

Curriculum 2021 - 2022

YEAR ONE	Homes	Celebrations	Toys	Magic Gardens	Dinosaurs	Seaside
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
Maths Year 1	<p><b>Number</b> (Place value, read, write and recognise numbers to within/to 10 and 20, counting in 2s, 5s and 10s)  <b>Calculations</b> (Addition and subtraction)  <b>Geometry</b> (2D/3D shapes)</p>		<p><b>Calculations</b> (Addition and subtraction)  <b>Number</b> (Place value, read, write and recognise numbers to within/to 50, counting in 2s, 5s and 10s)  <b>Measurement</b> (Length, weight, capacity)</p>		<p><b>Calculations</b> (Multiplication and division)  <b>Fractions</b> (Halves and quarters)  <b>Geometry</b> (Position and Direction)  <b>Number</b> (Place Value within 100)  <b>Money</b>  <b>Measurement</b> (Time)  <b>Data Handling</b></p>	
English Year 1	<p><b>Genre: Narrative Fiction with predictable phrasing - Traditional Tales &amp; Fairy tales</b>  Text: The Three Little Pigs (The Three Little Superpigs)  Writing outcomes: Storyboard, labels, simple sentences, posters, captions, speech bubbles  <b>Genre: Narrative Fiction with predictable phrasing - Traditional Tale</b>  Text: Goldilocks and the Three Bears (also one by Lauren Child)  Writing outcome: Storyboard, labels, simple sentences, posters, captions, speech bubbles, letter  <b>Genre: Narrative Fiction with predictable phrasing – Traditional Tale</b>  Text: Little Red Riding Hood  Writing outcome: Storyboard, recount, labels, simple sentences, posters, captions, speech bubbles  <b>Genre: Narrative Fiction</b>  Text: Handa’s Surprise  Writing outcome: Storyboard, simple narrative, captions, labels</p>	<p><b>Genre: Narrative Fiction and Poetry – Contemporary reflecting on children’s own experience with predictable phrasing and diverse</b>  Text: So Much (theme - birthdays)  Writing outcome: Speech bubbles, captions, simple sentences, invitations, recounts on personal experience, thank you card to a family member (Aunt/Uncle), poems  <b>Text: Narrative Fiction and Poetry - diversity (cultural and gender)</b>  Julian Wants to be a Mermaid - (Lit tree) Theme - carnivals  Writing outcome: instructions, letter, simple sentences, poetry writing  <b>Genre - Narrative Fiction</b>  Text: The Snowman’s Journey and Video  Writing outcome: Storyboard, retelling, lists, cards, letters</p>	<p><b>Genre: Narrative Fiction - Contemporary fiction reflecting children’s own experience</b>  Text: Naughty Bus (lit tree)  Writing outcome: Information writing, recounts, letters, diaries, storyboards  <b>Genre: Fiction</b>  Text: Dogger, Dogger’s Christmas  Writing outcome: personal experience recounts, labels, poster, letter – write in role  <b>Genre: Narrative Fiction and Information books and Teddy Bear Rhymes (teddy bear turn around, round and round the garden)</b>  Text: Old Bear and information???  Writing outcome: character descriptions, letter, write in role</p>	<p><b>Genre: Narrative Fiction - Fairytale</b>  Text: Jack and the Beanstalk, Jack and the Jelly Beanstalk  Writing outcome: storyboard, retelling, write in role  <b>Genre: Poetry</b>  Text: Superworm  Writing outcome: poetry  <b>Genre: Non-Fiction Text (linked to a story)</b>  <b>Text:</b> The Odd Egg- Emily Gravett (links to Spring etc-egg hatching) (Literacy tree planning)  Writing outcome: information writing</p>	<p><b>Genre: Poetry</b>  Texts: Dinosaurs Galore  Writing outcome: reciting poems, creating own poems  <b>Genre: Narrative Fiction</b>  Text: The Cave Baby – Julia D (lit tree)  Writing outcome: labels, captions, informal letters, retelling  <b>Genre: Narrative Fiction</b>  Text: Harry and the Bucketful of Dinosaurs collection of stories  Writing outcome: letters, storyboard, invitations, blurb, mini-book (own Harry adventure)</p>	<p><b>Genre: Recounts</b>  Text: Lucy and Tom at the Seaside, The beach, The Snail and the Whale  Writing outcome: postcard, write in role, retelling  <b>Genre: Narrative Fiction</b>  Text: The Night Pirates (gender)  Writing outcome: Information texts about pirates, character descriptions of their own night pirate.  <b>Genre: Narrative Fiction</b>  Text: The Lighthouse Keeper’s Lunch and other Lighthouse books  Writing outcome: Instructions, labels, captions/diary</p>
Science Year 1	<p><b>Chemistry</b>  <b>Topic: Everyday materials</b></p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Ask questions about everyday materials</li> <li>Answer questions about everyday materials (their own or adult directed)</li> </ul>		<p><b>Biology</b>  <b>Topic: Plants</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees (roots, stem / trunk, leaves and flowers).</li> <li>Observe and describe how seeds and bulbs grow into mature plants.</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Observe closely, using magnifying glasses.</li> <li>Compare and contrast familiar plants they have learned about</li> <li>Describe how they are able to identify plants.</li> <li>Group plants and begin to explain their grouping.</li> </ul>		<p><b>Biology</b>  <b>Topic: Animals including humans</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, mammals and invertebrates - including pets).</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><b>Working scientifically objectives:</b></p>	

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	<ul style="list-style-type: none"> <li>Perform simple tests to explore questions eg. 'What is the best material for an umbrella?... for lining a dogs basket? ... For curtains? ... for a bookshelf? ... for a gymnasts leotard?</li> <li>Use their observations and ideas to suggest answers to questions.</li> <li>Record simple data</li> <li>Observe closely how different materials behave</li> <li>Identify different materials</li> <li>Group different materials</li> </ul> <p><b>Physics</b> <b>Seasonal changes (focus on Autumn to Winter)</b></p> <ul style="list-style-type: none"> <li>Observe and describe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> </ul> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>Make simple tables or charts about the weather</li> <li>Use simple equipment to gather data on the weather - rain gauge, wall thermometer.</li> <li>Observe what happens in the world around them as the seasons change, including day length.</li> <li>Answer simple questions about the seasons by exploring the world around them and using their own ideas and observations.</li> <li>Begin to ask simple questions about the changing seasons in the world around them eg. What happens to hedgehogs during the winter?</li> </ul>	<ul style="list-style-type: none"> <li>Draw a diagram of a plant/tree and label basic parts- trunk, branches, leaves, blossom, fruit; stem, roots, leaves, petals, bulb, seed.</li> <li>Keep records to show how plants have changed over time (growing plants)</li> </ul> <p><b>Physics</b> <b>Seasonal change (Spring and weather patterns- to link to Geography)</b></p> <ul style="list-style-type: none"> <li>Observe and describe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>Make simple tables or charts about the weather</li> <li>Use simple equipment to gather data on the weather - rain gauge, wall thermometer.</li> <li>Observe what happens in the world around them as the seasons change, including day length.</li> <li>Answer simple questions about the seasons by exploring the world around them and using their own ideas and observations.</li> <li>Begin to ask simple questions about the changing seasons in the world around them eg. What happens to hedgehogs during the winter?</li> </ul>	<ul style="list-style-type: none"> <li>Observe animals first hand in their local environment and through videos or photographs.</li> <li>Compare and contrast familiar animals</li> <li>Describe how they identify animals</li> <li>Group animals and begin to say how they have grouped them.</li> <li>Use their sense to compare different textures, sounds and smells</li> <li>Begin to ask simple questions about animals in their habitat (local environment)</li> <li>Explore and answer questions (given to them or asked themselves) about animals in their habitat</li> </ul> <p><b>Physics</b> <b>Seasonal changes (Spring to Summer)</b></p> <ul style="list-style-type: none"> <li>Observe and describe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>Working scientifically:</b></p> <ul style="list-style-type: none"> <li>Make simple tables or charts about the weather</li> <li>Use simple equipment to gather data on the weather - rain gauge, wall thermometer.</li> <li>Observe what happens in the world around them as the seasons change, including day length.</li> <li>Answer simple questions about the seasons by exploring the world around them and using their own ideas and observations.</li> <li>Begin to ask simple questions about the changing seasons in the world around them eg. What happens to hedgehogs during the winter?</li> </ul>			
History/ Geography Year 1	<p><b>Geography (local)</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</li> <li>Use basic geographical vocabulary to refer to human features: city, town, village, farm, house and physical features: forest, hill, mountain, valley.</li> <li>Use simple compass directions (North, South, East, West) and locational and directional language (for example near and far, left and right) to describe the location of features and routes on a map.</li> </ul>	<p><b>History: Celebrations (Gunpowder / War and Remembrance)</b></p> <p><b>A study of events beyond living memory including significant individuals who have contributed to national and international achievements.</b> <u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>Place known events and objects in chronological order. <ul style="list-style-type: none"> <li>Use dates where appropriate</li> </ul> </li> <li>Use common words and phrases relating to the passing of time such as: <ul style="list-style-type: none"> <li>a long time ago, recently, when my parents / carers were children, years, decades and centuries</li> </ul> </li> </ul> <p><u>Historical Enquiry</u></p>	<p><b>History</b></p> <p><b>Recognising changes within living memory.</b> <u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>Sequence events and recount changes within living memory</li> <li>Use common words and phrases relating to the passing of time such as: <ul style="list-style-type: none"> <li>a long time ago, recently, when my parents / carers were children, years, decades and centuries</li> </ul> </li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>Sort artefacts from then and now.</li> <li>Describe some simple similarities and differences between artefacts.</li> <li>Find answers to some simple questions about the past from simple sources of information.</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</li> </ul>	<p><b>History</b></p> <p><b>A study of events beyond living memory.</b> <u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>Place known events and objects in chronological order. <ul style="list-style-type: none"> <li>Use dates where appropriate</li> </ul> </li> <li>Use common words and phrases relating to the passing of time such as: <ul style="list-style-type: none"> <li>a long time ago, recently, when my parents / carers were children, years, decades and centuries</li> </ul> </li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>Ask and answer relevant basic questions about the past. <ul style="list-style-type: none"> <li>What was it like? What happened? How long ago?</li> </ul> </li> </ul> <p><u>Historical Interpretation</u></p>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country (Caribbean Island: Hawaii – Moana).</li> <li>Use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, sea, ocean and human features: port, harbour.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols on a map.</li> </ul>

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		<ul style="list-style-type: none"> <li>Ask and answer relevant basic questions about the past.</li> <li>What was it like for people? What happened? How long ago?</li> <li>Find answers to some simple questions about the past from simple sources of information.</li> <li>Pictures, stories, artefacts to find out about the past</li> </ul> <p><u>Historical Interpretation</u></p> <ul style="list-style-type: none"> <li>Relate his/her own account of an event and understand that others may give a different version.</li> </ul> <p><u>Organisation and Communication</u></p> <ul style="list-style-type: none"> <li>Talk, draw or write about aspects of the past.</li> </ul> <p><u>Understanding of events</u></p> <ul style="list-style-type: none"> <li>Understand key features of events.</li> <li>significant people from the past, reasons why people in the past acted as they did</li> </ul>	<ul style="list-style-type: none"> <li>Pictures, stories, artefacts to find out about the past</li> </ul> <p><u>Organisation and Communication</u></p> <ul style="list-style-type: none"> <li>Talk, draw or write about aspects of the past.</li> </ul> <p><u>Understanding of events</u></p> <ul style="list-style-type: none"> <li>Identify some similarities and differences between ways of life in different periods.</li> </ul>		<ul style="list-style-type: none"> <li>Relate his/her own account of an event and understand that others may give a different version.</li> </ul> <p><u>Understanding of events</u></p> <ul style="list-style-type: none"> <li>Understand key features of events.</li> <li>significant people from the past, including Mary Anning (fossils).</li> <li>Why the dinosaurs became extinct</li> </ul> <p><b>Trip - Sedgewick Museum?</b></p>	<ul style="list-style-type: none"> <li>Use geographical vocabulary: sea, ocean, river etc.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>Recognise that there are reasons why people in the past acted as they did</li> </ul>
Art& DT Year 1	<p><b>Art</b> <b>Landscape and Cityscape Art</b> <b>Skill: drawing</b> <b>Stephen Wiltshire b: 1974 (C)</b> <b>Joan Miro 1893 – 1983 (M)</b> <b>Leonardo Da Vinci 1452-1519 (T)</b></p> <ul style="list-style-type: none"> <li>Look at and describe the drawings and paintings of landscapes and cityscapes by well-known artists including Stephen Wiltshire, Van Gogh.</li> <li>Talk about how they have used pencil to create light and shade.</li> <li>Look at the different pencil strokes and experiment in sketch books using pencils and pens to make different marks.</li> <li>Make lines of different thicknesses and control pressure to make light and dark marks.</li> <li>Show pattern and texture by adding dots and lines.</li> </ul>	<p><b>DT – Textiles:</b> <b>Delightful Decoration</b> <i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>explore objects and designs to identify likes and dislikes of the designs</li> </ul> <p><i>Design:</i></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><i>Make:</i></p> <ul style="list-style-type: none"> <li>cut textiles safely and accurately.</li> </ul>	<p><b>DT - Mechanics: Moving Pictures (Spinners)</b> <i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>explore how products have been created</li> <li>explore objects and designs to identify likes and dislikes of the designs</li> </ul> <p><i>Design:</i></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><i>Make:</i></p>	<p><b>DT - Food &amp; Nutrition: Salads.</b> <i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>explore how products have been created</li> <li>explore objects and designs to identify likes and dislikes of the designs</li> </ul> <p><i>Design:</i></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate ideas through talking, drawing, templates / recipes</li> <li>understand where food comes from</li> </ul> <p><i>Make:</i></p> <ul style="list-style-type: none"> <li>cut, peel or grate ingredients safely and hygienically</li> </ul>	<p><b>Art – Dinosaur sculptures / Fossils</b> <b>Skill: Clay sculpture</b> <b>Henry Moore 1898-1986 (M)</b> <b>Antony Gormley b: 1950 (C)</b> <b>The Terracotta Army 210BC (T)</b></p> <ul style="list-style-type: none"> <li>Make dinosaur sculptures / bones / fossils using clay.</li> <li>Look at sculptures by famous artists – Henry Moore (The Henry Moore Foundation).</li> <li>Look at the moulded shapes and the lack of join lines.</li> <li>Look at clay that has patterns and texture added.</li> <li>Use techniques such as rolling, pinching, coiling, cutting and joining and use equipment (clay tools, rolling pins) in the correct and safe way.</li> <li>Be able to shape and form from observation or imagination.</li> </ul>	<p><b>Art – Seaside collage</b> <b>Skill: Collage</b> <b>Winifred Nicholson 1893-1981,</b> <b>Joan Miro 1893-1983 (M)</b> <b>Bri Lamkin (C)</b> <b>Mary Delany 1700-1788 (T)</b></p> <ul style="list-style-type: none"> <li>Look at and discuss various collages by artists.</li> <li>Look at Winifred Nicholson's use of colour in her seaside paintings.</li> <li>Joan Miro painted and printed onto fabrics and added texture.</li> <li>Use a combination of drawing, paint and materials that are cut, torn and glued to make a seaside scene.</li> <li>Sort and arrange materials.</li> <li>Plan the background first thinking about shades of colours and appropriate materials to use.</li> <li>Experiment in sketch book / resource book.</li> </ul>

