STUDY Q - Why do animals and humans have different bodies?</b> Pupils should be taught to: - 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 - identify that humans and some other animals have skeletons and muscles for support, protection and movement. <b>Y4 Animals and Humans - STUDY Q - Which are more useful to a food chain: predators or prey?</b> Pupils should be taught to:	<b>Y3 Light - STUDY Q - How have uses of light changed?</b> Pupils should be taught to: - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change. <b>Y4 States of Matter - STUDY Q - Can you identify irreversible and reversible changes in states of matter? 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RE	<b>Remembering Faith Founders</b>	<b>Saints &amp; Heros</b>	<b>Encounters</b>	<b>Remembering Faith Founders</b>	<b>Saints &amp; Heros</b>	<b>Encounters</b>	
Computing	Online Safety  Connecting systems and networks Connecting Computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be  Creating Media Desktop Publishing Creating documents by modifying text, images, and page layouts for a specified purpose. (Canva.com)	Online Safety  Programming Block A Sequencing Sounds Creating sequences in a block-based programming language to make music (Scratch)Data and information Branching databases Building and using branching databases to group objects using yes/no questions. (2data Branch and Pictogram)	Online Safety  Creating Media Audio Production Capturing and editing audio to produce a podcast, ensuring that copyright is considered. (Laptops-audacity)Programming Block A Repetition in Shapes Using a text-based programming language to explore count-controlled loops when drawing shapes.	Online Safety  Connecting systems and networks The internet Recognising the internet as a network of networks including the WWW, and why we should evaluate online content. (Various websites) Creating Media Photo editing Manipulating digital images and reflecting on the impact of changes and whether the required purpose is fulfilled. (Laptops-Paint.NET)	Online Safety  Programming Block B Events and actions in programs Writing algorithms and programs that use a range of events to trigger sequences of actions. (Scratch)Data and information Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation. (Data logger or similar)	Online Safety  Creating Media Stop frame animation Capturing and editing digital still images to produce a stop-frame animation that tells a story. (iMotion)  Programming Block B Repetition in games Using a block-based programming language to explore count-controlled and infinite loops when creating a game. (Scratch)	
PSHE / RSE	<b>Being Me in My World</b> - Setting personal goals - Self-identity and worth - Positivity in challenges - Rules, rights and responsibilities - Rewards and consequences - Responsible choices - Seeing things from others' perspectives <b>Celebrating Differences</b> - Families and their differences - Family conflict and how to manage it (child-centred) - Witnessing bullying and how to solve it - Recognising how words can be hurtful - Giving and receiving compliments	<b>Dreams and Goals</b> - Difficult challenges and achieving success - Dreams and ambitions - New challenges - Motivation and enthusiasm - Recognising and trying to overcome obstacles - Evaluating learning processes - Managing feelings Simple budgeting <b>Healthy Me</b> - Exercise - Fitness challenges - Food labelling and healthy swaps - Attitudes towards drugs - Keeping safe and why it's important online and off line scenarios - Respect for myself and others - Healthy and safe choices	<b>Relationships</b> - Family roles and responsibilities - Friendship and negotiation - Keeping safe online and who to go to for help - Being a global citizen - Being aware of how my choices affect others Awareness of how other children have different lives - Expressing appreciation for family and friends <b>Changing Me</b> - How babies grow - Understanding a baby's needs - Outside body changes inside body changes - Family stereotypes - Challenging my ideas - Preparing for transition	<b>Being Me in My World</b> - Setting personal goals - Self-identity and worth - Positivity in challenges - Rules, rights and responsibilities - Rewards and consequences - Responsible choices - Seeing things from others' perspectives <b>Celebrating Differences</b> - Families and their differences - Family conflict and how to manage it (child-centred) - Witnessing bullying and how to solve it - Recognising how words can be hurtful - Giving and receiving compliments	<b>Dreams and Goals</b> - Difficult challenges and achieving success - Dreams and ambitions - New challenges - Motivation and enthusiasm - Recognising and trying to overcome obstacles - Evaluating learning processes - Managing feelings Simple budgeting <b>Healthy Me</b> - Exercise - Fitness challenges - Food labelling and healthy swaps - Attitudes towards drugs - Keeping safe and why it's important online and off line scenarios - Respect for myself and others - Healthy and safe choices	<b>Relationships</b> - Family roles and responsibilities - Friendship and negotiation - Keeping safe online and who to go to for help - Being a global citizen - Being aware of how my choices affect others - Awareness of how other children have different lives - Expressing appreciation for family and friends <b>Changing Me</b> - How babies grow - Understanding a baby's needs - Outside body changes inside body changes - Family stereotypes - Challenging my ideas - Preparing for transition	