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	<ul style="list-style-type: none"> <li>Use pastels and charcoal to blend and smudge.</li> <li>Show different tones using coloured pencils.</li> <li>Work on a variety of papers (sugar, newsprint, cartridge, card) and different sized paper.</li> <li>Draw from observation and imagination.</li> <li>Use some of the ideas of artists studies to create own cityscape piece.</li> </ul>	<ul style="list-style-type: none"> <li>shape textiles using templates.</li> <li>join textiles using running stitch.</li> <li>colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</li> <li>select and use a range of materials, including textiles, according to their characteristics</li> <li>refine the design as work progresses</li> </ul> <p><i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>evaluate ideas and products against design criteria</li> <li>suggest improvements to the existing designs</li> </ul>	<ul style="list-style-type: none"> <li>cut materials safely and accurately</li> <li>demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)</li> <li>demonstrate a range of joining techniques e.g. gluing, hinges or combining materials to strengthen.</li> <li>create products using levers, wheels and winding mechanisms</li> <li>refine the design as work progresses</li> </ul> <p><i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>evaluate ideas and products against design criteria</li> <li>suggest improvements to the existing designs</li> </ul>	<ul style="list-style-type: none"> <li>measure or weigh using measuring cups or electronic scales</li> <li>assemble or cook ingredients</li> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>follow / adapt a basic recipe</li> <li>refine the design as work progresses</li> </ul> <p><i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>evaluate ideas and products against design criteria</li> <li>suggest improvements to the existing designs</li> </ul>	<ul style="list-style-type: none"> <li>Show how to join clay and how to make and use slip.</li> <li>Show how to smooth clay.</li> <li>Make dinosaur sculptures, fossils by impressing patterns in to clay and look at and evaluate each other's work.</li> </ul>	<ul style="list-style-type: none"> <li>Think about things that relate to the seaside (shells, sand etc).</li> <li>Add detail with paint or pens</li> <li>Mix materials to create texture.</li> </ul>
Computing Year 1	<p><b>Unit 1.1 Online Safety &amp; Exploring Purple Mash</b> Weeks – 4 Programs – Various</p> <p><b>Unit 1.2 Grouping &amp; Sorting</b> Weeks – 2 Programs – 2DIY</p>	<p><b>Unit 1.3 Pictograms</b> Weeks – 3 Programs – 2Count</p> <p><b>Unit 1.4 Lego Builders</b> Weeks – 3 Programs – 2DIY</p>	<p><b>Unit 1.5 Maze Explorers</b> Weeks – 3 Programs – 2Go</p>	<p><b>Unit 1.6 Animated Story Books</b> Weeks – 5 Programs – 2Create A Story</p>	<p><b>Unit 1.7 Coding</b> Weeks – 6 Programs – 2Code</p>	<p><b>Unit 1.8 Spreadsheets</b> Weeks – 3 Programs – 2Calculate</p> <p><b>Unit 1.9 Technology Outside of School</b> Weeks – 2 Programs – Various</p>
PSHE Year 1	<p><b>Belonging (MMR4)</b></p> <ul style="list-style-type: none"> <li>Understand about behaviour that helps make the classroom a safe and happy place to learn.</li> <li>Understand the agreed ground rules.</li> <li>Be able to name the other children in their class and to take part in relationship building activities.</li> <li>Be able to describe some emotions that someone new to the school might feel, and have some ideas of ways to help someone new to feel welcome.</li> <li>Be able to identify people in their Safety Circle who can help them if they are worried or need support, and know how to ask for help.</li> </ul>	<p><b>Family and friends (MMR6)</b> <b>Anti-Bullying (MMR7)</b></p> <ul style="list-style-type: none"> <li>Be able to describe some of the qualities of friendship and to demonstrate skills in making friends.</li> <li>Develop some strategies for coping when they have friendship problems.</li> <li>Understand that friendships change.</li> <li>Recognise some similarities and differences between them and other children, and understand that difference is positive.</li> <li>Understand that there are different family patterns.</li> <li>Be able to describe what is special about their own family and its members, and about other people they know.</li> </ul>	<p><b>Personal safety (HSL9)</b></p> <ul style="list-style-type: none"> <li>Be able to contribute to discussions about personal safety and take an active part in class activities.</li> <li>Be able to identify people at home, at school and in other contexts of their lives to include in their Safety Circle and who they can go to if they have a worry, or a 'no' or 'I'm not sure' feeling.</li> <li>Be able to identify safer places to work and play and know what to do if they get lost.</li> <li>Be able to identify the difference between good and bad secrets as well as 'yes' and 'no' touches, understanding that they are able to say 'no' and tell</li> </ul>	<p><b>Healthy lifestyles (HSL7) (HSL6)</b></p> <ul style="list-style-type: none"> <li>Be able to give examples of how to be healthy and to reflect on their own lifestyles and choices, physically and emotionally.</li> <li>Be able to explain why healthy eating and physical activity are both important and what the changes and benefits are of exercising and eating healthily are.</li> <li>Understand that food can be divided into different groups.</li> <li>To develop familiarity with the names of the main external parts of the body.</li> <li>To develop respect for their bodies and themselves.</li> <li>To consider simple hygiene practices and their levels of responsibility for carrying these out.</li> </ul>	<p><b>Me and My Emotions (MMR5)</b></p> <ul style="list-style-type: none"> <li>Be able to describe how they are feeling, including how strong that feeling is.</li> <li>Be able to recognise feelings in others.</li> <li>Have developed some strategies to deal with their own strong emotions, including calming and relaxing themselves.</li> <li>Know that there is a link between thoughts, feelings and behaviour.</li> <li>Begin to understand that how they feel can affect how they approach and tackle tasks, including learning, and have some strategies for regaining a positive frame of mind.</li> <li>Have developed some understanding of the difference between behaviour</li> </ul>	<p><b>Working together (CIT3)</b></p> <ul style="list-style-type: none"> <li>Be able to name some of their own strengths and skills.</li> <li>Be able to identify a new skill to develop.</li> <li>Understand and practise listening skills, take turns and make clear explanations.</li> <li>Understand and practise group work skills, including discussion, negotiation and co-operation.</li> <li>Be aware of how their strengths and skills can be useful in a group.</li> <li>Be able to evaluate a group work task.</li> </ul>

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	<ul style="list-style-type: none"> <li>Be able to show some simple strategies for helping others.</li> </ul>	<ul style="list-style-type: none"> <li>Know who they can talk to if they need help and how to ask for it.</li> <li>To understand what bullying behaviour looks like including physical, verbal and simple indirect forms of bullying.</li> <li>To explore simple reasons for why bullying happens, which includes exploring how bullying occurs when people do not respect and value diversity and difference.</li> <li>To consider the feelings of and emotional impact on those children who are bullied, those that witness bullying and those who bully others.</li> <li>To consider strategies for keeping themselves safe from bullying and strategies for responding to bullying when it occurs.</li> </ul>	<p>someone on their Safety Circle.</p>	<ul style="list-style-type: none"> <li>The main themes of this unit are 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'.</li> </ul>	<p>which is impulsive and that which is thought through.</p> <ul style="list-style-type: none"> <li>Be able, with support, to use a simple problem solving process and have some strategies to calm themselves down to be ready to solve a problem.</li> <li>Know what it feels and looks like to be assertive.</li> </ul>	
RE Year 1	<p><b>Celebrations Why is Christmas important to Christians?</b> Plan Bee- why give gifts at Christmas?</p> <p>AT1:3 Show how different people celebrate aspects of religion AT2:3 Ask or respond to questions about what individuals and faith communities do AT1:1: Begin to name the different beliefs and practices of Christianity and at least one other religion AT2:4 Express their own ideas, opinions and talk about their work creatively using a range of different media.</p>	<p><b>Wonderful World- multi faith beliefs on creation</b> Plan Bee – Wonderful World</p> <p>AT2:1 Begin to talk about and find meaning behind different beliefs and practices AT2:3 Ask or respond to questions about what individuals and faith communities do AT1:1 Begin to name the different beliefs and practices of Christianity and at least one other religion AT2:2 Suggest meanings of some religious and moral stories.</p>	<p><b>Easter and Surprises</b> Twinkl</p> <p>AT1:3 Show how different people celebrate aspects of religion AT2:3 Ask or respond to questions about what individuals and faith communities do AT1:1: Begin to name the different beliefs and practices of Christianity and at least one other religion AT2:4 Express their own ideas, opinions and talk about their work creatively using a range of different media.</p>	<p><b>Religion and rituals</b> Twinkl</p> <p>AT1:1 Begin to name the different beliefs and practices of Christianity and at least one other religion AT2:1 Begin to talk about and find meanings behind different beliefs and practices. AT1:3 Show how different people show aspects of religion. AT2:3 Either ask or respond to questions about what individuals and faith communities do.</p>	<p><b>Friendship – multi faith 'approach' to friendship.</b> Twinkl- Friendship</p> <p>AT1 :2 To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity. AT2:2 Begin to suggest meanings of some religious and moral stories</p>	
Music Express Year 1	<p><b>Ourselves</b> <b>Theme: Number</b></p> <ul style="list-style-type: none"> <li>Explore and control long and short sounds using their voice.</li> <li>Follow instructions on how and when to sing.</li> <li>Make high and low sounds using their voice.</li> </ul>	<p><b>Animals</b> <b>Theme: Weather</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of pitch.</li> <li>Imitate changes of pitch.</li> <li>Explore and control dynamics (volume), duration and timbre.</li> </ul>	<p><b>Machines</b> <b>Theme: Seasons</b></p> <ul style="list-style-type: none"> <li>Follow symbols to create musical patterns – counting and reading scores.</li> <li>Create own symbols to create a musical pattern using voices, percussion and body percussion.</li> </ul>	<p><b>Our School</b> <b>Theme: Pattern</b></p> <ul style="list-style-type: none"> <li>Play contrasts of high and low pitches on a range of percussion.</li> <li>Play a steady beat on a range of percussion.</li> <li>Follow instructions on how and when to play their percussion -</li> </ul>	<p><b>Story time</b> <b>Theme: Our bodies</b></p> <ul style="list-style-type: none"> <li>Explore a sense of beat through body percussion (clapping, tapping).</li> <li>Explore rhythm patterns using body percussion (clapping, tapping).</li> <li>Create own symbols to create</li> </ul>	<p><b>Travel</b> <b>Theme: Water</b></p> <ul style="list-style-type: none"> <li>Follow instructions on how and when to play an instrument.</li> <li>Create a mixture of different sounds.</li> <li>Choose sounds to create an effect.</li> </ul>

YEAR ONE	Homes	Celebrations	Toys	Magic Gardens	Dinosaurs	Seaside
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	<ul style="list-style-type: none"> <li>• Create a sequence of sounds with their voice.</li> <li>• Listen to historical music and composers to identify beat, rhythm, dynamics, pitch, tempo, timbre, crescendo, glissando, diminuendo and metre.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to historical music and composers to identify beat, rhythm, dynamics, pitch, tempo, timbre, crescendo, glissando, diminuendo and metre.</li> </ul>	<ul style="list-style-type: none"> <li>• Create short rhythmical pieces.</li> <li>• Create a mixture of different sounds. Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch.</li> <li>• Use symbols to represent composition and use them to help with a performance.</li> <li>• Listen to historical music and composers to identify beat, rhythm, dynamics, pitch, tempo, timbre, crescendo, glissando, diminuendo and metre.</li> </ul>	<p>fast/slow loud/quiet.</p> <ul style="list-style-type: none"> <li>• Play rhythm patterns on a range of percussion.</li> <li>• Create a mixture of different sounds.</li> <li>• Explore ways to play percussion – tap / scrape.</li> <li>• Listen to historical music and composers to identify beat, rhythm, dynamics, pitch, tempo, timbre, crescendo, glissando, diminuendo and metre.</li> </ul>	<p>a musical pattern using voices, percussion and body percussion.</p> <ul style="list-style-type: none"> <li>• Develop the idea of a performance through using voices, movement and percussion.</li> <li>• Listen to historical music and composers to identify beat, rhythm, dynamics, pitch, tempo, timbre, crescendo, glissando, diminuendo and metre.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore changes of pitch.</li> <li>• Use symbols to represent composition.</li> <li>• Listen to historical music and composers to identify beat, rhythm, dynamics, pitch, tempo, timbre, crescendo, glissando, diminuendo and metre.</li> </ul>
PE Year 1	<p><b>Indoor –</b> <b>Vanessa Dance: Modern Theatre Dance</b></p> <p><b>Outdoor –</b> <b>Fundamental skills unit 1</b></p>	<p><b>Indoor –</b> <b>Vanessa Dance: Street Dance</b></p> <p><b>Outdoor –</b> <b>Fundamental skills unit 1</b></p>	<p><b>Indoor –</b> <b>Gymnastics</b> <b>Apparatus: Climbing, confidence, strength &amp; balance.</b> <b>Introduce shapes (straight, star, tuck, straddle, pike)</b></p> <p><b>Outdoor –</b> <b>Fundamental skills unit 2</b></p>	<p><b>Indoor –</b> <b>Gymnastics</b> <b>Apparatus: Climbing, confidence, strength &amp; balance.</b> <b>Introduce shapes (straight, star, tuck, straddle, pike)</b></p> <p><b>Outdoor –</b> <b>Multi skills throwing and catching</b></p>	<p><b>Indoor -</b> <b>Dance: Scottish Country Dancing</b></p> <p><b>Outdoor –</b> <b>Athletics</b></p>	<p><b>Outdoor -</b> <b>Swimming</b> <b>May possibly be swimming all of summer term</b></p>

YEAR 2	All about me	Famous people	Travel and transport	Wonderful world	Kenya	Kings and Queens
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
Maths Year 2	<p><b>Number</b> Place value, read, write &amp; partition numbers, partition and compare numbers, represent numbers in different ways, number problems using number facts &amp; place value.</p> <p><b>Geometry</b> Position and direction</p> <p><b>Number facts to 20</b> Deriving related facts and addition and subtraction using concrete objects.</p> <p><b>Addition and subtraction</b> Number facts and derive others, methods for addition, methods for subtraction, inverse, problem solving and assessment</p> <p><b>Statistics</b> Create and interpret tally charts, pictograms, block graphs and tables</p> <p><b>Problem Solving</b></p>		<p><b>Measure</b> Money: recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value and find different combinations of coins that equal the same amounts of money</p> <p><b>Calculations</b> Multiplication tables facts and related division facts, representing multiplication and division in different ways, multiplication and division word problems and assessment.</p> <p><b>Fractions</b> Recognise, find, name and write fractions of shapes and objects, recognise equivalence.</p> <p><b>Measure</b> Length, weight and capacity: standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit</p> <p><b>Time:</b> tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p><b>Shape</b> 2D: Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line 3D: Identify and describe the properties of 3D shapes, compare and sort common 3D shapes</p> <p><b>Recap Number</b> - Place value, addition and subtraction, multiplication and division</p>		<p><b>Calculations</b> Addition and subtraction, multiplication and division</p> <p><b>Recap</b> fractions, measure, money, shape and statistics</p> <p><b>Times Tables</b> (x2, x5, x10) including problem solving</p> <p><b>Fractions</b> Making links – measure, shape, number</p> <p><b>Measure</b> Including converting between units</p> <p><b>Problem solving</b> Involving different operations</p> <p>SATS tests</p>	
English Year 2	<p><b>Genre: Non-fiction: Report</b> <b>Text: Ourselves Big Book</b> Writing outcome: Descriptions of themselves using adjectives, report on themselves with subheadings</p> <p><b>Genre: Non-fiction: Recounts, Letter, Postcards/texts</b> Text: Katie Morag and the Wedding Writing outcome: Retell verbally an event they have attended. Write about real events. Describe event in the form of a postcard/text.</p> <p><b>Genre: Contemporary narrative (Stories with recurring language), descriptions, story plans / maps, narrative</b> Text: Charlie and Lola Books, Dogger Writing outcome: Write a narrative based on a familiar story. Draw a picture of a toy and label. Making a story map.</p> <p><b>Genre: Non-fiction: Instructions, description</b> Text: Firework safety videos, Instruction Texts</p>	<p><b>Genre: Contemporary narrative (stories with recurring language)</b> Text: Ourselves, Nurse Clementine Writing outcome: Retelling of story. Labelling. Story map</p> <p><b>Genre: Non-fiction: Explanations, letter, report</b> Text: Florence Nightingale, My Daddy the Amazing Nurse Writing outcome: Letter of explanation, report about nursing</p> <p><b>Genre: Non-fiction: recount, diary</b> Text: Samuel Pepys Diary, Topic powerpoints, selection of topic related books, Magic Grandad Writing outcome: Writing a diary entry as a first person recount. Sequencing events, time lines, role play</p> <p><b>Genre: Poetry – List Poems, Calligrams</b> Text: Ten Things Found in a Wizard’s Pocket</p>	<p><b>Genre: Contemporary narrative</b> Text: The Journey Writing outcome: Retelling of story. Story mapping. Description of setting. Power of pictures.</p> <p><b>Genre: Non-fiction: report</b> Text: I am Amelia Earhart Writing outcome: Report writing about the life of Amelia Earhart. Timeline</p> <p><b>Genre: Poetry – Vocabulary building and performance</b> Text: From a Railway Carriage (book/video) Writing outcome: Write a poem based on a journey. Performance of poetry.</p> <p><b>Genre: Classic narrative</b> Text: The Railway Children Writing outcome: Story mapping. Character descriptions / diary entry. Letter writing. Retelling the story.</p>	<p><b>Genre: Classic narrative</b> Text: The Secret Garden Writing outcome: Story mapping. Character / setting descriptions. Adventure story.</p> <p><b>Genre: Poetry – Vocabulary building</b> Text: The Sound Collector Writing outcome: Writing descriptive poetry based on The Sound Collector. Performance skills.</p> <p><b>Genre: Contemporary narrative</b> Text: The Egg, Magic Key Stories Writing outcome: Description. Power of pictures. Retelling part of story. Narrative. Book making.</p>	<p><b>Genre: Narrative - Myths</b> Text: Anansi, How the Elephant got his Trunk Writing outcome: Story mapping. Character description. Writing narratives.</p> <p><b>Genre: Non-fiction: Instructions</b> Text: Mama Panya’s Pancakes, Video (co-op You Tube) Writing outcome: Writing instructions.</p> <p><b>Genre: Non-fiction: Reports</b> Text: Mapping Africa, Powerpoints, various reference books Writing outcome: Write a factual report about Kenya. Research and note taking.</p>	<p><b>Genre: Contemporary narrative</b> Text: The Princess and the Wizard Writing outcome: Story Mapping. Character description. Writing narratives. Retelling the story.</p> <p><b>Genre: Non-fiction: Explanations</b> Text: Queen’s knickers, Paddington at the Palace Writing outcome: Explanation of job description. Writing in sections (planning an event).</p> <p><b>Genre: Non-fiction: Instructions</b> Text: Ssh, Don’t Wake the Royal Baby! Writing outcome: Write instructions on how to look after a baby.</p> <p><b>Genre: Poetry – Vocabulary building</b> Text: Various poems Writing outcome: Write a poem reflecting on time spent in Year 2.</p>

<b>YEAR 2</b>	All about me	Famous people	Travel and transport	Wonderful world	Kenya	Kings and Queens
<b>Subject</b>	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	Writing outcome: Firework safety instructions / poster	Writing outcome: To create a list poem. To make Christmas calligrams. Performance.				
Science Year 2	<p><b>Biology</b> <b>Topic: Animals including humans</b></p> <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grows into adults.</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions to support understanding about growth.</li> <li>Observe through video or first-hand observation and measurement, how different animals including humans grow.</li> <li>Ask questions about what things animals need to survive.</li> <li>Ask questions about what humans need to stay healthy.</li> <li>Suggest ways to find answers to their questions.</li> </ul>	<p><b>Scientists (Optional unit)</b></p> <ul style="list-style-type: none"> <li>Use their ideas and observations to explain how doctors use science. Describe healthy life choices. Explain what Louis Pasteur found out about germs. Describe how to wash our hands effectively.</li> <li>Test materials to find out whether they are waterproof.</li> <li>Describe an ocean food chain that Rachel Carson studied.</li> <li>Explain what an investigation shows about water pollution.</li> </ul> <p><i>This is an optional additional unit with objectives that link with objectives in the working scientifically aspect of the science curriculum and a link to living things and their habitats for food chains.</i></p>	<p><b>Chemistry</b> <b>Topic: Uses of everyday materials</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Compare the uses of everyday materials in and around the school with materials found in other places.</li> <li>Ask simple questions about materials and decide how they could answer them.</li> <li>Observe materials closely</li> <li>Use their observations to suggest answers to questions.</li> <li>Identify and classify the uses of different materials</li> <li>Record their observations in tables, charts or pictures.</li> </ul>	<p><b>Biology</b> <b>Topic: Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead and things that have never been alive.</li> <li>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.</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>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.</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Identifying things according to whether they are living, dead or were never alive.</li> <li>Classify things according to whether they are living, dead or were never alive.</li> <li>Record their finding using tables or charts.</li> <li>Describe how they decide where to place things</li> <li>Explore questions given to them eg is a flame alive?</li> <li>Ask and answer questions that help them become familiar with the life processes that are common to living things.</li> </ul>	<p><b>Biology</b> <b>Topic: Plants</b></p> <ul style="list-style-type: none"> <li>Observe and describe the impact of changing and the needs of plants.</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Observe the growth of a variety of plants as they change over time from a seed or a bulb.</li> <li>Gather and record data with some accuracy to show the growth of a variety of plants over time from seed or bulb.</li> <li>Observe similar plants as different stages of growth.</li> <li>Performing simple tests- comparative test to show that plants need light and water to stay healthy (don't need soil to grow)</li> <li>Gather and record data to help answer questions.</li> </ul>	



YEAR 2	All about me	Famous people	Travel and transport	Wonderful world	Kenya	Kings and Queens
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
				<ul style="list-style-type: none"> <li>Ask and answer questions about the local environment that help them identify and study a variety of plants and animals in their habitat.</li> <li>Construct simple food chains that include humans (recording information to help answer questions)</li> <li>Describe conditions in different habitats and micro-habitats.</li> <li>Compare animals in familiar habitats with animals in less familiar habitats eg. seashore, woodland, ocean, rainforest.</li> </ul>		
History/ Geography Year 2	<b>Geography: Our school and local area</b> <ul style="list-style-type: none"> <li>Use different maps and understand the key features of maps.</li> <li>Use compass directions (NESW), locational and directional language</li> <li>Make comparisons between features of different places.</li> <li>Compare distances Use map symbols in a key.</li> <li>Plan a route giving reasons for choice.</li> <li>Use fieldwork skills appropriately.</li> <li>Make observations about the school using description. Explain the order in which an address is written.</li> <li>Create a basic map and use and construct basic symbols in a key.</li> <li>Use compass directions and locational language to describe the location of features and routes on a map.</li> <li>Write descriptions of different parts of the</li> </ul>	<b>History: (Nurses / Great Fire London)</b>  <b>A study of events beyond living memory including significant individuals who have contributed to national and international achievements.</b> Florence Nightingale, Mary Seacole and Edith Cavell, Samuel Pepys. <u>Chronological understanding</u> <ul style="list-style-type: none"> <li>Describe where the people and events studied fit within a chronological framework, identify similarities and differences between ways of life in different periods.</li> <li>Show an awareness of the past using common words and phrases relating to the passing of time.               <ul style="list-style-type: none"> <li>a long time ago, recently, when my parents / carers were children, years, decades and centuries</li> </ul> </li> </ul> <u>Historical Enquiry</u> <ul style="list-style-type: none"> <li>Ask and answer questions choosing, using parts of stories and other sources to show that he/she understands key features of events. .</li> </ul>	<b>History: Transport</b>  <b>A study of events beyond living memory including significant individuals who have contributed to national and international achievements.</b> <b>Recognising changes within living memory and significant places in local area.</b> <u>Chronological understanding</u> <ul style="list-style-type: none"> <li>Show an awareness of the past using common words and phrases relating to the passing of time.               <ul style="list-style-type: none"> <li>a long time ago, recently, when my parents / carers were children, years, decades and centuries</li> </ul> </li> </ul> <u>Historical Enquiry</u> <ul style="list-style-type: none"> <li>Ask and answer questions choosing, using parts of stories and other sources to show that he/she understands key features of events.               <ul style="list-style-type: none"> <li>Know some of the significant people involved in the development of different types of transport.</li> </ul> </li> </ul> <u>Historical Interpretation</u>	<b>Geography: Wonderful World</b> <ul style="list-style-type: none"> <li>Describe simple human and physical features about the continents of the world.</li> <li>Name and begin to locate countries of the world using an atlas or globe.</li> <li>Name and locate the world's 7 continents and 5 oceans.</li> <li>Describe a journey line in detail using key geographical vocabulary.</li> <li>Understand and locate simple climate zones using key terms.</li> <li>Use compass directions (NESW), locational and directional language.</li> <li>Name and locate hot and cold areas of the world in relation to the equator.</li> <li>Make comparisons between features of different places.</li> <li>Write comparison of different places and climate zones</li> </ul>	<b>Geography: Kenya</b> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences by studying human and physical features of UK and contrasting non-European country – Kenya.</li> <li>Ask geographical questions.</li> <li>Use maps and atlases to identify countries studied.</li> <li>Name and locate the world's continents and oceans.</li> <li>Use basic geographical vocabulary to describe key features.</li> <li>Use aerial images and plan perspectives to recognise landmarks and key physical features.</li> <li>Use compass directions and locational language to describe location of features and routes on a map.</li> <li>Write a description of the differences between the UK and Kenya.</li> </ul>	<b>History: Kings and Queens</b>  <b>A study of events beyond living memory including significant individuals who have contributed to national and international achievements.</b> <b>Recognising changes within living memory.</b> <u>Chronological understanding</u> <ul style="list-style-type: none"> <li>Describe where the people and events studied fit within a chronological framework, identify similarities and differences between ways of life in different periods.               <ul style="list-style-type: none"> <li>Have an understanding of the chronology of various significant British kings and queens, and be able to place some in the correct order</li> </ul> </li> </ul> <u>Historical Enquiry</u> <ul style="list-style-type: none"> <li>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul> <u>Historical Interpretation</u> <ul style="list-style-type: none"> <li>Describe changes within living memory and aspects of change in national life.               <ul style="list-style-type: none"> <li>move to Parliament</li> </ul> </li> </ul>

YEAR 2	All about me	Famous people	Travel and transport	Wonderful world	Kenya	Kings and Queens
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	<p>school and surrounding area.</p> <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> <li>Make guide book to Bassingbourn.</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. <ul style="list-style-type: none"> <li>Explain that we know about the Great Fire because of Samuel Pepys' diary</li> </ul> </li> </ul> <p><u>Historical Interpretation</u></p> <ul style="list-style-type: none"> <li>Describe events beyond living memory that are significant nationally or globally, <ul style="list-style-type: none"> <li>Talk about some of the key events of the Great Fire of London.</li> <li>Say why the Great Fire of London spread and eventually stopped</li> </ul> </li> </ul> <p><u>Organisation and Communication</u></p> <ul style="list-style-type: none"> <li>Speak about how he/she has found out about the past.</li> <li>Report what he/she has learned by drawing and writing..</li> </ul> <p><u>Understanding of events</u></p> <ul style="list-style-type: none"> <li>Discuss the lives of significant individuals who contributed to national and international achievements comparing aspects of life in different periods. <ul style="list-style-type: none"> <li>recognise that there are reasons why people did the things they did.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Describe changes within living memory and aspects of change in national life. <ul style="list-style-type: none"> <li>modern day cars - electric</li> </ul> </li> <li>Describe events beyond living memory that are significant nationally or globally, <ul style="list-style-type: none"> <li>Wright brothers and first aeroplane flight</li> </ul> </li> <li>Describe significant historical events, people and places in his/her own locality. <ul style="list-style-type: none"> <li>Duxford / Memphis Belle – local area</li> </ul> </li> </ul> <p><u>Organisation and Communication</u></p> <ul style="list-style-type: none"> <li>Report what he/she has learned by drawing and writing,</li> </ul>			<ul style="list-style-type: none"> <li>Describe significant historical events, people and places in his/her own locality. <ul style="list-style-type: none"> <li>Hatfield House – Queen Elizabeth 1</li> </ul> </li> </ul> <p><u>Organisation and Communication</u></p> <ul style="list-style-type: none"> <li>Use a wide vocabulary of everyday historical terms. <ul style="list-style-type: none"> <li>ancient, modern, recent, future, timeline, BC, AD</li> </ul> </li> <li>Report what he/she has learned by drawing and writing..</li> </ul> <p><u>Understanding of events</u></p> <ul style="list-style-type: none"> <li>Discuss the lives of significant individuals who contributed to national and international achievements comparing aspects of life in different periods. <ul style="list-style-type: none"> <li>Recall some key facts about the different monarchs studied in this unit and make comparisons between the lives of Elizabeth I and Queen Victoria.</li> <li>Talk about how we know about the lives of some significant people in history, such as Richard III and use historical facts to support their opinion about them.</li> </ul> </li> </ul>
Art& DT Year 2	<p><b>Art: Portraits.</b> <b>Skill: Painting.</b> <b>Artists:</b> <b>Pablo Picasso 1881-1973 (M)</b> <b>Kehinde Wiley b:1977 (C)</b> <b>Leonardo Da Vinci (Mona Lisa) 1452-1519 (T)</b></p> <ul style="list-style-type: none"> <li>Describe the works of notable artists, artisans and designers including Pablo Picasso and Andy Warhol.</li> <li>Use some of the ideas of artists studied to create own portrait painting.</li> <li>Look at how Picasso used cubism and colour in his</li> </ul>	<p><b>DT: Construction - Tudor Houses</b> <i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>explore and evaluate the features of Tudor houses</li> <li>explore and evaluate a range of existing products (model houses) and how they have been created</li> <li>explore objects and designs to identify likes and dislikes of the designs</li> </ul> <p><i>Design:</i></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> </ul>	<p><b>DT: Mechanics - Vehicles</b> <i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>explore and evaluate the features of vehicles, particularly the wheels</li> <li>explore and evaluate a range of existing products (vehicles) and how they have been created</li> <li>explore objects and designs to identify likes and dislikes of the designs</li> </ul> <p><i>Design:</i></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves</li> </ul>	<p><b>Art</b> <b>Skill: Printing</b> <b>Artist:</b> <b>Henri Matisse 1869-1954 (M)</b> <b>Niki Bowers (C)</b> <b>Rembrandt 1606-1669 (T)</b></p> <ul style="list-style-type: none"> <li>Find out about and experiment with different printing techniques.</li> <li>Record textures and patterns in sketch book whether rubbed or printed.</li> <li>Plan and create a piece of work based on Matisse's cut out art using one of the printing techniques.</li> </ul>	<p><b>Art: Colour / African fabrics</b> <b>Skill: weaving</b> <b>Artist:</b> <b>Fiona Kirkwood (C)</b></p> <ul style="list-style-type: none"> <li>Be able to weave – flat and 3D.</li> <li>Understand how colours can be combined to create effects.</li> <li>Mix primary colours to make secondary.</li> <li>Experiment with colours and fabrics in sketch book.</li> <li>Create colour wheels.</li> <li>Learn how to use a loom.</li> </ul>	<p><b>DT: Food &amp; Nutrition - Garden Party</b> <i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>explore how products have been created</li> <li>explore objects and designs to identify likes and dislikes of the designs</li> </ul> <p><i>Design:</i></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate ideas through</li> </ul>

YEAR 2	All about me	Famous people	Travel and transport	Wonderful world	Kenya	Kings and Queens
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	<p>portraits and the effect this had on the faces.</p> <ul style="list-style-type: none"> <li>Mix and match colours where appropriate and describe how to make them.</li> <li>Lighten and darken colours with black and white.</li> <li>Hold a brush correctly and use different types and sizes of brush.</li> <li>Use a paintbrush to dab, smooth, wash, sponge, stipple, stroke.</li> <li>Be able to work from direct observation and imagination.</li> <li>Use the sketch book and resource book to collect information on colour mixing, brush strokes etc.</li> </ul>	<ul style="list-style-type: none"> <li>select from and use a wide range of materials and components, including construction materials, according to their characteristics</li> <li>generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><i>Make:</i></p> <ul style="list-style-type: none"> <li>cut materials safely using tools provided.</li> <li>measure and mark out to the nearest centimetre.</li> <li>demonstrate a range of cutting and shaping techniques</li> <li>demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)</li> <li>refine the design as work progresses</li> </ul> <p><i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>evaluate ideas and products against design criteria</li> <li>suggest improvements to the existing designs</li> </ul>	<p>and other users based on design criteria</p> <ul style="list-style-type: none"> <li>select from and use a wide range of materials and components, including construction materials, according to their characteristics</li> <li>create products using levers, wheels and winding mechanisms.</li> <li>generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><i>Make:</i></p> <ul style="list-style-type: none"> <li>cut materials safely using tools provided</li> <li>measure and mark out to the nearest cm</li> <li>demonstrate a range of cutting and shaping techniques</li> <li>demonstrate a range of joining techniques</li> <li>create products using wheels</li> <li>refine the design as work progresses</li> </ul> <p><i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>evaluate ideas and products against design criteria</li> <li>suggest improvements to the existing designs</li> </ul>	<ul style="list-style-type: none"> <li>Mimic patterns and print in the environment. E.g. wall paper.</li> <li>Use various objects to create impressed prints eg: leaves, sticks, shells and pressed into clay / salt dough.</li> <li>Create own prints using impressed printing (polyblock).</li> </ul> <p>(To include some cooking of food dishes from around the world.)</p>	<ul style="list-style-type: none"> <li>Use a range of different threads, strings and materials.</li> <li>Use weaving to create patterns.</li> <li>Use plaiting.</li> </ul>	<p>talking, drawing, templates / recipes</p> <ul style="list-style-type: none"> <li>understand where food comes from</li> </ul> <p><i>Make:</i></p> <ul style="list-style-type: none"> <li>cut, peel or grate ingredients safely and hygienically</li> <li>measure or weigh using measuring cups or electronic scales</li> <li>assemble or cook ingredients</li> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>follow / adapt a basic recipe</li> <li>refine the design as work progresses</li> </ul> <p><i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>evaluate ideas and products against design criteria</li> <li>suggest improvements to the existing designs</li> </ul> <p>(To include making bunting for the culmination of the topic – holding an actual garden party.)</p>
Computing Year 2	<b>Unit 2.6 Creating Pictures</b> Weeks – 5 Programs – 2PaintAPicture	<b>Unit 2.2 Online Safety</b> Weeks – 3 Programs – Various <b>Unit 2.5 Effective Searching</b> Weeks – 3 Programs – Browser	<b>Unit 2.3 Spreadsheets</b> Weeks – 4 Programs – 2Calculate	<b>Unit 2.4 Questioning</b> <b>Weeks – 5</b> Programs – 2Question, 2Investigate	<b>Unit 2.7 Making Music</b> Weeks – 3 Programs – 2Sequence <b>Unit 2.8 Presenting Ideas</b> Weeks – 4 Programs – Various	<b>Unit 2.1 Coding</b> Weeks – 5 Programs – 2Code
PSHE Year 2	<b>Rights, rules and responsibilities</b> <ul style="list-style-type: none"> <li>Be able to name some adults in school who look after them and describe their responsibilities.</li> </ul>	<b>Diversity and communities (Cit 4) Managing Change (MMR8)</b> <ul style="list-style-type: none"> <li>Be able to describe aspects of their identity, and recognise some similarities</li> </ul>	<b>Managing risk (HSL4) Safety Contexts (HSL 5)</b> <ul style="list-style-type: none"> <li>Be able to name a risky situation and suggest ways of reducing risk.</li> </ul>	<b>Drug education</b> <ul style="list-style-type: none"> <li>Have a basic understanding of how things can get in the body and that some can be helpful and some can be harmful.</li> </ul>	<b>Financial capability</b> <ul style="list-style-type: none"> <li>Understand that we can receive and spend money in many ways.</li> </ul>	<b>Sex and relationships</b> <ul style="list-style-type: none"> <li>Be able to recognise babies, children and adults of different ages and put them into age order.</li> </ul>