ART	Drawing and Painting - line/tone/ colour Illustrators & Painters To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: - experiment with showing line, tone and texture with different hardness of pencils; - use shading to show light and shadow effects; - use different materials to draw, e.g. pastels, chalk, felt tips; - show an awareness of space when drawing;  Artist - Van Gogh	Digital, Collage and Printing - texture/pattern/shape Printmakers & Craftspeople To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: - use varied brush techniques to create shapes, textures, patterns and lines; - mix colours effectively using the correct language, e.g. tint, shade, primary and secondary - select colours and materials to create effect, giving reasons for their choices; - refine work as they go to ensure precision  Artist - Eileen Downes Painter - Inishowen Colour	Sculpture and Textiles - texture/ form/colour Sculptors, Architects & Designers To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can: - cut, make and combine shapes to create recognisable forms; - use clay and other malleable materials and practice joining techniques; - select appropriate materials, giving reasons; - use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; - develop skills in stitching, cutting and joining;	Drawing and Painting - line/tone/ colour Illustrators & Painters To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: - experiment with showing line, tone and texture with different hardness of pencils; - use shading to show light and shadow effects; - use different materials to draw, e.g. pastels, chalk, felt tips; - show an awareness of space when drawing;  Artist - Katsushika Hokusai	Digital, Collage and Printing - texture/pattern/shape Printmakers & Craftspeople To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can: - use varied brush techniques to create shapes, textures, patterns and lines; - mix colours effectively using the correct language, e.g. tint, shade, primary and secondary - select colours and materials to create effect, giving reasons for their choices; - refine work as they go to ensure precision	Sculpture and Textiles - texture/ form/colour Sculptors, Architects & Designers To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can: - cut, make and combine shapes to create recognisable forms; - use clay and other malleable materials and practice joining techniques; - select appropriate materials, giving reasons; - use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; - develop skills in stitching, cutting and joining;	
DT	<b>Structures/Mechanics - Roman Catapult</b> Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures. They understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).	<b>Mechanics - Pop-up book</b> They understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages).	<b>Textiles - Sewing a Stone Age Pouch</b> Use textiles, according to their functional properties and aesthetic qualities.  <b>Food - Stone Age Bannock</b> Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	<b>Artist - Biscuits</b> Children understand and apply the principles of a healthy and varied diet.	<b>Structures - Anglo Saxon houses/buildings</b> Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	<b>Textiles - Design own stone age weapon/tool</b> Use textiles, according to their functional properties and aesthetic qualities.	
PE	<b>Personal:</b> I have begun to challenge myself. I can persevere with a task and improve my performance through regular practice. I can cope well and react positively when things become difficult. <b>Social:</b> I co-operate well with others and give helpful feedback. I show patience and support others by listening carefully to them about their work. I help organise roles and responsibilities and I can guide a small group through a task.	<b>Cognitive:</b> I can identify specific parts of performance to work on; I can understand ways to judge performance; I can use my awareness of space and others to make good decisions. <b>Creative:</b> I can link actions and develop sequences of movements that express my own ideas; I can change tactics, rules or tasks to make activities more fun or more challenging; I can recognise similarities and differences in movement and expression.	<b>Physical:</b> I can perform a variety of movement and skills with good body tension; I can link actions together so that they flow; I can select and apply a range of skills with good control and consistency. <b>Health &amp; Fitness:</b> I can describe the basic fitness components; I can explain how often and how long I should exercise to be healthy; I can record and monitor how hard I am working; I can explain why we need to warm up and cool down; I can describe how and why my body changes during and after exercise.	<b>Personal:</b> I have begun to challenge myself. I can persevere with a task and improve my performance through regular practice. I can cope well and react positively when things become difficult. <b>Social:</b> I co-operate well with others and give helpful feedback. I show patience and support others by listening carefully to them about their work. I help organise roles and responsibilities and I can guide a small group through a task.	<b>Cognitive:</b> I can identify specific parts of performance to work on; I can understand ways to judge performance; I can use my awareness of space and others to make good decisions. <b>Creative:</b> I can link actions and develop sequences of movements that express my own ideas; I can change tactics, rules or tasks to make activities more fun or more challenging; I can recognise similarities and differences in movement and expression.	<b>Physical:</b> I can perform a variety of movement and skills with good body tension; I can link actions together so that they flow; I can select and apply a range of skills with good control and consistency. <b>Health &amp; Fitness:</b> I can describe the basic fitness components; I can explain how often and how long I should exercise to be healthy; I can record and monitor how hard I am working; I can explain why we need to warm up and cool down; I can describe how and why my body changes during and after exercise.	