YEAR 2	All about me	Famous people	Travel and transport	Wonderful world	Kenya	Kings and Queens
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	<ul style="list-style-type: none"> <li>Be able to describe some of the responsibilities they have in the classroom and towards family and friends.</li> <li>Be able to state classroom ground rules and explain how they have been made.</li> <li>Understand why we have classroom rules and describe what the classroom would be like without them.</li> <li>Be able to explain what is meant by voting and be able to name some people who make decisions at school.</li> <li>Share information, opinions and feelings and listen to those of others, as part of a class discussion.</li> </ul>	<p>and differences between themselves and others.</p> <ul style="list-style-type: none"> <li>Know about some similarities and differences in people's lifestyles, including different groups they and other people belong to.</li> <li>Be able to describe places in their community, how they and others might use them, and who is available to help them.</li> <li>Understand how they can help look after the school environment, and make a contribution to doing so.</li> <li>Know what animals and plants need to survive, and how they can help look after them.</li> <li>To recognise that change is a normal part of life.</li> <li>To understand that some changes you have a choice in, others you do not.</li> <li>To consider the difficult emotions they might feel at these times of change, considering what they might do to help themselves cope with the feelings.</li> <li>To understand that not all change is bad!</li> </ul>	<ul style="list-style-type: none"> <li>Be able to name some emotions people might feel in a risky situation.</li> <li>Be able to say their full name and address and know when this might be useful.</li> <li>Be able to suggest some people who might help them in a risky situation. Understand what is meant by an emergency and know ways they and others might help in one.</li> <li>In this unit children will begin by reflecting on their understanding of keeping safe.</li> <li>They will consider the elements of road safety which relate to them as pedestrians and car passengers.</li> <li>They will look at ways to stay safe in the sun and near water.</li> <li>They will consider the best action to take if they are lost and how to keep themselves safe whilst playing.</li> <li>They will begin to consider action they can take to keep safe from accidents</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of safety rules concerning medicines and be able to name people who could help them take them safely.</li> <li>Understand that there can be alternatives to medicine use to feel better.</li> <li>Be able to recognise simple risks and suggest ways of managing given scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to save and look after their money and why we might do so.</li> <li>Begin to understand the difference between wants and needs and the need for informed choices.</li> <li>Begin to understand family spending and the impact of choices.</li> <li>Begin to understand and manage some of the changing feelings associated with money.</li> <li>Have a simple understanding of what charities might do and why we have them.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that human babies grow inside their mothers.</li> <li>Be able to describe the main physical developments which take place in early childhood. Be able to describe some of the changes in responsibilities and expectations during early childhood.</li> <li>Understand the basic needs of babies.</li> <li>Understand how dependent a baby is on parents to provide its basic needs.</li> </ul>
RE Year 2	<p><b>People in Christianity - Who was Jesus? SACRE</b> Plan Bee – What did Jesus teach us? SACRE progression document statement re. Christianity KS1 'Jesus'</p> <p>AT 1:2 Retell some of the religious and moral stories from the Bible and at least one other religious text or special book. AT2:2 Suggest meanings of some religious and moral stories.</p>	<p><b>Light and Dark Basingbourn school unit</b> <b>Multi faith winter celebrations - Judaism, Hinduism, Sikhism,</b> Twinkl unit</p> <p>AT2:1 Talk about and find meanings behind different beliefs and practices. AT2:3 Ask and respond to questions about what individuals and faith communities do. AT1:1 Name the different beliefs and practices of Christianity and at least one other religion and</p>	<p><b>Places of Worship – multi faiths (Basingbourn School Unit)</b> Twinkl unit – focus on faiths tbc. Visit to synagogue / mosque/ gurdwara.</p> <p>AT 2:4 Express their own ideas, opinions and talk about their work creatively using a range of different medium. AT2:1 Talk about and find meanings behind different beliefs and practices.</p>	<p><b>Special Books – Judaism, Christianity and Islam</b> Plan Bee - Special Books and sections from SACRE progression document.</p> <p>AT 1:2 Retell some of the religious and moral stories from the Bible and at least one other religious text or special book. AT2:2 Suggest meanings of some religious and moral stories.</p>	<p><b>Caring for Others – Buddhism, Hinduism, Islam, Christianity, Sikhism, Humanism values (Basingbourn School Unit)</b> Twinkl unit</p> <p>AT1:3 Begin to understand what it looks like to be a person of faith. AT2:2 Suggest meanings of some religious and moral stories. AT2:4 Express their own ideas, opinions and talk about their work creatively using a range of different media.</p>	<p><b>Teachers and Leaders – (Basingbourn School Unit)</b> <b>The Pope, The Dalai Lama, Sikh Guru, Gobind Singh Ji</b> Plan Bee – Teachers and Leaders</p> <p>AT2:4 Express their own ideas, opinions and talk about their work creatively using a range of different medium.</p>

YEAR 2	All about me	Famous people	Travel and transport	Wonderful world	Kenya	Kings and Queens
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
		begin to look for similarities between religions. AT1:3 Begin to understand what it looks like to be a person of faith. AT 1:4 Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.	AT1:3 Begin to understand what it looks like to be a person of faith.		AT2:3 Ask and respond to questions about what individuals and faith communities do.	
Music Express Year 2	<p><b><u>Ourselves</u></b> <b><u>Toys</u></b> Children will play a steady beat. Children will play rhythm patterns on a variety of percussion instruments</p> <ul style="list-style-type: none"> <li>Use symbols to represent composition.</li> <li>Make and control long and short sounds.</li> <li>Identify pitch.</li> <li>Identify beat/pulse.</li> <li>Recognise changes in tempo.</li> </ul> <p><b>Listen:</b> Children will listen to historical music and composers to identify timbre, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo and ostinato.</p>	<p><b><u>Our bodies</u></b> <b><u>Our land</u></b> Children will develop a sense of steady beat using their own bodies – clapping, tapping and whole body movement. Children will explore rhythm patterns using body percussion – clapping, tapping.</p> <ul style="list-style-type: none"> <li>Create short musical patterns.</li> <li>Recognise changes in dynamics, timbre and pitch.</li> <li>Create a mixture of different sounds.</li> <li>Choose sounds to create an overall effect.</li> <li>Identify the beat.</li> <li>Create short rhythmical phases.</li> <li>Use symbols as notation.</li> </ul> <p><b>Listen:</b> Children will listen to historical music and composers to identify timbre, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo and ostinato.</p>	<p><b><u>Travel</u></b> <b><u>Water</u></b> Children will interpret and create pitch line notation on tuned percussion. Children will begin to understand melody and use note names CDEAG.</p> <ul style="list-style-type: none"> <li>Use musical scales high and low notes in a composition.</li> <li>Understand melody.</li> <li>Use note names CDEAG</li> <li>Recognise changes in timbre, dynamics and pitch.</li> <li>Combining steady beat and rhythms to accompany a song.</li> </ul> <p><b>Listen:</b> Children will listen to historical music and composers to identify timbre, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo and ostinato.</p>	<p><b><u>Storytime</u></b> <b><u>Seasons</u></b> Children will create their own compositions – using voices and instruments. They will create own descriptive sounds and word rhythms using voices, body percussion and instruments.</p> <ul style="list-style-type: none"> <li>Sequence sounds to create an overall effect.</li> <li>Create a mixture of different sounds.</li> <li>Make and control long and short sounds using voice and instruments.</li> <li>Recognise changes in pitch and imitating changes in pitch</li> </ul> <p><b>Listen:</b> Children will listen to historical music and composers to identify timbre, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo and ostinato.</p>	<p><b><u>Animals</u></b> <b><u>Number</u></b> Children will use simple symbols to represent their own compositions.</p> <ul style="list-style-type: none"> <li>Recognising and responding to pitch (imitating and identifying)</li> <li>Using symbols as notation.</li> <li>Identify the difference between beat and rhythm.</li> <li>Clap rhythms.</li> <li>Creating rhythmic phases.</li> <li>Create a mixture of different sounds.</li> </ul> <p><b>Listen:</b> Children will listen to historical music and composers to identify timbre, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo and ostinato.</p>	<p><b><u>Pattern</u></b> <b><u>Weather</u></b> Children will use their voices to describe feelings and moods. Children will interpret and create pitch line notation using their voices. Children will learn songs from around the world-including raps.</p> <ul style="list-style-type: none"> <li>Make and control long and short sounds using voices and instruments.</li> <li>Create short rhythmical phases.</li> <li>Sequence sounds to create an overall effect.</li> <li>Create short musical patterns.</li> <li>Uses symbols to represent composition and use them to help with a performance.</li> <li>Play different patterns of steady beat.</li> </ul> <p><b>Listen:</b> Children will listen to historical music and composers to identify timbre, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo and ostinato.</p>
PE Year 2	<p><b>Indoor-Gymnastics – Rolling</b> <b>Outdoor – Fundamental skills unit 1</b></p>	<p><b>Indoor – Gymnastics: Use wall bars to teach hanging shapes (straight arms, feet only just off the floor)</b></p> <p><b>Outdoor – Fundamental skills unit 2</b></p>	<p><b>Indoor – Vanessa Dance: Modern Dance</b></p> <p><b>Outdoor – Throwing and catching</b></p>	<p><b>Indoor – Vanessa Dance- Level Once Bronze Medal Award</b></p> <p><b>Outdoor – Invasion games</b></p>	<p><b>Indoor – Vanessa Dance: Musical Theatre</b></p> <p><b>Outdoor – Athletics</b></p>	<p><b>Outdoor – Swimming</b></p> <p><b>Indoor – Vanessa Dance: Musical Theatre/Dance Display</b></p>

YEAR 3	Marvellous Mayans		Angry Earth		Reinventing the Wheel	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
Maths Year 3	<p><b>Number</b> Place value, rounding, negative numbers, counting forward and backwards through 0, multiples</p> <p><b>Calculations (including mental strategies)</b> Addition and subtraction, partitioning, written method (Yr 3 – expanded method), includes solving word problems and two step problems</p>		<p><b>Calculations</b> (including mental calculations)</p> <p><b>Multiplication</b> Grid method</p> <p><b>Calculations</b> (Including mental calculations) Division</p> <p><b>Multiplication and Division</b> Word problems</p> <p><b>Fractions</b> Identifying fractions, addition and subtraction, to find and write fractions, comparing and ordering fractions, investigate equivalent fractions</p>		<p><b>2D Shapes</b> Identifying 2D shapes</p> <p><b>3D Shape</b> To recognise 3D shapes</p> <p><b>Angles</b></p> <p><b>Statistics</b> Using pictograms and bar charts including solving word problems</p> <p><b>Measure</b> To measure , compare and subtract length and mass</p> <p><b>Volume and perimeter</b> To investigate volume and perimeter</p> <p><b>Time</b> To tell the time using an analogue and digital clock, including Roman numerals; including word problems</p> <p><b>Money</b> To calculate amounts of money</p>	
English Year 3	<p><b>Genre: Non-chronological reports</b></p> <p>Text: Variety of non-fiction texts on the Mayans</p> <p>Writing outcome: Information leaflet about the Mayans.</p> <p><b>Genre: Narrative (Historical settings)</b></p> <p>Text: The Chocolate Tree, The Rain Player</p> <p>Writing outcome: Narrative retelling an event</p>	<p><b>Genre: Narrative (Familiar settings, Power of Pictures unit)</b></p> <p>Text: A Mouse Called Julian</p> <p>Writing outcome: Narrative story</p> <p><b>Genre: Performance poetry</b></p> <p>Text: A variety of poems for performance</p> <p>Writing outcome: Free verse poem</p>	<p><b>Genre: Recounts – letters and newspapers</b></p> <p>Text: Escape from Pompeii</p> <p>Writing outcome: Informal letter and newspaper report</p> <p><b>Genre: Poetry</b></p> <p>Text: Range of poems</p> <p>Writing outcome: Poems</p>	<p><b>Genre: Narrative recount</b></p> <p>Text: The Hodgeheg</p> <p>Writing outcome: Diary. Formal letter.</p> <p><b>Genre: Playscripts</b></p> <p>Text: Variety of playscripts</p> <p>Writing outcome: Playscript</p>	<p><b>Genre: Instructions</b></p> <p>Text: Examples of instructions</p> <p>Writing outcome: Instructions</p> <p><b>Genre: Persuasive writing</b></p> <p>Text: Variety of adverts, persuasive letter</p> <p>Writing outcome: Adverts. Persuasive letter.</p>	<p><b>Genre: Narrative (mystery, suspense, sci-fi)</b></p> <p>Text: Redmistake, Cloudy Lesson, Girl and Robot (Literacy Shed)</p> <p>Writing outcome: Narrative</p> <p><b>Genre: Biographies</b></p> <p>Text: Information on various famous people</p> <p>Writing outcome: Biography of a famous person</p>
Science Year 3	<p><b>Biology</b></p> <p><b>Y3 Animals including humans</b></p> <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amounts of nutrition.</li> <li>They cannot make their own food.</li> <li>They get nutrition from what they eat.</li> <li>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Identifying and classifying animals eg. with and without skeletons.</li> <li>Create a key to identify animals with or without a skeletons</li> <li>Observe and compare movement of animals with and without a skeleton.</li> <li>Report on findings from enquiries including oral and written explanations (this</li> </ul>	<p><b>Biology</b></p> <p><b>Y3 Plants and biological aspects of rocks</b></p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of the flowering plant: roots, stem, leaves and flowers.</li> <li>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.</li> <li>Investigate the way in which water is transported within plants.</li> <li>Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Ask relevant questions and use different types of scientific enquiries to answer them (questions that</li> </ul>	<p><b>Chemistry</b></p> <p><b>Y3 Rocks</b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple, physical properties.</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>Recognise that soils are made from rocks and organic matter</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Ask relevant questions and use different types of scientific enquiry to answer them. <i>Raise and answer questions about how soils are formed.</i></li> <li>Set up simple practical enquiries</li> <li>Using results draw simple conclusions and raise further questions.</li> <li>Gathering, recording and classifying data, in a variety of</li> </ul>	<p><b>Physics</b></p> <p><b>Y3 Forces and magnets</b></p> <ul style="list-style-type: none"> <li>Compare how things move of different surfaces.</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>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.</li> <li>Describe magnets as having two poles.</li> <li>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b>Working scientifically objectives:</b></p>	<p><b>Physics</b></p> <p><b>Y3 Light</b></p> <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>Notice that a light is reflected by surfaces.</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li> <li>Find patterns in the way that the size of shadows change.</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Ask relevant questions and use different types of scientific enquiry to answer them.</li> <li>Set up simple practical enquiries, comparative and fair tests</li> <li>Make systematic and careful observations and, take accurate measurements using standard units (m rules to measure the size of shadows</li> <li>Gather record and present data to help answer questions <i>how the size of shadows change</i></li> <li>Record findings using simple scientific language, drawings, labelled diagrams and tables</li> <li>Report on findings from enquiries- presentation of results and conclusions.</li> <li>Use results to make predictions of new values</li> <li>Identify changes related to simple scientific ideas (the further away the light source the bigger the shadow)</li> </ul>	

YEAR 3	Marvellous Mayans		Angry Earth		Reinventing the Wheel	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	<p>could be using secondary sources to gather their information)</p> <ul style="list-style-type: none"> <li>Use straight forward scientific evidence to answer questions or to support their findings. (Research different food groups and how they keep us healthy- design meal plans based on what they find out.)</li> <li>Gather and classify and present data in a variety of ways to help in answering questions- compare and contrast diets of different animals and decide ways of grouping them according to what they eat.</li> </ul>	<p>focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.)</p> <ul style="list-style-type: none"> <li>Setting up simple practical enquires eg. Comparative test- Compare the effect of different factors on plant growth (amount of light, amount of fertilizer)</li> <li>Make systematic and careful observations- observe the different stages of plant life cycles over a period of time.</li> <li>Record finding using simple scientific language; drawings, labelled diagrams or table (how much the plant has grown)</li> <li>Use results to draw simple conclusions, make predictions for new values.</li> <li>Use scientific evidence to answer questions or support their findings.</li> </ul>	<p>ways to help answer questions.</p> <ul style="list-style-type: none"> <li><i>Use a hand lens or microscope to help identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them.</i></li> <li>Record findings using a key <i>create a key for identifying rocks</i></li> <li>Use straightforward scientific evidence to answer questions or support their findings. <i>Research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.</i></li> <li>Report on findings from enquiries using oral or written explanations or presentations.</li> </ul>	<ul style="list-style-type: none"> <li>Ask relevant questions and use different types of scientific enquiry to answer them.</li> <li>Set up simple practical enquiries, comparative and fair tests <i>how far things move of different surfaces. Looking for patterns in the way that magnets behave in relation to each other and what might affect this- the strength of the magnet, which pole faces another.</i></li> <li>Make systematic and careful observations and, take accurate measurements using standard units (m rules to measure the size of shadows</li> <li>Gather, record, classify and present data to help answer questions <i>compare how different things move and group them. Explore the strength of different magnets and find ways to compare them. Sorting materials into magnetic and non-magnetic.</i></li> <li>Record findings using simple scientific language, drawings, labelled diagrams and tables</li> <li>Report on findings from enquiries- presentation of results and conclusions. <i>Look for patterns in the way that magnets behave in relation to each other and what might affect this.</i></li> <li>Use results to make predictions of new values</li> <li>Identify changes related to simple scientific ideas (the further away the light source the bigger the shadow)</li> <li>Using straightforward scientific evidence to answer questions or</li> </ul>		

YEAR 3	Marvellous Mayans		Angry Earth		Reinventing the Wheel	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
				support their findings- <i>identifying how properties of magnets make them useful in everyday items and suggesting creative uses for different magnets.</i>		
History/ Geography Year 3	<p><b>Marvellous Mayans: Geography</b> America</p> <ul style="list-style-type: none"> <li>Human and physical geography skills</li> <li>Map reading skills.</li> <li>To describe features of a region of North or South America</li> <li>To describe and explain distribution of natural resources including energy, food, minerals and water.</li> </ul>	<p><b>Marvellous Mayans: History</b> (Central America - The Mayans).</p> <p><b>A study of a non-European society that provides contrasts with British history.</b></p> <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>Use an increasing range of common words and phrases relating to the passing of time.( Band 3) - period, era, many years ago, ancient, old, new, decade, century, millennium, modern - AD, BC</li> <li>Place some historical periods in a chronological framework ( Band 4) - Place events, artefacts and historical figures on a timeline using dates.</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>Use a variety of resources to find out about aspects of life in the past ( Band 4) - Examine and compare artefacts - Pictures, extracts, books, videos - Ask and answer questions to find out about the past looking at similarities and differences</li> </ul> <p><u>Organisation and Communication</u></p> <ul style="list-style-type: none"> <li>Communicate his/her learning in an organised and structured way using appropriate terminology (Band4)</li> </ul> <p><u>Understanding of events</u></p> <ul style="list-style-type: none"> <li>Describe a non European society that provides</li> </ul>	<p><b>Angry Earth: Geography</b></p> <p>Volcanoes Natural Disasters</p> <ul style="list-style-type: none"> <li>Map reading skills.</li> <li>Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of cancer and Capricorn.</li> <li>Describe some characteristics of these geographical areas.</li> <li>To identify volcanoes and earthquakes as physical geography.</li> <li>To understand how volcanoes and formed and what causes earthquakes.</li> <li>To use technical geographical terminology when discussing volcanoes and earthquakes.</li> <li>To identify on a map where in the world volcanoes and earthquakes most commonly occur (Ring of fire).</li> <li>To identify and label the parts of a volcano.</li> <li>To identify the epicentre of an earthquake</li> </ul>	<p><b>Reinventing the Wheel: History: British Inventors and discoveries</b> <b>Key focus: George Stephenson, Isambard Kingdom-Brunel, Alexander Bell, John Boyd Dunlop, John Logie Baird, Sir Tim Berners Lee</b></p> <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>Use an increasing range of common words and phrases relating to the passing of time.( Band 3) - period, era, many years ago, ancient, old, new, decade, century, millennium, modern - AD, BC</li> <li>Place some historical periods in a chronological framework ( Band 4) - Place events, artefacts and historical figures on a timeline using dates.</li> <li>. Describe memories of key events in his/her life using historical vocabulary ( Band 3 ) - Use a journey or a discovery that they have made in relation to the topic.</li> </ul> <p><u>Historical Interpretation</u></p> <ul style="list-style-type: none"> <li>Understand that the type of information available depends on the period of time studied. ( Band5) - Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. - Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> </ul> <p><u>Organisation and Communication</u></p> <ul style="list-style-type: none"> <li>Communicate his/her learning in an organised and structured way using appropriate terminology (Band4)</li> </ul> <p><u>Understanding of events</u></p> <ul style="list-style-type: none"> <li>Describe a study of an aspect in British history that extends chronological knowledge beyond 1066 ( Band 6) - Suggest causes and consequences of some of the main events and changes.</li> <li>Give some reasons for some important historical events (Band5) - inventions and discoveries across the periods of time ( evolution, technology, trade)</li> </ul> <p>Trip to Museum of Technology Cambridge?</p>		



YEAR 3	Marvellous Mayans		Angry Earth		Reinventing the Wheel	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
		<p>contrasts with British history (Band6)</p> <ul style="list-style-type: none"> <li>- Suggest causes and consequences of some of the main events and changes . ( technology, development).</li> <li>- Describe the social, ethnic, cultural or religious diversity of past society. ( Gods, sacrifice).</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, ( Mayan creation story) attitudes and experiences of men, women and children.</li> </ul>				
Art & DT Year 3	<p><b>Art: Mayan art.</b> <b>Skill: drawing</b> <b>Artists:</b> <b>Mayan Art (T)</b> <b>Frank Stella b:1936 (C)</b> <b>Roy Lichtenstein 1923-1997 (M)</b></p> <ul style="list-style-type: none"> <li>• Collect ideas and information about Mayan drawings in sketch books.</li> <li>• Experiment in sketch books with drawing techniques such as hatching, shading, thick and thin lines.</li> <li>• Use drawing pencils, pastels, charcoal to draw in the style of Mayan art.</li> </ul>	<p><b>Art: Mayan Art</b> <b>Skill: Pottery (clay)</b> <b>Artists:</b> <b>Mayan pots (T)</b> <b>Hans Coper 1920-1981 (M)</b> <b>Grayson Perry b:1960 (C)</b></p> <ul style="list-style-type: none"> <li>• Use clay to make coil pots.</li> <li>• Use rolling, pinching and smoothing techniques.</li> <li>• Shape, model, form and join with confidence.</li> <li>• Produce intricate patterns and textures.</li> <li>• Work from observation or imagination</li> <li>• Add materials to provide interesting detail.</li> </ul>	<p><b>Art</b> <b>Skill: Printing</b> <b>Artists:</b> <b>Andy Warhol 1928-1987 (M)</b> <b>Rembrandt 1606-1669 (T)</b> <b>Damien Hirst 1965 (C)</b></p> <ul style="list-style-type: none"> <li>• Look at and discuss Andy Warhol’s use of colour.</li> <li>• Experiment with combinations of colour in sketch books.</li> <li>• Use block printing to create a 3 colour print in the style of Andy Warhol.</li> </ul>	<p><b>DT: Food and Nutrition – Bread</b> <i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• explore how products have been created</li> <li>• explore similar foods to identify likes and dislikes</li> </ul> <p><i>Design:</i></p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate ideas through talking, drawing, templates / recipes</li> <li>• understand where food comes from</li> </ul> <p><i>Make:</i></p> <ul style="list-style-type: none"> <li>• cut, peel or grate ingredients safely and hygienically</li> <li>• measure or weigh using measuring cups or electronic scales</li> <li>• assemble or cook ingredients, controlling the temperature of the oven</li> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• follow / adapt a basic recipe</li> </ul>	<p><b>DT Construction &amp; Mechanics: Cogs &amp; Levers – Fairground rides?</b> <i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products, disassemble products to understand how they work.</li> <li>• explore how products have been created</li> <li>• identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</li> </ul> <p><i>Design:</i></p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate ideas through talking, drawing, templates / prototypes</li> <li>• use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (levers, winding mechanisms, pulleys and gears)</li> <li>• improve upon existing designs, giving reasons for choices</li> <li>• use software to design and represent product designs</li> </ul> <p><i>Make:</i></p> <ul style="list-style-type: none"> <li>• cut materials accurately and safely by selecting appropriate tools</li> <li>• measure and mark out to the nearest mm</li> <li>• apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (slots or cut outs)</li> <li>• select appropriate joining techniques</li> <li>• choose suitable techniques to construct products</li> <li>• strengthen materials using suitable techniques</li> <li>• make products by working efficiently (e.g. carefully selecting materials)</li> <li>• refine work and techniques as work progresses, continually evaluating the product design</li> </ul> <p><i>Evaluate:</i></p>	

YEAR 3	Marvellous Mayans		Angry Earth		Reinventing the Wheel	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
				<ul style="list-style-type: none"> <li>refine the design as work progresses</li> </ul> <p><i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>evaluate ideas and products against design criteria</li> <li>suggest improvements to the existing designs</li> </ul>	<ul style="list-style-type: none"> <li>evaluate ideas and products against design criteria</li> <li>suggest improvements to the existing designs</li> </ul>	
Computing Year 3	<b>Unit 3.1 Coding</b> Number of Weeks – 6 Main Programs – 2Code	<b>Unit 3.2 Online safety</b> Weeks – 3 Programs – Various <b>Unit 3.3 Spreadsheets</b> Weeks – 3 Programs – 2Calculate	<b>Unit 3.4 Touch Typing</b> Weeks – 4 Programs – 2Type	<b>Unit 3.5 Email</b> (including email safety) Weeks – 6 Programs – 2Email, 2Connect, 2DIY	<b>Unit 3.6 Branching Databases</b> Weeks – 4 Programs – 2Question <b>Unit 3.7 Simulations</b> Weeks – 3 Programs – 2Simulate, 2Publish	<b>Unit 3.8 Graphing</b> Weeks – 3 Programs – 2Graph
PSHE Year 3	<b>3/4 Myself and my relationships 9 (beginning and belonging) and Myself 10 (my emotions)</b> <ul style="list-style-type: none"> <li>To be able to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class.</li> <li>To be able to identify emotions that they or someone else might feel in a new situation, and know some ways to help someone who is new to the class and the school.</li> <li>To be able to identify people at home, at school and in other contexts of their lives to include in their support networks.</li> <li>To know how they can access support and some ways they can help other people.</li> <li>To be able to recognise and communicate how they are feeling.</li> <li>To be able to recognise and describe feelings in others, using non-verbal as well as spoken cues.</li> <li>To have developed some strategies to deal with their own strong emotions and with feeling overwhelmed.</li> </ul>	<b>Citizenship 6 (working together) and Citizenship 7 (Diversity and communities)</b> <ul style="list-style-type: none"> <li>To be able to identify their own strengths and skills and those of others.</li> <li>To be able to identify skills they would like to develop.</li> <li>To take part in a class learning challenge.</li> <li>To know how to show they are listening using their body, express opinions confidently and ask open questions.</li> <li>To be able to work as a group to make decisions and solve a problem.</li> <li>To know how different people can contribute to a group task.</li> <li>To be able to persevere at a task.</li> <li>To be able to evaluate a group task, including giving and receiving feedback.</li> <li>To be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others.</li> <li>To recognise difference and respect diversity, including the importance of recognising and challenging stereotypes.</li> </ul>	<b>3/4 Healthy and safer lifestyles 12 (safety contexts)</b> <ul style="list-style-type: none"> <li>Know the 5 elements of the Green Cross Code and identify which kinds of clothes make them more easily visible to traffic</li> <li>Know the dangers of fire, including smoke inhalation, and suggest some simple courses of action they could take</li> <li>Know some safety rules for beaches and inland waterways</li> <li>Be able to suggest some general rules for safety, and suggest some ways in which they can help to keep themselves safe on a school trip</li> <li>Be able to describe preventable and unintentional accidents</li> </ul>	<b>3/4 Healthy and safer lifestyles 14 (healthy lifestyle)</b> <ul style="list-style-type: none"> <li>To know that they can make choices which are healthy or unhealthy and reflect on their own lifestyle.</li> <li>To know that eating healthily, being active and sleeping all contribute to a healthy lifestyle.</li> <li>To understand some of the reasons people sometimes make unhealthy choices.</li> <li>To be able to talk about some of the physical and mental benefits of exercise.</li> <li>To know that a healthy lifestyle involves choosing a range of activities, some of which will be more active than others.</li> <li>To be able to state some of the influences on food choices and some of the persuasive methods used in advertising.</li> <li>To understand why our bodies need foods from each of the food groups and be able to suggest daily menus or meals.</li> <li>To be able to talk about the benefits of food for our bodies and plan and prepare simple healthy meals or snacks.</li> </ul>	<b>3/4 Healthy and safer lifestyles 11 (managing risk)</b> <ul style="list-style-type: none"> <li>To be able to give an example of a physical, social and emotional risk</li> <li>To be able to give examples of how their friends might affect their decisions about risky situations</li> <li>To be able to name some emotions they might feel in risky situations and how they might affect their body</li> <li>To be able to explain a strategy they might use in decision making in a risky situation</li> <li>To be able to suggest ways of reducing risk in everyday situations and recognise ways of preventing accidents</li> <li>To be able to name some people they could ask for help from in risky situations</li> <li>To be able to recognise an emergency and suggest suitable action</li> </ul>	<b>3/4 Healthy and safer lifestyles 13 (sex and relationships)</b> <ul style="list-style-type: none"> <li>To be able to give a list of the main male and female external parts of the body and the scientific names, including penis, testicles, breast and vagina.</li> <li>To be able to give several examples of the capabilities of their own bodies.</li> <li>To be able to describe familiar hygiene routines such as brushing teeth and washing hair, and understand the reasons for doing these things.</li> <li>To be able to look forward to new areas of responsibility in their own personal hygiene.</li> <li>To be able to describe how common illnesses such as colds and tummy bugs are spread and how to help prevent the spread of them.</li> </ul>

YEAR 3	Marvellous Mayans		Angry Earth		Reinventing the Wheel	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	<ul style="list-style-type: none"> <li>To know that there is a link between thoughts, feelings and behaviour.</li> <li>To understand that how they feel can affect how they approach and tackle tasks and have some strategies for remaining positive.</li> <li>To have developed some understanding of the 'fight or flight' response and how this can affect behaviour.</li> <li>To begin to use a simple problem solving process, sometimes independently, and have some strategies to solve a problem.</li> <li>To know what it feels and looks like to be assertive and when it might be appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>To know about groups and communities that exist locally, and the roles some people play in the community.</li> <li>To understand some different forms the media can take and some of what it does.</li> <li>To understand some of the needs of and how to care for the local environment.</li> <li>To know about the needs of animals, including pets, and the responsibilities of humans towards them.</li> </ul>		To know why dental hygiene is important and how they can look after their teeth.		
RE Year 3	<b>Christianity *</b> Twinkl Y4 topic  AT1:2 Retell some of the religious and moral stories from at least three different religious texts and books. AT2:2 Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.	<b>Christmas</b> Plan Bee - Christmas Journey  AT2:3 Express views about why belonging to a faith community is valuable in their own lives. AT1:1 Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions. AT1:1 Recall the different beliefs and practices of Christianity and at least one other religion.	<b>Judaism *</b> Twinkle Y3  <u><b>A trip to a religious building- tie in with a topic trip</b></u>  AT2:1 Respond to meanings behind different beliefs and practices. AT1:1 Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.	<b>People of Faith</b> Twinkl Y4  AT 1:3 To begin to understand the diversity of belief in different religions, nationally and globally. AT1:2 Begin to compare the similarities of at least three different religious texts or stories. AT2:3 Express views about why belonging to a faith community is valuable in their own lives.	<b>Islam *</b> Resources-Twinkl Y3  AT1:4 Use key words and vocabulary related to Christianity AT2:1 Suggest and find meanings behind different beliefs and practices.	<b>Buddhism *</b> Resources Twinkl Y4  AT1:3 Understand what it looks like to be a person of faith. AT2:4 Use a range of different medium to creatively express their own ideas, thoughts and opinions. Begin to explain their ideas. Express their own ideas and opinions, and begin to give good reasons for those ideas. Use a range of different medium to express their thoughts.
* On units which cover a single faith, plan one / two lessons towards the end of a topic to cover AT1 key objective (referencing back to prior learning about other faiths) and one / two lessons to cover AT2 key objective. AT statements listed are guides towards comparing faiths with AT1 being assessed before AT2.						
MFL Year 3	<b>Getting to know you</b> <ul style="list-style-type: none"> <li>Identify and note the main points of a short spoken passage.</li> <li>Respond to topic related questions with a simple answer.</li> <li>Take part in brief prepared tasks of at least two or three exchanges.</li> <li>Use mainly memorised language, with occasional variation.</li> <li>Use generally accurate pronunciation when</li> </ul>	<b>All about me</b> <ul style="list-style-type: none"> <li>Identify and note the main points of a short spoken passage.</li> <li>Respond to topic related questions with a simple answer.</li> <li>Recognise and respond to sound patterns and words. Understand short texts and dialogues, made up of familiar language.</li> <li>Read aloud a familiar sentence, rhyme or poem.</li> </ul>	<b>Food glorious food</b> <ul style="list-style-type: none"> <li>Take part in brief prepared tasks of at least two or three exchanges.</li> <li>Understand short texts and dialogues made up of familiar language.</li> <li>Write two or three short sentences on familiar topics, using aids for example text book/ wall charts.</li> <li>Begin to adapt and substitute single words and phrases in written work.</li> </ul>	<b>Family and friends</b> <ul style="list-style-type: none"> <li>Use sounds to help identify written words.</li> <li>Listen to and respond to simple rhymes, stories and songs.</li> <li>Use mainly memorised language, with occasional variation.</li> <li>Use generally accurate pronunciation when reading aloud or using familiar words or phrases.</li> <li>Recognise and respond to sound patterns and words.</li> </ul>	<b>Time</b> <ul style="list-style-type: none"> <li>Identify and note the main points of a short spoken passage.</li> <li>Respond to topic related questions with a simple answer.</li> <li>Use sounds to help identify written words.</li> <li>Listen to and respond to simple rhymes, stories and songs.</li> <li>Take part in brief prepared tasks of at least two or three exchanges.</li> </ul>	<b>Our school</b> <ul style="list-style-type: none"> <li>Identify and note the main points of a short spoken passage.</li> <li>Respond to topic related questions with a simple answer.</li> <li>Listen to and respond to simple rhymes, stories and songs.</li> <li>Use sounds to help identify written words.</li> <li>Take part in brief prepared tasks of at least two or three exchanges.</li> </ul>