Languages	<b>Language Angels</b> Core Vocabulary & Phonetics (Y3) I'm Learning French (Y3)	<b>Language Angels</b> Presenting Myself (Y4) Family (Y4)	<b>Language Angels</b> Animals (Y3) At the Café (Y4)	<b>Language Angels</b> Core Vocabulary & Phonetics (Y3) I'm Learning French (Y3)	<b>Language Angels</b> Presenting Myself (Y4) Family (Y4)	<b>Language Angels</b> Animals (Y3) At the Café (Y4)	
MUSIC	*Let Your Spirit Fly (OS) Christmas Carol Service	*Three Little Birds (OS) Raise the Roof - NSMS	*Developing Notation Skills (NMC) *Composing using Your Imagination (NMC)	*Mamma Mia (OS) Christmas Carol Service	*Stop (OS) Raise the Roof - NSMS	*Combining Elements of Music (NMC) *Connecting Notes & Feelings (NMC)	



BRAEBURN - YEARS 1 & 2

	Class 2: Year A			Class 2: Year B		
	Term 1 RESPECT COOPERATION	Term 2 INDEPENDENCE CURIOSITY	Term 3 RESILIENCE REFLECTION	Term 1 RESPECT COOPERATION	Term 2 INDEPENDENCE CURIOSITY	Term 3 RESILIENCE REFLECTION
Learning Powers & British Values	Democracy The rule of law Mutual respect	Individual liberty Tolerance of those with different faiths and beliefs	TBC	Democracy The rule of law Mutual respect	Individual liberty Tolerance of those with different faiths and beliefs	TBC
English	Openings & Endings Settings Information	Character Recount (newspaper) Explanation	Action Balanced Argument	Openings & Endings Settings Recount (newspaper)	Character Information Explanation	Action Balanced Argument
	retrieval: matching up info/ order events/ info in a table  prediction – what might happen on the basis of what has been read inference based on what is being said and done  compare and contrast similarities and differences between books (same author or those read)			retrieval: matching up info/ order events/ info in a table  prediction – what might happen on the basis of what has been read inference based on what is being said and done  compare and contrast similarities and differences between books (same author or those read)		
QUALITY TEXTS	The Colour Thief of Bristol! 'All About my Town: Bristol' 'Children's History of Bristol'	The Rainbow Bear 'The Great Explorer' 'A Dot in the Snow' 'One Day on our Blue Planet: In the Antarctic' 'Lost and Found' 'The Last Polar Bears' 'Sophie Scott Goes South'	'Sports Heroes' 'Ready Steady Mo!' 'Splash' 'Go Mo Go! Monster Mountain Chase' 'Olympic Poems'	Emma Jane's Aeroplane! 'Sophie Takes to the Sky' 'Field Trip to the Moon' 'How to Catch a Star' 'The Darkest Dark' 'Counting on Katherine'	There's a Rang-Tan in my Bedroom! 'The Great Kapok Tree' 'One Day on our Blue Planet: In the Rainforest' 'What the Macaw Saw'	'A Street Through Time' 'In Every House on Every Street' 'Belonging' 'Here We Are'
HISTORICAL KEY CONCEPTS	INVENTION DIVERSITY TECHNOLOGY	LEGACY RESILIENCE ASPIRATION	NURTURE INVASION SUSTAINABILITY	DISASTER LOSS CHARITY	LEGACY RESILIENCE ASPIRATION	POWER TYRRANY SUCCESSION
History and some examples of learning	History of our locality - significant events, people, places  <b>Bristol Breakthroughs</b> How did Bristol become the city it is today?  [Brunel: SS Great Britain, Clifton Suspension Bridge, railways & current engineers shaping Bristol]	Events beyond living memory, contributing to international achievement Significant individual, international figure (think about gender equality)  <b>POLES APART</b> How could you survive at the Poles?  Expeditions: eg. Shackleton/ Ann Bancroft, melting ice caps, life in the Arctic Circle	Events beyond living memory, contributing to international achievement Significant individual, international figure (think about gender equality)  <b>OLYMPIC ACHIEVEMENT</b> How does sport overcome barriers?  History of the Olympics, restrictions in place (ie. gender/race), specific individuals including paralympians	Events beyond living memory, contributing to international achievement  <b>AERONAUTIC EXPLORERS</b> How has flight changed over time?  Development of flight, focusing on key individuals	Significant individual, international figure (think about gender equality)  <b>WE'RE ROAMING IN THE RAINFOREST</b> Why are rainforests so important?  Structure of rainforests and their impact on the World, including deforestation Focus on David Attenborough or Adeline Tiffanie Suwana	History of our locality - significant events, people, places  <b>AXBRIDGE: THE HEART OF A TOWN</b> What makes a town special?  UK geography, map and compass skills, how Axbridge has changed over time (buildings and Town Square)
Purposeful Outcomes	SS Great Britain trip  Bridge construction to be 'advertised' to another group/class (art lessons)	Harry Cadwallader visit: Eddie the Explorer  Travel poster for one of the poles, with visiting information included	Sports trip?  PE lesson created for another group/class	Aerospace Museum trip  New form of transport built and 'advertised' to another group/class	Noah's Ark visit  Poster on ways to save the rainforest	Axbridge trip  Tour Guide leaflet for Axbridge
Geography	GEOGRAPHY: Name, locate and identify characteristics of UK countries, capital cities and seas [Map and compass reading skills]	GEOGRAPHY: Name and locate world's seven continents and five oceans, Understand geographical similarities / differences through studying the human and physical geography of a small area of UK and a contrasting non-European country  POLES APART  (Shackleton's Expedition to Antarctic / Melting ice caps)	GEOGRAPHY: Name and locate world's seven continents and five oceans	GEOGRAPHY: Name and locate world's seven continents and five oceans	GEOGRAPHY: Understand geographical similarities / differences through studying the human and physical geography of a small area of UK and a contrasting non-European country	GEOGRAPHY: Name, locate and identify characteristics of UK countries, capital cities and seas [Map and compass reading skills]
Science	During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:					
	<b>Y2 Uses of Everyday Materials</b> Pupils should be taught to: □ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses □ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <b>Further Study Project: STEM project / research the creation of new materials (John Dunlop or Charles Macintosh)</b>	<b>Y2 Living Things and their habitats</b> Pupils should be taught to: □ explore and compare the differences between things that are living, dead, and things that have never been alive □ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other □ identify and name a variety of plants and animals in their habitats, including microhabitats □ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <b>Further Study Project: Find out about your chosen habitat. Plan, research and present your information</b>  <b>Y2 Plants</b> Pupils should be taught to:	<b>Y2 Animals, including humans</b> Pupils should be taught to: □ notice that animals, including humans, have offspring which grow into adults □ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) □ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <b>Further Study Project: Choose an animal or your pet. Create a booklet about how to care for your animal, all about their offspring, food they need to eat and anything about their need to survive. Feedback to your class mates.</b>	<b>Y2 Uses of Everyday Materials</b> Pupils should be taught to: □ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses □ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <b>Further Study Project: STEM project / research the creation of new materials (John Dunlop or Charles Macintosh)</b>	<b>Y2 Living Things and their habitats</b> Pupils should be taught to: □ explore and compare the differences between things that are living, dead, and things that have never been alive □ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other □ identify and name a variety of plants and animals in their habitats, including microhabitats □ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <b>Further Study Project: Find out about your chosen habitat. Plan, research and present your information</b>  <b>Y2 Plants</b> Pupils should be taught to:	<b>Y2 Animals, including humans</b> Pupils should be taught to: □ notice that animals, including humans, have offspring which grow into adults □ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) □ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <b>Further Study Project: Choose an animal or your pet. Create a booklet about how to care for your animal, all about their offspring, food they need to eat and anything about their need to survive. Feedback to your class mates.</b>
RE	<b>Rules &amp; Routines</b> All children should be able to understand why it is important to have rules; understand that different religions have different rules and routines; to understand that it is important to respect everyone's ideas and beliefs	<b>Nature &amp; God</b> To know that some Christians believe God created the world and everything in it; understand that some Jews celebrate Sukkot; understand that stories can help teach others about caring for animal and plant life	<b>Ceremonies</b> To describe what a ceremony is; to explore what happens at an Aqiqah (Islam), a BAR Mitzvah and Bat Mitzvah ceremony (Judaism) and what happens at a Dastar Bandi (Sikhism); explain what happens at a Hindu wedding.	<b>Light &amp; Dark</b> Explain what Advent is; explain why light is important at Christmas; explain why the story of Sita and Rama is important to Hindus; explain why light is important at Diwali; explain why the story of Hanukkah is important to Jews and why lights are important at Hanukkah.	<b>Places of Worship</b> Consider what makes a special place; explore what it is like to visit a mosque; explore what it is like to visit a gurdwara; discuss the shaoe of Buddhist temples; compare different places of worship	<b>Beginnings &amp; Endings</b> Discuss how and why beginnings and endings can be marked in different ways; explore how Sikhs celebrate New Year; discuss how names are used and given in sikhism; discuss how Christians mark the beginning of their journey of faith; explore the links between new life and the Christian story of Easter
Computing	Online Safety  Connecting systems and networks (Yr 1)  Creating Media (Yr 1)	Online Safety  Programming Block A (Yr 1)  Data and information (Yr 1)	Online Safety  Creating Media (Yr 1)  Programming Block B (Yr 1)	Online Safety  Connecting systems and networks (Yr 2)  Creating Media (Yr 2)	Online Safety  Programming Block A (Yr 2)  Data and information (Yr 2)	Online Safety  Creating Media (Yr 2)  Programming Block B (Yr 2)