YEAR 3	Marvellous Mayans		Angry Earth		Reinventing the Wheel	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	<p>reading aloud or using familiar words or phrases.</p> <ul style="list-style-type: none"> <li>Recognise and respond to sound patterns and words.</li> </ul>	<ul style="list-style-type: none"> <li>Memorise and present a short spoken text.</li> </ul>	<ul style="list-style-type: none"> <li>Memorise and present a short spoken text.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud a familiar sentence, rhyme or poem.</li> <li>Use a bilingual dictionary or glossary to look up new words.</li> <li>Memorise and present a short spoken text.</li> </ul>	<ul style="list-style-type: none"> <li>Use mainly memorised language, with occasional variation.</li> <li>Use generally accurate pronunciation with reading aloud or using familiar words or phrases.</li> <li>Recognise and respond to sound patterns and words.</li> <li>Use short phrases to express personal responses for example likes, dislikes, and feelings.</li> <li>Memorise and present a short spoken text.</li> </ul>	<ul style="list-style-type: none"> <li>Use mainly memorised language, with occasional variation.</li> <li>Use generally accurate pronunciation when reading aloud or using familiar words or phrases.</li> <li>Read aloud a familiar sentence, rhyme or poem.</li> <li>Memorise and present a short spoken text.</li> </ul>
Music Year 3 (Ocarina)	<p><b>The Ocarina</b> <b>To perform:</b> Play notes on an instrument with care so that they are clear. <b>To compose:</b> Compose and perform melodic tunes. <b>To transcribe:</b> Recognise the notes EGBDF and FACE on the musical stave. <b>To describe music:</b> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. <b>Play:</b> Children will play to a steady beat. Children will play a tuned instrument with care Children will interpret and create pitch line notation on tuned percussion Children will begin to understand melody and use note names CDEAG <b>To describe music:</b> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Understand layers of sounds <b>Listen:</b> Children will listen to historical music and composers to identify timbre, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo and ostinato.</p>	<p><b>Environment:</b> <b>To perform:</b> Maintain a simple part within a group. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. <b>To compose:</b> Compose and perform melodic songs. Create accompaniments for tunes. Use drones as accompaniments. <b>To describe music:</b> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.  <b>Building:</b> <b>To perform:</b> Sing in tune. Maintain a simple part within a group. Show control of voice. <b>To compose:</b> Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Choose, order, combine and control sounds to create an effect. <b>To describe music:</b> Understand layers of sounds and discuss their effect on mood and feelings.</p>	<p><b>The Ocarina</b> <b>To perform:</b> Play notes on an instrument with care so that they are clear. <b>To compose:</b> Compose and perform melodic tunes. <b>To transcribe:</b> Recognise the notes EGBDF and FACE on the musical stave. <b>To describe music:</b> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. <b>Play:</b> Children will play to a steady beat. Children will play a tuned instrument with care Children will interpret and create pitch line notation on tuned percussion Children will begin to understand melody and use note names CDEAG <b>To describe music:</b> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Understand layers of sounds <b>Listen:</b> Children will listen to historical music and composers to identify timbre, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo and ostinato.</p>	<p><b>Time:</b> <b>To perform:</b> Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. <b>To compose:</b> Choose, order, combine and control sounds to create an effect. <b>To transcribe:</b> Recognise the notes EGBDF and FACE on the musical stave. <b>To describe music:</b> Use the terms: durations, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary. Understand layers of sounds and discuss their effect. <b>China:</b> <b>To perform:</b> Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. <b>To compose:</b> Create repeated patterns with a range of instruments. <b>To transcribe:</b> Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crochet and semi-breve and say how many beats they represent. <b>To describe music:</b> Use the terms: durations, timbre, pitch, beat, tempo, texture and use of silence to describe music. <b>Listen:</b></p>	<p><b>The Ocarina</b> <b>To perform:</b> Play notes on an instrument with care so that they are clear. <b>To compose:</b> Compose and perform melodic tunes. <b>To transcribe:</b> Recognise the notes EGBDF and FACE on the musical stave. <b>To describe music:</b> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. <b>Play:</b> Children will play to a steady beat. Children will play a tuned instrument with care Children will interpret and create pitch line notation on tuned percussion Children will begin to understand melody and use note names CDEAG <b>To describe music:</b> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Understand layers of sounds <b>Listen:</b> Children will listen to historical music and composers to identify timbre, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo and ostinato</p>	<p><b>Communication:</b> <b>To perform:</b> Sing in tune. Pronounce words within a song clearly. Show control of voice. <b>To compose:</b> Create and perform melodic songs. <b>To transcribe:</b> Recognise the symbols for minim, crochet and semi-breve and say how many beats they represent. <b>To describe music:</b> Use the terms: durations, timbre, pitch, beat, tempo, texture and use of silence to describe music.  <b>Sounds:</b> <b>To perform:</b> Play notes on an instrument with care so that they are clear. <b>To compose:</b> Use sound to create abstract effects. Choose, order, combine and control sounds to create an effect. <b>To describe music:</b> Use the terms: durations, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. <b>Listen:</b> Children will listen to historical music and composers to</p>

YEAR 3	Marvellous Mayans		Angry Earth		Reinventing the Wheel	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
		<b>Listen:</b> Children will listen to historical music and composers to identify timbre, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo and ostinato.		Children will listen to historical music and composers to identify timbre, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo and ostinato		identify timbre, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo and ostinato.
PE Year 3	<b>Indoor –</b> <b>Dance: Dancing through the decades / Level 1 silver dance award</b>  <b>Outdoor -</b> <b>Ball Handling Skills</b>	<b>Indoor –</b> <b>Dance: Dancing through the decades / Level 1 silver dance award</b>  <b>Outdoor -</b> <b>Invasion games fundamentals</b>	<b>Indoor –</b> <b>Dance: Dancing through the decades / Level 1 silver dance award</b> Leave 2 weeks to assess dancing award  <b>Outdoor -</b> <b>Striking and fielding fundamentals</b>	<b>Indoor –</b> <b>Gymnastics: Stamina, shapes and rolling</b>  <b>Outdoor -</b> <b>Athletics</b>	<b>Indoor –</b> <b>Dance: Level 1 Gold Award</b> Leave 2 weeks for assessment in gold award  <b>Outdoor –</b> <b>Tennis</b>	<b>Outdoor -</b> <b>Swimming</b>  <b>Outdoor –</b> <b>Handball</b>

YEAR 4	Ancient Greeks		Around the World		Anglo Saxons, Scots & Vikings	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
Maths Year 4	<p><b>Number</b> Place value, rounding, negative numbers, counting forward and backwards through 0, multiples</p> <p><b>Calculations including mental strategies</b> Addition and Subtraction Compact column method introduced</p>		<p><b>Calculations</b> (including mental calculations)</p> <p><b>Multiplication</b> Grid method</p> <p><b>Calculations</b> (Including mental calculations) division <b>Multiplication and division</b> Word problems</p> <p><b>Fractions</b> Identifying fractions, addition and subtraction, relationship between decimals and fractions</p> <p><b>Calculation and decimals</b> (Division by 10, 100 and 1000)</p> <p><b>Calculations/Number/ Decimals</b> find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredth</p>		<p><b>Geometry</b> 2D/3D Shapes and position and movement</p> <p><b>Angles</b></p> <p><b>Statistics</b> Using pictograms and bar charts, including solving word problems</p> <p><b>Measure</b> Length, mass, volume and perimeter</p> <p><b>Measure</b> Time</p> <p><b>Money</b> To calculate, add, subtract, multiply and divide amounts of money</p> <p><b>Problem Solving and Investigations</b> Calculation methods</p>	
Literacy Year 4	<p><b>Genre: Narratives (myths and legends)</b></p> <p>Text: Trojan Horse, Daedalus and Icarus, Theseus and the Minotaur</p> <p>Writing outcome: Writing a narrative based around a myth or a legend</p> <p><b>Genre: Recounts Letters and Diaries</b></p> <p>Text: Sinbad the Legend of the 7 Seas</p> <p>Writing outcome: Writing a formal and informal letter.</p> <p>Writing a diary entry.</p>	<p><b>Genre: Performance Poetry</b></p> <p>Text: Kenning, Haiku, Free verse</p> <p>Writing outcome: Writing poems to perform</p> <p><b>Genre: Play Scripts</b></p> <p>Text: Variety of play scripts</p> <p>Writing outcome: To write and perform a playscript.</p>	<p><b>Genre: Power of Pictures</b></p> <p>Text: Weslandia</p> <p>Writing outcome: To write their own narrative.</p> <p><b>Genre: Balanced Arguments</b></p> <p>Text: N/A</p> <p>Writing outcome: To write a balanced argument.</p>	<p><b>Genre: Narrative (Power of Pictures)</b></p> <p>Text: Mia's Story</p> <p>Writing outcome: Plan, write and edit a narrative.</p> <p><b>Genre: Instructions</b></p> <p>Text: N/A</p> <p>Writing outcome: Writing a set of instructions.</p>	<p><b>Genre: Chronological Reports</b></p> <p>Text: TBC</p> <p>Writing outcome: Writing a diary entry about an Anglo-Saxon village.</p> <p><b>Genre: Explanations</b></p> <p>Text: TBC</p> <p>Writing outcome: Writing a diary entry about an Anglo-Saxon village.</p> <p><b>Genre: Non-Chronological Report</b></p> <p>Text: Examples of non-chronological texts</p> <p>Writing outcome: To write a non-chronological report about the Anglo-Saxons.</p>	<p><b>Genre: Narrative (Power of Pictures)</b></p> <p>Text: Mr Big</p> <p>Writing outcome: Write and publish a mini-story.</p> <p><b>Genre: Journalistic Writing</b></p> <p>Text: A Viking Raid</p> <p>Writing outcome: Write a newspaper report.</p>
Science Year 4	<p><b>Biology</b></p> <p><b>Y4 Living things and habitats</b></p> <ul style="list-style-type: none"> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>Recognise that living things can be grouped in a variety of ways.</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><b>Working scientifically objectives:</b></p>	<p><b>Biology</b></p> <p><b>Y4 Animals including humans</b></p> <ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>Identify the different type of teeth in humans and their simple functions.</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Gather, record and classify in a variety of ways <i>Comparing teeth of carnivores and herbivores</i></li> <li>Identifying similarities or differences related to simple scientific ideas <i>Comparing teeth of carnivores and herbivores</i>.</li> <li>Draw simple conclusions, and raise further questions-<i>raising and answering questions based on their observations of animals and</i></li> </ul>	<p><b>Chemistry</b></p> <p><b>Y4 States of Matter</b></p> <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>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).</li> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Ask relevant questions and explore a range of materials-</li> </ul>	<p><b>Working scientifically – our bodies</b></p> <ul style="list-style-type: none"> <li>Ask relevant questions and use different types of scientific enquiries to answer them</li> <li>Set up simple practical enquiries, comparative and fair tests</li> <li>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> </ul>	<p><b>Physics</b></p> <p><b>Y4 Sound</b></p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating.</li> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>Recognise that sounds get fainter as the distance from the sound's source increases.</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Set up simple practical enquiries, comparative and fair tests in order to observe and find patterns. <i>Explore</i></li> </ul>	<p><b>Physics</b></p> <p><b>Y4 Electricity</b></p> <p><b>Extra activity: To make a torch (DT construction)</b></p> <ul style="list-style-type: none"> <li>Identify common appliances that run on electricity.</li> <li>Construct a simple series electrical circuit identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>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.</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>Recognise some common conductors and insulators and associate metals with being good conductors.</li> </ul>

YEAR 4	Ancient Greeks		Around the World		Anglo Saxons, Scots & Vikings	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	<ul style="list-style-type: none"> <li>Ask relevant questions and use different types of scientific enquiry to answer them.</li> <li>Raise and answer questions based on their observations of animals and what they have found out about other animals that they have researched.</li> <li>Record findings by making simple keys to explore and identify local plants and animals.</li> <li>Report on findings from enquiries make a guide to local living things</li> <li>Use straightforward scientific evidence to answer questions explore examples of human impact (both positive; nature reserves, ecologically planned parks, or garden ponds and negative; population development, litter or deforestation).</li> </ul>	<p><i>what they have found out about other animals that they have researched.</i></p> <ul style="list-style-type: none"> <li>Report on findings from enquiries including oral, written explanations or displays.</li> <li>Record findings using simple scientific language, drawings and labelled diagrams Draw and discuss their ideas about the digestive system.</li> <li>Use straightforward scientific evidence to answer questions or to support their findings</li> </ul>	<p>grouping and comparisons, classifying</p> <ul style="list-style-type: none"> <li>Research states of matter and write simple explanations for them; temperature at which materials change state, eg when iron melts, oxygen condenses into a liquid.</li> <li>Set up simple investigations to answer questions about the effect of temperature on substance eg chocolate, butter, cream (making crispy cakes and ice cream for a party)</li> <li>Observe and record (table, graph) evaporation over a period of time eg a puddle in the playground or washing on a line.</li> <li>Make accurate measurements (measure size of puzzle throughout day with m rule)</li> <li>Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests</li> </ul>	<ul style="list-style-type: none"> <li>Gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>Use straightforward scientific evidence to answer questions or to support findings.</li> </ul>	<p><i>sounds made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses.</i></p> <ul style="list-style-type: none"> <li>Make a prediction based on previous learning I think the fatter elastic bad will make a deeper sound.</li> <li>Make accurate measurements (tuner) to record the pitch produced by sound.</li> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>Research making instruments and using knowledge from topic on pitch and volume to make own instruments (DT link)</li> </ul>	<p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Ask relevant questions eg. How do you make a bulb brighter?</li> <li>Set up simple practical enquiries - comparative, more batteries, more bulbs.</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li> <li>Use results to draw simple conclusions and suggest improvements</li> <li>Explore conductors and insulators and classify materials</li> <li>Make own switches using research and previous knowledge of conductors.</li> </ul>
History/ Geography Year 4	<p><b>Ancient Greeks: Geography Europe and Ancient Greece</b></p> <ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>Use maps, atlases, globes and digital / computer mapping to locate countries and describe features.</li> </ul>	<p><b>Ancient Greeks: History Europe and Ancient Greece. A study of Greek life and their influence on the western world. Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Use an increasing range of common words and phrases relating to the passing of time.( Band 3) - period, era, many years ago, ancient, old, new, decade, century,</li> </ul>	<p><b>Around the World: Geography Human and Physical geography skills</b> Map Reading &amp; Skills</p> <ul style="list-style-type: none"> <li>To name the 7 continents sand 5 oceans.</li> <li>To know what countries make up the United Kingdom and what their capital cities are.</li> <li>To compare and contrast human and physical geographical features of different countries around the world.</li> <li>To identify the significance of latitude, longitude, the Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle and the prime/Greenwich meridian and time zones.</li> </ul>	<p><b>Ancient Britain: History 1<sup>st</sup> Anglo Saxons, Scots 2<sup>nd</sup> Vikings</b></p> <p><b>A study investigating Britain's settlement by Anglo Saxons and Scots. Understand the Viking and Anglo-Saxon struggle for the Kingdom of England.</b> <u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>Use historic terms related to the period of study ( Band 4) - Religion ( Paganism, Christianity), settlement, conflict and invasion ( Picts, Scots, Vikings, Jutes), kingdom</li> </ul> <p><u>Historical Enquiry</u></p>		

YEAR 4	Ancient Greeks		Around the World		Anglo Saxons, Scots & Vikings	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	<ul style="list-style-type: none"> <li>To describe key human and physical features of a European country.</li> <li>Describe and explain distribution of natural resources including energy, food, minerals and water.</li> </ul>	<p>millennium, modern - AD, BC</p> <ul style="list-style-type: none"> <li>Place some historical periods in a chronological framework ( Band 4) <ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a timeline using dates.</li> </ul> </li> <li>Use historic terms related to the period of study ( Band 4) <ul style="list-style-type: none"> <li>democracy, government, civilisation, Spartans, mythology</li> </ul> </li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>Use a sources of information in ways that go beyond simple observations to answer questions about the past( Band 4) <ul style="list-style-type: none"> <li>Examine and compare artefacts</li> <li>Pictures, extracts, books, videos</li> <li>Ask and answer questions to find out about the past looking at similarities and differences</li> </ul> </li> </ul> <p><u>Understanding of events</u></p> <ul style="list-style-type: none"> <li>Describe a study of Ancient Greek life and achievements and their influence on the western world. (Band6) <ul style="list-style-type: none"> <li>Suggest causes and consequences of some of the main events and changes.( technology, development, democracy).</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul> </li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>Use the eight points of a compass, four-figure grid references, symbols and key to communicate geographical knowledge.</li> </ul>		<ul style="list-style-type: none"> <li>Use a variety of resources to find out about aspects of life in the past ( Band 4) <ul style="list-style-type: none"> <li>Examine and compare artefacts</li> <li>Pictures, extracts, books, videos</li> <li>Ask and answer questions to find out about the past looking at similarities and differences</li> </ul> </li> </ul> <p><u>Historical Interpretation</u></p> <ul style="list-style-type: none"> <li>Understand that sources can contradict each other (Band4) <ul style="list-style-type: none"> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> </ul> </li> </ul> <p><u>Organisation and Communication</u></p> <ul style="list-style-type: none"> <li>Communicate his/her learning in an organised and structured way using appropriate terminology (Band4)</li> </ul> <p><u>Understanding of events</u></p> <ul style="list-style-type: none"> <li>Describe Britain’s settlement by Anglo-Saxons and Scots. (Band6)</li> <li>Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor. (Band6) <ul style="list-style-type: none"> <li>Suggest causes and consequences of some of the main events and changes in the period.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> </li> <li>Give some reasons for some important historical events (Band5) <ul style="list-style-type: none"> <li>religion, Christianity spreading in Britain, Lindesfarne Viking raid, creation of Kingdoms( invasion, settlement, rulers)</li> </ul> </li> </ul>	
Art& DT Year 4	<b>Art: Greek Art</b> <b>Skill: Painting</b> <b>Artists:</b> <b>Claude Monet 1840-1926 (M)</b> <b>Vincent Van Gogh 1853-1890 (T)</b>	<b>DT – Computing / Electronics</b> <b>Crumble</b> <i>Evaluate:</i> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> </ul>	<b>Art: Art Around the World</b> <b>Skill: Sculpture (Modroc)</b> <b>Artists:</b> <b>Claire Cooper Walsh (C)</b> <b>Antoni Gaudi 1852-1926 (M)</b>	<b>DT - Food &amp; Nutrition: Soup</b> <i>Evaluate:</i> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>explore how products have been created</li> </ul>	<b>Art &amp; DT joint unit</b> <b>Art: Ancient Britain</b> <b>Skill: sewing / weaving</b> <b>Artists:</b> <b>Henri Matisse 1869-1954 (M)</b> <b>Bayeaux Tapestry 1476 (T)</b>	<b>Art &amp; DT joint unit</b> <b>DT – Textiles:</b> <b>Decorating and joining to make a wall hanging</b> <i>Evaluate:</i>