PSHE / RSE	<b>Being Me in My World</b> To understand the rights and responsibilities as a member of my class. To recognise choices and understand consequences. To understand rights and responsibilities. <b>Celebrating Differences</b> To begin to understand that sometimes people make assumptions about boys and girls. (stereotypes) I can understand that bullying is sometimes about difference. To understand that it is ok to be different to others and still be friends with them.	<b>Dreams and Goals</b> I can choose a realistic goal and plan steps how to achieve it. I can carry on working towards a goal and identify others who I work well with. I can talk about ways that I worked well within a group and share success with other people. <b>Healthy Me</b> I can tell you what I need to do to keep my body healthy. To know what relaxed means and talk about ways to relax. Sort foods into the correct food groups and identify healthy and unhealthy snacks.	<b>Relationships</b> I can identify the different members of my family and talk about my relationship with them. To know that some forms of physical contact within a family are acceptable while others are not. I can talk about when it is good to keep a secret and when it is not. I can recognise and appreciate people who help me in my family, my school and my community. <b>Changing Me</b> I can recognise lifecycles in nature. Talk about how my body has changed since I was a baby and recognise the continuum from young to old. Recognise the differences between boys and girls and correctly name the parts of the body. Identify what I am looking forward to when I move on to my next year group.	<b>Being Me in My World</b> To understand the rights and responsibilities as a member of my class. To recognise choices and understand consequences. To understand rights and responsibilities. <b>Celebrating Differences</b> To begin to understand that sometimes people make assumptions about boys and girls. (stereotypes) I can understand that bullying is sometimes about difference. To understand that it is ok to be different to others and still be friends with them.	<b>Dreams and Goals</b> I can choose a realistic goal and plan steps how to achieve it. I can carry on working towards a goal and identify others who I work well with. I can talk about ways that I worked well within a group and share success with other people. <b>Healthy Me</b> I can tell you what I need to do to keep my body healthy. To know what relaxed means and talk about ways to relax. Sort foods into the correct food groups and identify healthy and unhealthy snacks.	<b>Relationships</b> I can identify the different members of my family and talk about my relationship with them. To know that some forms of physical contact within a family are acceptable while others are not. I can talk about when it is good to keep a secret and when it is not. I can recognise and appreciate people who help me in my family, my school and my community. <b>Changing Me</b> I can recognise lifecycles in nature. Talk about how my body has changed since I was a baby and recognise the continuum from young to old. Recognise the differences between boys and girls and correctly name the parts of the body. Identify what I am looking forward to when I move on to my next year group.
ART	<b>Drawing, Painting and Modelling - line/tone /colour/form/shape</b> <b>Illustrators, Painters &amp; Photographers - To become proficient in</b>	<b>Textiles and Printing - all visual/tactile elements</b> <b>Printmakers &amp; Craftspeople</b> <b>To become proficient in</b>	<b>Drawing, Sculpture and Digital - texture/ space/pattern</b> <b>Designers, Architects &amp; Photographers - To become proficient in</b>	<b>Printing - all visual/tactile elements</b> <b>Printmakers &amp; Craftspeople</b> <b>To become proficient in</b>	<b>Drawing, Painting and Modelling - line/tone /colour/form/shape</b> <b>Illustrators, Painters &amp; Photographers - To become proficient in</b>	<b>Sculpture and Digital - texture/ space/pattern</b> <b>Designers, Architects &amp; Photographers - To become proficient in</b>
DT	<b>Construction (technical knowledge focus)</b> assemble, join and combine materials, components or ingredients	<b>Textiles</b> demonstrate how to cut, shape and join fabric to make a simple product	<b>Cooking &amp; Nutrition</b> use the basic principles of a healthy and varied diet to prepare dishes, and understand where food comes from	<b>Construction (technical knowledge focus)</b> assemble, join and combine materials, components or ingredients	<b>Textiles</b> demonstrate how to cut, shape and join fabric to make a simple product	<b>Cooking &amp; Nutrition</b> use the basic principles of a healthy and varied diet to prepare dishes, and understand where food comes from
PE	<b>Personal:</b> I try several times if at first I don't succeed; I ask for help when appropriate. <b>Social:</b> I can help, praise and encourage others in their learning.	<b>Cognitive:</b> I can begin to order instructions, movements and skills; I can explain why someone is working or performing well; With help, I can recognise similarities and differences in performance. <b>Creative:</b> I can select and link movements together to fit a theme; I can begin to compare my movements and skills with those of others.	<b>Physical:</b> I can perform a sequence of movement with some changes in direction, level or speed; I can perform a range of skills with some control and consistency. <b>Health &amp; Fitness:</b> I can use equipment appropriately and move and land safely; I can say how my body feels before, during and after exercise.	<b>Personal:</b> I try several times if at first I don't succeed; I ask for help when appropriate. <b>Social:</b> I can help, praise and encourage others in their learning.	<b>Cognitive:</b> I can begin to order instructions, movements and skills; I can explain why someone is working or performing well; With help, I can recognise similarities and differences in performance. <b>Creative:</b> I can select and link movements together to fit a theme; I can begin to compare my movements and skills with those of others.	<b>Physical:</b> I can perform a sequence of movement with some changes in direction, level or speed; I can perform a range of skills with some control and consistency. <b>Health &amp; Fitness:</b> I can use equipment appropriately and move and land safely; I can say how my body feels before, during and after exercise.