YEAR 4	Ancient Greeks		Around the World		Anglo Saxons, Scots & Vikings	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	<p><b>Steven Brown (C)</b></p> <ul style="list-style-type: none"> <li>Use different softness of pencils to show line, tone and texture.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>Experiment in sketch books with creating mood with colour.</li> <li>Mix colours effectively.</li> <li>Use watercolour paint to produce washes for backgrounds then add detail.</li> </ul>	<ul style="list-style-type: none"> <li>explore how products have been created</li> <li>disassemble products to understand how they work</li> </ul> <p><i>Design &amp; make:</i></p> <ul style="list-style-type: none"> <li>identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs</li> <li>design with purpose by identifying opportunities to design</li> <li>improve upon existing designs, giving reasons for choices</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and computer-aided design</li> <li>make products by working efficiently (e.g. carefully selecting materials</li> <li>refine work and techniques as work progresses, continually evaluating the product design</li> <li>create circuits using electronic kits that employ a number of components.</li> <li>convert rotary motion to linear using cams.</li> <li>use innovative combinations of electronics and mechanics in product design.</li> <li>use code to control and monitor models or products.</li> </ul> <p><i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>evaluate ideas and products against design criteria</li> <li>suggest improvements to the existing designs</li> </ul>	<p><b>Aguste Rodin 1840-1917 The Thinker (T)</b></p> <ul style="list-style-type: none"> <li>Make a sculpture based on the landscapes using chicken wire and Modroc.</li> <li>Investigate different landscapes, their features and investigate different textures.</li> <li>Add different materials and fabrics.</li> <li>Replicate some of the techniques used by artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>explore similar foods to identify likes and dislikes</li> </ul> <p><i>Design:</i></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate ideas through talking, drawing, templates / recipes</li> <li>understand where food comes from</li> <li>begin to understand seasonality</li> <li>know that a healthy diet is made up from a variety of different food and drink, as depicted in The Eatwell Plate.</li> </ul> <p><i>Make:</i></p> <ul style="list-style-type: none"> <li>cut, peel or grate ingredients safely and hygienically</li> <li>measure or weigh using measuring cups or electronic scales</li> <li>assemble or cook ingredients, controlling the temperature of the hob</li> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>follow / adapt a basic recipe</li> <li>refine the design as work progresses</li> </ul> <p><i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>evaluate ideas and products against design criteria</li> <li>suggest improvements to the existing designs</li> </ul>	<p><b>Kazuhiro Takadoi (C)</b></p> <ul style="list-style-type: none"> <li>Look at and discuss tapestries through history.</li> <li>Look at Matisse's cut out art. Create a modern tapestry based on the style of Matisse (individual or class)</li> <li>Experiment with tie dye, batik and applique</li> <li>Shape and stitch materials. Use basic cross stitch and back stitch.</li> <li>Create weavings.</li> </ul>	<ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>explore objects and designs to identify likes and dislikes of the designs</li> </ul> <p><i>Design:</i></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities including textiles</li> </ul> <p><i>Make:</i></p> <ul style="list-style-type: none"> <li>cut textiles safely and accurately</li> <li>join textiles using appropriate and various stitches</li> <li>colour and decorate textiles using a number of techniques (such as dyeing, adding sequins, embroidery, printing)</li> <li>investigate different stitch types (e.g. on binca)</li> <li>be aware of the need for a seam and seam allowance (sew seams on sewing machine)</li> <li>select and use a range of materials, including textiles, according to their characteristics</li> <li>refine the design as work progresses</li> </ul> <p><i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>evaluate ideas and products against design criteria</li> <li>suggest improvements to the existing designs</li> </ul>

YEAR 4	Ancient Greeks		Around the World		Anglo Saxons, Scots & Vikings	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
Computing Year 4	<b>Unit 4.1 Coding</b> Number of Weeks – 6 Main Programs – 2Code <b>Unit 4.2 Online safety</b> Weeks – 4 Programs – Various	<b>Unit 4.3 Spreadsheets</b> Weeks – 6 Programs – 2Calculate	<b>Unit 4.4 Writing for different audiences</b> Weeks – 5 Programs – 2Email, 2Connect, 2DIY	<b>Unit 4.5 Logo</b> Weeks – 4 Programs – Logo	<b>Unit 4.6 Animation</b> Weeks – 3 Programs – 2Animate <b>Unit 4.7 Effective Search</b> Weeks – 3 Programs – Browser	<b>Unit 4.8 Hardware Investigators</b> Weeks – 2
PSHE Year 4	<b>Myself and my relationship 13 (managing change)</b> <ul style="list-style-type: none"> <li>To be able to identify changes that they and other children may experience in their lives.</li> <li>To be able to name emotions that may be involved in loss and change situations, and have some strategies for coping with them.</li> <li>To know what helps or hinders when they are experiencing difficult emotions.</li> <li>To understand how someone who experiences bereavement might feel.</li> <li>To know who they can talk to if they are experiencing difficult emotions, and how to ask for help.</li> <li>To be able to plan to make a chosen change happen.</li> </ul>	<b>Myself and my relationship 11 (family and friends) MMR 12 (Anti Bullying)</b> <ul style="list-style-type: none"> <li>To be able to describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends.</li> <li>To understand and be able to cope with changes in friendship patterns, and know some ways to resolve conflict and other issues in friendships.</li> <li>To be able to identify similarities and differences between themselves and their peers, and be able to recognise there are sometimes different points of view in a situation.</li> <li>To be able to identify special people in their support networks, and know from whom and how to access support.</li> <li>To be able to recognise that people live in different family patterns.</li> <li>To understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying.</li> <li>To understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life.</li> <li>To be able to describe the feelings of those involved in bullying including those who bully others.</li> <li>To be able to describe and demonstrate a number of</li> </ul>	<b>Economic wellbeing 2 (financial capability)</b> <ul style="list-style-type: none"> <li>To know that we receive money through a variety of means, including paid work.</li> <li>To know ways to keep money safe, including saving it.</li> <li>To understand that some of the ways we use money can make it grow or involve risk.</li> <li>To understand that we make choices about spending for many different reasons.</li> <li>To begin to understand that the choices we make affect us, our communities and the wider world.</li> <li>To begin to understand and manage the sometimes uncomfortable and changing feelings we have about money.</li> <li>To begin to understand that money may have different value and meaning to different people at different times and in different cultures.</li> <li>To know about the work of a charity and why we might need it.</li> <li>To be able to manage money effectively in real life situations.</li> </ul>	<b>Healthy and safer lifestyles 15 (drug education)</b> <ul style="list-style-type: none"> <li>To be able to name some medical and legal recreational drugs.</li> <li>To have a basic understanding of how a drug can enter the body and the bloodstream.</li> <li>To be able to explain some ways in which medicines are used and describe some of the professionals who work with them.</li> <li>To have clear ideas about medicine safety and have some ideas for keeping safe and asking for help.</li> <li>To know that nicotine and alcohol are drugs and describe some of their effects.</li> <li>To have begun to consider why some people choose to use nicotine and alcohol.</li> <li>To have thought about influence and persuasion and will demonstrate some skills to counter these.</li> </ul>	<b>Citizenship 8 (rights, rules and responsibilities)</b> <ul style="list-style-type: none"> <li>To identify the difference between their wants and needs.</li> <li>They will be introduced to the idea of rights and why these are important.</li> <li>To learn that rights come with responsibilities and that these responsibilities affect their actions at home and at school.</li> <li>To develop an understanding of democratic decisions and how these affect their everyday lives, including experiencing voting and its outcomes in the classroom.</li> <li>To learn how to share their opinions, ensuring that they listen to those of others, taking turns and showing respect for each other.</li> </ul>	<b>Healthy and safer lifestyles 16 (personal safety) Healthier and Safer lifestyles 17 (sex and relationships education)</b> <ul style="list-style-type: none"> <li>To be able to contribute to discussions and listen to other view points about personal safety and take an active part in class activities including using assertive voice and body language</li> <li>To be able to identify trusted adults to include in their Network of Support, and who they can go to if they have a worry or a 'no' or 'I'm not sure' feeling.</li> <li>To be able to explain what their 'sixth sense' is and how this contributes to assessing different levels of risk.</li> <li>To be able to identify the difference between good and bad secrets and tricks as well as 'yes' and 'no' touches; understanding that they are able to say 'no' and tell someone on their Network of Support</li> <li>To be able to identify and name body parts, including the sexual parts.</li> <li>To be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy.</li> <li>To be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood.</li> <li>To be able to identify an area for which they can take more responsibility.</li> <li>To be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the</li> </ul>

YEAR 4	Ancient Greeks		Around the World		Anglo Saxons, Scots & Vikings	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
		assertiveness techniques when responding to bullying and be starting to show that they can support a child in a bullying situation. <ul style="list-style-type: none"> <li>To be able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to make the school a safer place where bullying is less likely to occur.</li> </ul>				fact that a baby cannot look after itself.
RE Year 4	<b>Hinduism *</b> Twinkle Y3  AT1:1 Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions. AT2:1 Respond to meanings behind different beliefs and practices. AT2:3 Express views about why belonging to a faith community is valuable in their own lives.	<b>Pilgrimage a multi faith unit)</b> Twinkl yr 4  AT1:4 Begin to compare directly different responses to ethical questions ( eg. The importance of pilgrimage) looking at a range of different religions. AT2:4 Begin to make connections between their own ideas and others. AT1:1 Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions AT2:1 Respond to meanings behind different beliefs and practices. At1:3 To begin to understand the diversity of belief in different religions, nationally and globally.	<b>What do we know about Jesus (linked to yr5/6 unit about Jesus)</b> Plan bee Y3  AT1:2 Begin to compare the similarities of at least three different religious texts AT2:2 Respond to the meanings of some religious and moral stories and express how these relate (directly) to right and wrong.	<b>Why is Easter important?</b> Plan bee Y4  AT 1:2 Begin to compare the similarities of at least three different religious texts or stories. AT2:2 Respond to the meanings of some religious and moral stories and express how these relate (directly) to right and wrong.  AT2:4 Begin to make connections between their own ideas and others.	<b>Sikhs rites of passage</b> Plan bee Y3/4  AT1:1. 1 Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions. AT2:1 Respond to meanings behind different beliefs and practices. AT2:3 Express views about why belonging to a faith community is valuable in their own lives.  AT1:4 Begin to compare directly different responses to ethical questions looking at a range of different religions. AT2:4 Begin to make connections between their own ideas and others.	<b>What is the Bible and why is it important to Christians?</b> Plan bee Y3 or Twinkle Y3  AT1: 1 Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions. AT2:1 Respond to meanings behind different beliefs and practices.
* On units which cover a single faith, plan one / two lessons towards the end of a topic to cover AT1 key objective (referencing back to prior learning about other faiths) and one / two lessons to cover AT2 key objective. AT statements listed are guides towards comparing faiths with AT1 being assessed before AT2.						
MFL Year 4	<b>All around town</b> <ul style="list-style-type: none"> <li>Use sounds to help identify written words.</li> <li>Listen to and respond to simple rhymes, stories and songs.</li> <li>Identify and note the main points of a short spoken passage.</li> <li>Respond to topic related questions with a simple answer.</li> <li>Take part in brief prepared tasks of at least two or three exchanges.</li> </ul>	<b>On the move</b> <ul style="list-style-type: none"> <li>Understand short texts and dialogues, made up of familiar language.</li> <li>Use mainly memorised language, with occasional variation.</li> <li>Use generally accurate pronunciation with reading aloud or using familiar words or phrases.</li> <li>Use short phrases to express personal responses for example likes, dislikes, and feelings.</li> </ul>	<b>Gone shopping</b> <ul style="list-style-type: none"> <li>Take part in brief prepared tasks of at least two or three exchanges.</li> <li>Memorise and present a short spoken text.</li> <li>Use mainly memorised language, with occasional variation.</li> <li>Use generally accurate pronunciation with reading aloud or using familiar words or phrases.</li> <li>Recognise and respond to sound patterns and words.</li> </ul>	<b>Where in the world</b> <ul style="list-style-type: none"> <li>Use mainly memorised language, with occasional variation.</li> <li>Use generally accurate pronunciation when reading aloud or using familiar words or phrases.</li> <li>Recognise and respond to sound patterns and words.</li> <li>Memorise and present a short spoken text.</li> <li>Write two or three short sentences on familiar</li> </ul>	<b>What's the time</b> <ul style="list-style-type: none"> <li>Identify and note the main points of a short spoken passage.</li> <li>Respond to topic related questions with a simple answer.</li> <li>Listen to and respond to simple rhymes, stories and songs.</li> <li>Use sounds to help identify written words.</li> <li>Use mainly memorised language, with occasional variation.</li> </ul>	<b>Holidays and hobbies</b> <ul style="list-style-type: none"> <li>Use sounds to help identify written words.</li> <li>Listen to and respond to simple rhymes, stories and songs.</li> <li>Use mainly memorised language, with occasional variation.</li> <li>Use generally accurate pronunciation with reading aloud or using familiar words or phrases.</li> <li>Recognise and respond to sound patterns and words.</li> <li>Memorise and present a short spoken text. Understand short</li> </ul>

YEAR 4	Ancient Greeks		Around the World		Anglo Saxons, Scots & Vikings	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	<ul style="list-style-type: none"> <li>Use short phrases to express personal responses for example likes, dislikes, and feelings.</li> <li>Understand short texts and dialogues, made up of familiar language.</li> <li>Write two or three short sentences on familiar topics, using aids for example text book/ wall charts.</li> <li>Begin to adapt and substitute single words and phrases in written work.</li> <li>Write words and phrases from memory with comprehensible spelling.</li> </ul>			<p>topics, using aids for example text book/ wall charts.</p> <ul style="list-style-type: none"> <li>Begin to adapt and substitute single words and phrases in written work.</li> <li>Write words and phrases from memory with comprehensible spelling.</li> </ul>	<ul style="list-style-type: none"> <li>Use generally accurate pronunciation when reading aloud or using familiar words of phrases.</li> <li>Read aloud a familiar sentence, rhyme or poem.</li> <li>Recognise and respond to sound patterns and words.</li> </ul>	<p>texts and dialogues, made up of familiar language.</p>
Music Year 4 Recorders	<p><b>Recorders</b> <b>To perform:</b> Maintain a simple part within a group (ABA/Rondo). Perform with control and awareness of others. <b>To compose:</b> Compose and perform melodic songs. Use sound to create abstract effects. Create accompaniments for tunes. Choose, order, combine and control sounds to create an effect. <b>To transcribe:</b> Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. <b>To describe music:</b> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. <b>Listen:</b></p> <ul style="list-style-type: none"> <li>Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody,</li> </ul>	<p><b>In the Past:</b> <b>To perform:</b> Sing from memory with accurate pitch. Sing in tune. Pronounce words within a song clearly. Show control of voice. Maintain a simple part within a group. Perform with control and awareness of others. <b>To compose:</b> Create repeated patterns with a range of instruments. <b>To transcribe:</b> Devise non-standard symbols to indicate when to play and rest. <b>To describe music:</b> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Understand layers of sound and discuss their effect on mood and feelings. <b>Ancient Worlds:</b> <b>To perform:</b> Sing from memory with accurate pitch. Maintain a simple part within a group. Perform with control and awareness of others. <b>To compose:</b> Compose and perform melodic songs. <b>To describe music:</b> Use the terms: duration, timbre, pitch,</p>	<p><b>Recorders</b> <b>To perform:</b> Maintain a simple part within a group (ABA/Rondo). Perform with control and awareness of others. <b>To compose:</b> Compose and perform melodic songs. Use sound to create abstract effects. Create accompaniments for tunes. Choose, order, combine and control sounds to create an effect. <b>To transcribe:</b> Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. <b>To describe music:</b> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. <b>Listen:</b></p> <ul style="list-style-type: none"> <li>Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat, drone, recorder</li> </ul>	<p><b>Poetry:</b> <b>To perform:</b> Show control of voice. Perform with control and awareness of others. <b>To compose:</b> Create repeated patterns with a range of instruments. Create accompaniments for tunes. Choose, order, combine and control sounds to create an effect. <b>To transcribe:</b> Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. <b>To describe music:</b> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. <b>Environment:</b> <b>To perform:</b> Maintain a simple part within a group. Show control of voice. Perform with control and awareness of others. <b>To compose:</b> Create accompaniments for tunes. Use drones as accompaniments.</p>	<p><b>Recorders</b> <b>To perform:</b> Maintain a simple part within a group (ABA/Rondo). Perform with control and awareness of others. <b>To compose:</b> Compose and perform melodic songs. Use sound to create abstract effects. Create accompaniments for tunes. Choose, order, combine and control sounds to create an effect. <b>To transcribe:</b> Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. <b>To describe music:</b> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. <b>Listen:</b></p> <ul style="list-style-type: none"> <li>Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat, drone, recorder</li> </ul>	<p><b>Building:</b> <b>To perform:</b> Perform with control and awareness of others. <b>To compose:</b> Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. <b>To transcribe:</b> Devise non-standard symbols to indicate when to play and rest. <b>To describe music:</b> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Understand layers of sounds and discuss their effect on mood and feelings. <b>Listen:</b> Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat, drone, recorder <b>Sounds:</b> <b>To perform:</b> Maintain a simple part within a group. <b>To compose:</b></p>