MUSIC	Hey You (OS)  Nativity	Rhythm in the Way we Walk (OS)  In the Groove (OS)	Summer Sing NSMS  Reflect, Rewind, Replay (OS - Year 1)	Hands, Feet, Heart (OS)  Nativity	I wanna Play in a Band (OS)  Zootime (OS)	Friendship (OS)  Reflect, Rewind, Replay (OS - Year 2)



ASHTON - EYFS & YEAR 1

	Class 1: Year A			Class 1: Year B		
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
<b>Learning Powers &amp; British Values</b>	RESPECT COOPERATION  Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY  Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION  TBC	RESPECT COOPERATION  Democracy The rule of law Mutual respect	INDEPENDENCE CURIOSITY  Individual liberty Tolerance of those with different faiths and beliefs	RESILIENCE REFLECTION  TBC
<b>English</b>	Setting Character Dialogue Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument	Setting Character Dialogue Recount Instructions	Suspense Dialogue Information Explanation	Action Ending Persuasion Balanced Argument
	literal retrieval: multiple choice/straight forward responses  discuss the significance of the title and events			literal retrieval: multiple choice/straight forward responses  discuss the significance of the title and events		
<b>QUALITY TEXTS</b>	Toys from the past. The History of Toys.	David Attenborough	Mary Anning.	In Every House on Every Street. The Great Big Book of Families.	Florence Nightingale	The Queen's Hat. My book about London. King Charles III. The Queen's Hat.
<b>HISTORICAL KEY CONCEPTS</b>	IDENTITY UNIQUENESS TRADITION	GROWTH SIMILARITIES DIFFERENCES ASPIRATION	TYRRANY INVASION POWER	IDENTITY UNIQUENESS TRADITION	NURTURE SIMILARITIES DIFFERENCES ASPIRATION	QUEST SUCCESSION POWER
<b>History</b>	Changes within living memory - related to personal history  <b>Toys across Time</b>	Events beyond living memory, contributing to national achievement  <b>The Arctic/ Antarctica</b>  <b>Charles Darwin</b>	Significant individual, national figure (think about gender equality)  <b>Victorian Seaside Fun</b>  <b>Mary Anning</b>	Changes within living memory  <b>Our Family Tree - personal history</b>	Events beyond living memory, contributing to national achievement  <b>The Man on the Moon</b>  <b>Tim Peake</b>	Significant individual, national figure (think about gender equality)  <b>The Royal Family</b>
<b>Purposeful Outcomes</b>	CLASS DEBATE Q- what type of toys are played with the most?	CREATE A POSTER Q- Why is he so passionate about sharing the stories about our planet?	CLASS DEBATE Q- What challenges did Mary Anning face?	A LEAFLET Q - What makes my family special?	CLASS DEBATE Q- Why was she known as 'Lady of the Lamp'?	A POSTER Q- Why a King next?
<b>Geography</b>	GEOGRAPHY SKILLS AND FIELDWORK:Our Local Area: use basic geographical vocabulary to refer to: □ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	WEATHER: What is Weather? How Does the Weather Affect Us? Weather Forecasting the Weather Weather Dangers (dangerous/adverse weather) in the context of the UK weather. Hot and Cold Weather Weather Our Frozen Planet PLACE KNOWLEDGE: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a	LOCATIONAL KNOWLEDGE: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas GEOGRAPHY SKILLS AND FIELDWORK: Use simple compass directions (North, South, East and West) and locational and directional language	GEOGRAPHY SKILLS AND FIELDWORK:Our Local Area: use basic geographical vocabulary to refer to: □ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	LOCATIONAL KNOWLEDGE: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas GEOGRAPHY SKILLS AND FIELDWORK: Use simple compass directions (North, South, East and West) and locational and directional language	WEATHER: What is Weather? How Does the Weather Affect Us? Weather Forecasting the Weather Weather Dangers (dangerous/adverse weather) in the context of the UK weather. Hot and Cold Weather Weather Our Frozen Planet PLACE KNOWLEDGE: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a
<b>Science</b>	During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking simple questions and recognising that they can be answered in different ways:					
	<b>Y1 Animals, including humans</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  Describe and compare the structure of a variety of common animals  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<b>Y1 Plants</b> Identify and name a variety of common wild and garden plants including deciduous and evergreen trees.  Identify and describe the basic structure of a variety of common flowering plants including trees	<b>Y1 Materials</b> Distinguish between an object and the material from which it is made.  Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.  Describe the simple physical properties of a variety of everyday materials.  Compare and group together a variety of everyday materials on the basis of their simple physical properties.  <b>Y1 Seasonal Changes</b> Observe changes across the four seasons.  Observe and describe weather associated with the seasons and how the day length varies.	<b>Y1 Animals, including humans</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  Describe and compare the structure of a variety of common animals  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<b>Y1 Plants</b> Identify and name a variety of common wild and garden plants including deciduous and evergreen trees.  Identify and describe the basic structure of a variety of common flowering plants including trees	<b>Y1 Materials</b> Distinguish between an object and the material from which it is made.  Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.  Describe the simple physical properties of a variety of everyday materials.  Compare and group together a variety of everyday materials on the basis of their simple physical properties.  <b>Y1 Seasonal Changes</b> Observe changes across the four seasons.  Observe and describe weather associated with the seasons and how the day length varies.
<b>RE</b>	Friendship • name some of their friends; • understand ways in which they can be a good friend. • explain how some of the characters put themselves before their friends; • compare some of the characters from different religious stories of friendship; • make links between religions. • understand why it is important to have good friendships; • retell some religious stories of friendship;	Easter & Surprises understand that Easter is an important time for Christians; • understand that Easter is when Christians think about Jesus's death; • understand what a surprise is; • share a surprise they have had. • explain the meaning of some of the more complex topic vocabulary e.g. resurrection; • consider more abstract ideas related to the unit e.g. life after death; • discuss these abstract ideas with others. understand that Easter Sunday follows Holy Week; • explain why Easter is important to Christians; • share a surprise they have had and how it made them feel; • explain how Easter is celebrated.	Religion & Rituals identify how a ritual is different from a routine; • know that many Muslims pray five times a day and that they move in a special way when praying; • design a prayer mat, understanding that their design should not include drawings of people or animals; • know that puja is a worship ritual for Hindus; • give some examples of how the senses are used during the ritual of puja; • talk about what the bread and wine represent during Holy Communion; • choose key vocabulary to write about Holy Communion; • compare rituals from more than one religion; • work with the support of others to design a ritual.	Gifts & Giving understand that Christians give gifts at Christmas; • understand that Muslims give gifts at Eid al-Fitr; • understand that Eid al-Fitr follows Ramadan. Assessment Statements • name the first gifts which were given to Jesus and explain why they were important; • explain what Zakat is; • explain why gifting gifts is important to Christians at Christmas; • explain why gifting gifts and Zakat is important to Muslims at Eid al-Fitr. ...most children will be able to: • explain how it feels to give a gift; • explain how it feels to receive a gift; • suggest different types of gifts; • explain why Christmas is important to Christians; • explain why Eid al-Fitr is important to Muslims	Places of Worship talk about a place that is special to them; • understand what worship is; • name some places of worship; • know that a place of worship is a special place for religious believers; • know at least one important thing that Jews believe; • name some important parts of, and objects in, a Jewish synagogue; • know at least one important thing Hindus believe; • name some important parts of a Hindu mandir; • talk about examples of Hindu art; • create their own artwork inspired by Hindu art; • know at least one important thing that Christians believe; • name some important parts of a Christian church; • place objects within a church plan and know that the	Caring for Others suggest ways in which they can look after other people; • suggest ways in which they can be kind to other people; • listen to faith stories; • understand that different religions have different ways of showing they care for other people. • explain why people sometimes make sacrifices; • explain how the actions of others can make other people feel; • explore faith stories from different perspectives; • explain how different religions show they care for other people. • explain why it is important to care for others; • explain what would happen if people didn't care for one another; • explain simple messages from faith
<b>Computing</b>	Online Safety  Connecting systems and networks Technology around us Recognising technology in school and using it responsibly (Paintz app)/Creating Media  Digital painting Choosing appropriate tools in a program to create art and making comparisons with working non-digitally (Microsoft Paint or similar)	Online Safety  Programming Block A Moving a robot Creating and debugging programs and using logical reasoning to make predictions. (Bee-bot, Blue-bot)  Data and information Grouping data Using labels to put objects into groups, and labelling these groups.	Online Safety  Creating Media Digital writing Using a computer to create and format text, before comparing to writing non-digitally. (Google Docs or Microsoft Word)  Programming Block B Programming animations Designing and programming the movement of a character on screen to tell stories. (Scratch Jnr)	Online Safety  Connecting systems and networks Information technology around us Identifying IT and how its responsible use improves our world in school and beyond. (Google Slides/ PowerPoint)  Creating Media Digital photography Using different devices to capture photographs, editing, and improving photos.	Online Safety  Programming Block A Robot algorithms Creating and debugging programs and using logical reasoning to make predictions. (Bee-bot, Blue-bot)  Data and information Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer. (2data pictogram)	Online Safety  Creating Media Digital music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition. (Chrome Music Lab)/Programming Block B  Programming quizzes Sequence of commands, use and modify devices to create own quiz questions. (Scratch Jnr)
<b>PSHE / RSE</b>	<b>Being Me in My World</b> To understand the rights and responsibilities I have as a member of the class. To know my views are valued and know how I can contribute to the learning charter. To understand choices and consequences. <b>Celebrating Differences</b> To identify similarities and differences between people in the class. To know what bullying is and know who to talk to if affected by bullying. To know how to make new friends.	<b>Dreams and Goals</b> Set simple goals and work out how to achieve them. To know how it feels to overcome obstacles and know how it feels to succeed. <b>Healthy Me</b> To know how to keep myself healthy and understand healthier lifestyle choices. To know how to keep safe around medicines/household items.	<b>Relationships</b> To talk about belonging to family. Understand how to make friends and know how to be a good friend to others. To be able to talk about special relationships. <b>Changing Me</b> To learn about lifecycles of humans and animals. Talk about changes in my life so far. To understand the differences between male and female. Link growing to learning. Talk about change and how to cope with change.	<b>Being Me in My World</b> To understand the rights and responsibilities I have as a member of the class. To know my views are valued and know how I can contribute to the learning charter. To understand choices and consequences. <b>Celebrating Differences</b> To identify similarities and differences between people in the class. To know what bullying is and know who to talk to if affected by bullying. To know how to make new friends.	<b>Dreams and Goals</b> Set simple goals and work out how to achieve them. To know how it feels to overcome obstacles and know how it feels to succeed. <b>Healthy Me</b> To know how to keep myself healthy and understand healthier lifestyle choices. To know how to keep safe around medicines/household items.	<b>Relationships</b> To talk about belonging to family. Understand how to make friends and know how to be a good friend to others. To be able to talk about special relationships. <b>Changing Me</b> To learn about lifecycles of humans and animals. Talk about changes in my life so far. To understand the differences between male and female. Link growing to learning. Talk about change and how to cope with change.
<b>ART</b>	<b>DRAWING/PAINTING</b> To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. Children can: • draw lines of varying thickness; • use dots and lines to demonstrate pattern and texture; To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can: • name the primary and secondary colours; • experiment with different brushes (including brushstrokes) and other painting tools; • mix primary colours to make secondary colours. <b>ARTIST: PAUL KLEE/ANDY WARHOLE</b>	<b>COLLAGE</b> To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space. Children can: Use a combination of materials that have been cut, torn and glued; Sort and arrange materials; <b>ARTISTS: ERIC CARLE/HENRI MATISSE</b>	<b>SCULPTURE</b> To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can: • use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • use a variety of techniques, e.g. rolling, cutting, pinching. To become proficient in other art, craft and design techniques – textiles. To develop a wide range of art and design techniques in using colour, pattern and texture. Children can: • show pattern by weaving; • use a dyeing technique to alter a textile's colour and pattern; To become proficient in other art, craft and design techniques – printing <b>ARTIST: BARBARA</b>	<b>COLLAGE</b> To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space. Children can: Use a combination of materials that have been cut, torn and glued; Sort and arrange materials; <b>ARTISTS: PICASSO</b>	<b>PRINTING</b> To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture. Children can: Copy an original print; Use a variety of materials, e.g. sponges, fruit, blocks. <b>ARTIST: WILLIAM MORRIS/LAURA ASHLEY</b>	<b>DRAWING/PAINTING</b> To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. Children can: • draw lines of varying thickness; • use dots and lines to demonstrate pattern and texture; To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can: • name the primary and secondary colours; • experiment with different brushes (including brushstrokes) and other painting tools; • mix primary colours to make secondary colours. <b>ARTIST: VAN GOGH/MONET</b>
<b>DT</b>	<b>NUTRITION</b> (Gingerbread Men)  • Use the basic principles of a healthy and varied diet to prepare dishes; Understand where food comes from.	<b>MECHANISMS</b> Pop-up Card  Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. Artist - <b>Julian Wehr</b>	<b>CONSTRUCTION</b> The Great Wave - diorama  Select from and use a wide range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. Select from and use a wide range of materials and components, including construction materials, according to their functional properties and aesthetic	<b>CONSTRUCTION</b> (Xmas decoration)  Select from and use a wide range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. Select from and use a wide range of materials and components, including construction materials, according to their functional properties and aesthetic	<b>MECHANISMS</b> 3Flying (dragon lever)  They explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. Artist - <b>Gustavo Cabral</b>	<b>NUTRITION</b> (Healthy Picnic)  Use the basic principles of a healthy and varied diet to prepare dishes; Understand where food comes from.
<b>PE</b>	<b>Personal:</b> I can work on simple tasks by myself. I can follow instructions and practice safely. <b>Social:</b> I can work sensibly with others when taking turns and sharing.	<b>Cognitive:</b> I can name some things I am good at. I can understand and follow simple rules. <b>Creative:</b> I can explore and describe different movements.	<b>Physical:</b> I can perform a small range of skills and link two movements together. I can perform a single skill with some control. <b>Health &amp; Fitness:</b> I am aware why exercise and fitness is important for good health.	<b>Personal:</b> I can work on simple tasks by myself. I can follow instructions and practice safely. <b>Social:</b> I can work sensibly with others when taking turns and sharing.	<b>Cognitive:</b> I can name some things I am good at. I can understand and follow simple rules. <b>Creative:</b> I can explore and describe different movements.	<b>Physical:</b> I can perform a small range of skills and link two movements together. I can perform a single skill with some control. <b>Health &amp; Fitness:</b> I am aware why exercise and fitness is important for good health.
<b>MUSIC</b>	*All About Me *Journeys & Adventures Nativity	*Out & About *Growth	*Habitats *Out of this World (Space)	*Me (OS) *My Stories (OS) Nativity	*Everyone (OS) *Our World (OS)	*Big Bear Funk (OS) *Reflect, Rewind, Replay (OS)