YEAR 4	Ancient Greeks		Around the World		Anglo Saxons, Scots & Vikings	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	diminuendo, ostinato, beat, drone, recorder	beat, tempo, texture and use of silence to describe music. Understand layers of sounds and discuss their effect on mood and feelings. <b>Listen:</b> <ul style="list-style-type: none"> <li>Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat, drone, recorder</li> </ul>		Choose, order, combine and control sounds to create an effect. <b>To transcribe:</b> Device non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Use digital technologies to compose pieces of music. <b>To describe music:</b> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluating music using musical vocabulary to identify areas of likes and dislikes. <b>Listen:</b> Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat, drone, recorder •		Compose and perform melodic songs. Use sound to create abstract effects. Create accompaniments for tunes. Choose, order, combine and control sounds to create an effect. <b>To describe music:</b> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Understand layers of sounds and discuss their effect on mood and feelings. <b>Listen:</b> <ul style="list-style-type: none"> <li>Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat, drone, recorder</li> </ul>
PE Year 4	<b>Indoor – Vanessa: Gymnastics: Rolling/creating floor sequence</b>  <b>Outdoor - Netball</b>	<b>Indoor – Vanessa: Gymnastics: Rolling/creating floor sequence</b>  <b>Outdoor - Tag Rugby</b>	<b>Indoor – Vanessa dance: National Dances</b>  <b>Outdoor - Rounders</b>	<b>Indoor – Vanessa dance: National Dances</b>  <b>Outdoor - Athletics</b>	<b>Indoor – Vanessa Dance: Level 2 Bronze Dance Award</b>  <b>Outdoor- Tennis</b>	<b>Outdoor – Swimming</b>  <b>Indoor – Vanessa Dance: Level 2 Bronze Dance Award</b>

YEAR 5	Water World		Romans		Bassingbourn Boundaries	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
Maths Year 5	<p><b>Number</b> Place value, rounding (including decimals), negative numbers, roman numerals,  <b>Calculations</b> (including mental calculations) addition, subtraction.  <b>Number</b> (rounding to check +/- calculations)</p>		<p><b>Number</b> Multiples, factors  <b>Calculations</b> (including mental calculations) multiplication and division, mult and div by 10, 100 and 1000  <b>Number</b> squares and cubes  <b>Fractions</b> (Decimals and percentages)</p>		<p><b>Measure</b> Units and scales  <b>Geometry</b> Perimeter, Area, Capacity, Position and direction  <b>Statistics</b> Timetables, graphs and mean  <b>Geometry</b> Angles and shape  Ratio and proportion</p>	
Literacy Year 5	<p><b>Genre: Narrative - Adventure</b>  Text: Hatchet – Gary Paulsen  Writing outcome: To write a description of a place. To write a diary entry.  <b>Genre: Non-chronological report: survival</b>  Text: Video – Ray Mears’ Survival Video  Writing outcome: To write a non-chronological report (survival guide).  <b>Genre: Persuasive</b>  Text: Water Facts  Writing outcome: To produce a persuasive leaflet.  <b>Genre: Film narrative</b>  Text: Example texts showing grammatical features.  Writing outcome: To write a narrative.</p>	<p><b>Genre: Narrative - suspense</b>  Text: Water Tower – Gary Crew,  Grammatical example texts  Writing outcome: To write a narrative with suspense.  <b>Genre: Narrative – suspense / sci-fi</b>  Text: Boy in the Tower  Writing outcome: Write a report, a persuasive text, write in role and suspense writing.  <b>Genre: Narrative Poetry</b>  Text: Highwayman  Writing outcome: Write poetry.  <b>Genre: Newspaper Article</b>  Text: The Snowman – text and film  Writing outcome: Write a newspaper article.</p>	<p><b>Genre: Narrative (myths and legends)</b>  Text: Myths and Legends  Writing outcome: Write a myth.  <b>Genre: Biography</b>  Text: Julius Caesar Weblinks and information about Septimius Severus (Black Roman Emperor).  Writing outcome: Write a chronological biography.  <b>Genre: Poetry</b>  Text: Various poems by significant poets  Writing outcome: Respond to a range of poems. Write free verse poems.  <b>Genre: Balanced Argument</b>  Text: Oral and written debate - Were the Romans the Greatest Inventors? Example debates.  Writing outcome: Write a balanced argument.</p>	<p><b>Genre: Non-chronological report</b>  Text: Example reports and Pictures and information from Hazard Alley to support note taking.  Writing outcome: Write a non-chronological report.  <b>Genre: Formal letter</b>  Text: Various formal letters  Writing outcome: Write a complaint letter in a formal tone.  <b>Genre: Informal Letter</b>  Text: Various informal letters  Writing outcome: Write a letter in an informal tone.  <b>Genre: Explanation Text</b>  Text: Example Text  Writing outcome: Write an explanation text.</p>	<p><b>Genre: Diary</b>  Text: Baboon on the Moon (Film)  Writing outcome: Write a 1st person diary.  <b>Genre: Narrative</b>  Text: Armstrong by Torben Kulmann (Picture book)  Writing outcome: Write a narrative piece of text.  <b>Genre: Poetry</b>  Text: Magic of the Brain by Jenny Joseph, The Boneyard Rap by Wes Magee (Choral Poem) and The Magic Box by Kit Wright  Writing outcome: Composing their own pieces of poetry.</p>	<p><b>Genre: Instructions</b>  Text: ‘Cup of tea’ instructions, Basic Biscuit recipe  Writing outcome: Write a set of chronological instructions.  <b>Genre: Formal letter</b>  Text: Example letters from children  Writing outcome: Write a formal letter.  <b>Genre: Persuasive writing</b>  Text: Adverts (Magazines, TV, Radio)  Writing outcome: Write a persuasive advert.  <b>Genre: Playscripts / Graphic Novel</b>  Text: Shakespeare Biography and Midsummer Night’s Dream  Graphic Novel  Writing outcome: Write a biography and formal letter.</p>
Science Year 5	<p><b>Biology</b>  <b>Y5 Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life process of reproduction in some plants and animals.</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Present findings in written form, displays and other presentations (findings from research)</li> <li>Record findings using scientific diagrams and labels, classification keys and models (findings from research)</li> </ul>	<p><b>Chemistry</b>  <b>Y5 Properties and changes of materials</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> </ul>	<p><b>Biology</b>  <b>Y5 Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>Describe changes as humans develop from birth to old age</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Present findings in written form, displays and other presentations</li> <li>Record ideas of increasing complexity using scientific diagrams and labels.</li> </ul> <p><a href="#">Link with PSHE/Puberty talks.</a></p>	<p><b>Physics</b>  <b>Y5 Forces</b></p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Raise questions eg. The effect of air resistance, friction.</li> </ul>	<p><b>Physics</b>  <b>Y5 Earth and Space</b></p> <ul style="list-style-type: none"> <li>Describe the movement of the earth and other planets, relative to the sun in the solar system.</li> <li>Describe the movement of the moon relative to the earth</li> <li>Describe the Earth, Sun and Moon as approximately spherical bodies</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Ask questions and develop lines of enquiry (research based, secondary sources)</li> <li>Use simple models to describe scientific ideas</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>Present findings (of research) in written form, displays and other presentations</li> <li>Record findings of increasing complexity using scientific diagrams and labels or models.</li> </ul>	

YEAR 5	Water World		Romans		Bassingbourn Boundaries	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	<ul style="list-style-type: none"> <li>• Observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world</li> <li>• Ask pertinent questions and suggest reasons for similarities and differences</li> <li>• Use simple models to describe scientific ideas</li> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>• Plan enquiries to answer questions, including recognising and controlling variables where necessary <i>eg. which materials would be the most effective for making a warm jacket, wrapping ice cream to stop it melting, making blackout curtains.</i></li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels; bar, line and scatter graphs.</li> <li>• Report findings from enquiries, including conclusions, casual relationships and explanation of and degree of trust in results, in oral forms.</li> <li>• Use test results to make predictions to set up further comparative and fair tests.</li> </ul>		<ul style="list-style-type: none"> <li>• Plan enquiries to answer questions, including recognising and controlling variables where necessary. <i>Effects of air resistance, friction, levers, pulleys, machinery</i> - Making and testing boats, parachutes; carrying out fair tests to see which works best.</li> <li>• Report findings from enquiries, including conclusions, casual relationships and explanation of and degree of trust in results, in oral forms (voice memos, video, discussions with others)</li> <li>• Use test results to make predictions to set up further comparative and fair test</li> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments <i>Scientists Galileo Galilei, Issac Newton Theory of Gravitation.</i></li> </ul>		

YEAR 5	Water World		Romans		Bassingbourn Boundaries	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
History/ Geography Year 5	<p><b>Water World: Geography</b></p> <ul style="list-style-type: none"> <li>Water cycles, rivers, lakes, thematic study</li> <li>Map reading skills</li> <li>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>Trip to Stibbington for River Study / fieldwork</li> </ul> <p>To include: Tropics / northern / southern hemisphere, mountains</p>		<p><b>Romans: Geography</b></p> <ul style="list-style-type: none"> <li>Human and Physical geography skills</li> <li>Map Reading &amp; Skills</li> </ul>	<p><b>Romans: History</b></p> <p><b>A study of The Roman Empire and its impact on Britain. Could include:</b></p> <ul style="list-style-type: none"> <li>☒ Julius Caesar's attempted invasion in 55-54 BC</li> <li>☒ the Roman Empire by AD 42 and the power of its army</li> <li>☒ successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>☒ British resistance, for example, Boudica</li> <li>☒ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul> <ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<p><b>Bassingbourn Boundaries: Local UK Geography</b></p> <ul style="list-style-type: none"> <li>Map Reading &amp; Skills</li> <li>Local UK</li> <li>Map reading skills</li> <li>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</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>	<p><b>Bassingbourn Boundaries: Local UK History</b></p> <p><b>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).</b></p> <p>or</p> <p><b>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</b></p> <ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>
Art & DT Year 5	<p><b>Art: Water themed Skill: Painting / mixed media (water) Artists: Winifred Nicholson 1893-1981 (M)</b></p>	<p><b>DT: Construction Bird Houses Evaluate:</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products,</li> </ul>	<p><b>DT: Mechanics Roman influence / water powered</b></p>	<p><b>Art: Roman Skill: mosaic Artists: Gustav Klimt 1862-1918 (M) Roman mosaics (T) Jason Dussault (C)</b></p>	<p><b>DT Food Biscuits (Enterprise initiative) Evaluate:</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> </ul>	<p><b>Art: Inspired by the local environment Skill: printing Artist: Alison Deegon</b></p>



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Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	<p><b>Jenna Douglass (C)</b></p> <ul style="list-style-type: none"> <li>• Create a painting of a watery scene.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Experiment with shades and tones of watery colours.</li> <li>• Use a variety of techniques to add interesting effects (reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Sketch (lightly) before painting to combine line and colour.</li> </ul> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <ul style="list-style-type: none"> <li>• Use brush technique and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>	<p>disassemble products to understand how they work.</p> <ul style="list-style-type: none"> <li>• explore how products have been created</li> <li>• identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</li> </ul> <p><i>Design:</i></p> <ul style="list-style-type: none"> <li>• design with the user in mind, motivated by the service a product will offer (rather than the profit)</li> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate ideas through talking, drawing, templates / prototypes</li> <li>• improve upon existing designs, giving reasons for choices</li> <li>• use software to design and represent product designs if appropriate</li> </ul> <p><i>Make:</i></p> <ul style="list-style-type: none"> <li>• cut materials accurately and safely by selecting appropriate tools</li> <li>• measure and mark out to the nearest mm</li> <li>• show an understanding of the qualities of materials to choose appropriate tools to cut and shape</li> <li>• apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (slots or cut outs)</li> <li>• select appropriate joining techniques</li> <li>• develop a range of practical skills to create products (cutting, drilling, nailing, filing, gluing, sanding)</li> <li>• choose suitable techniques to construct products</li> </ul>	<p><b>Must include moving parts (cogs, levers etc – chat to Y3/4)</b></p> <p><i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products</li> <li>• explore how products have been created</li> </ul> <p><i>Design:</i></p> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> <li>• Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities [including construction]</li> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>• design with a user in mind, motivated by the service a product will offer (rather than profit)</li> <li>• use prototypes, cross-sectional diagrams and computer aided design to represent diagrams</li> <li>• combine elements of design from a range of inspirational designers through history, giving reasons for choices</li> <li>• create innovative designs that improve upon existing products</li> </ul> <p><i>Make:</i></p> <ul style="list-style-type: none"> <li>• cut materials with precision and refine the finish with appropriate tools</li> </ul>	<ul style="list-style-type: none"> <li>• Replicate images of well-known artists, use a sketchbook to show how ideas have improved, add detail to sculpture.</li> <li>• Look at and discuss Roman mosaic art and Klimt’s use of pattern and colour. Use sketch books and resource books to collect ideas and experiment with pattern.</li> <li>• Use broken tiles to create own mosaics based on Klimt’s art.</li> </ul>	<ul style="list-style-type: none"> <li>• explore how products have been created</li> <li>• explore similar foods to identify likes and dislikes</li> </ul> <p><i>Design:</i></p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• generate, develop, model and communicate ideas through talking, drawing, templates / recipes</li> <li>• understand where food comes from</li> <li>• begin to understand seasonality</li> <li>• know that a healthy diet is made up from a variety of different food and drink, as depicted in The Eatwell Plate.</li> </ul> <p><i>Make:</i></p> <ul style="list-style-type: none"> <li>• cut, peel or grate ingredients safely and hygienically</li> <li>• measure or weigh using measuring cups or electronic scales</li> <li>• assemble or cook ingredients, controlling the temperature of the hob</li> <li>• demonstrate a range of cooking techniques</li> <li>• understand the importance of the correct storage and handling of ingredients</li> <li>• create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> <li>• calculate ratios of ingredients to scale up or down from a recipe</li> <li>• refine the design as work progresses</li> </ul> <p><i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>• evaluate ideas and products against design criteria</li> <li>• suggest improvements to the existing designs</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use inspiration from the local environment to produce a print.</li> <li>• Look at different printing techniques.</li> <li>• Collect ideas and examples in resource books.</li> <li>• Collect objects, rubbings, pattern ideas from the local environment.</li> <li>• Experiment with printing techniques and produce a detailed print with up to 4 colours using some different techniques.</li> <li>• Overwork prints with pen / coloured pencils / pens.</li> <li>• Discuss and evaluate own work and that of others.</li> </ul>

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		<ul style="list-style-type: none"> <li>strengthen materials using suitable techniques</li> <li>make products by working efficiently (e.g. carefully selecting materials)</li> <li>refine work and techniques as work progresses, continually evaluating the product design</li> <li>ensure products have high quality finish</li> </ul> <p><i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>evaluate ideas and products against design criteria</li> <li>suggest improvements to the existing designs</li> </ul> <p><a href="https://www.rspb.org.uk/learning/for-families/family-wild-challenge/activities/build-a-birdbox/?channel=paidsearch&amp;gclid=Cj0KCCQiAtOjyBRCOARIsAlpJyGNRLldlUqZvqYcPn5PFpebKTg8FDj8yQERlvMAp_OsNfSSE0oYGcF8aAjNsEALw_wcB">https://www.rspb.org.uk/learning/for-families/family-wild-challenge/activities/build-a-birdbox/?channel=paidsearch&amp;gclid=Cj0KCCQiAtOjyBRCOARIsAlpJyGNRLldlUqZvqYcPn5PFpebKTg8FDj8yQERlvMAp_OsNfSSE0oYGcF8aAjNsEALw_wcB</a></p>	<ul style="list-style-type: none"> <li>show an understanding of the qualities of materials to choose appropriate tools to cut shapes</li> <li>develop a range of practical skills to create products (cutting, drilling, screwing, nailing, filing, gluing, sanding).</li> <li>make products through stages of prototypes, making continual refinements</li> </ul> <p><i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>ensure products have high quality finish, using art skills where appropriate</li> <li>evaluate the design of products so as to suggest improvements to the user experience</li> </ul>			
Computing Year 5	<b>Unit 5.1 Coding</b> Weeks – 6 Main Programs – 2Code <b>Unit 5.2 Online safety</b> Weeks – 3 Programs - Various	<b>Unit 5.3 Spreadsheets</b> Weeks – 6 Programs – 2Calculate	<b>Unit 5.4 Databases</b> Weeks – 4 Programs – 2Question, 2Investigate	<b>Unit 5.5 Game Creator</b> Weeks – 5 Programs – 2DIY 3D	<b>Unit 5.6 3D Modelling</b> Weeks – 4 Programs – 2Design and Make	<b>Unit 5.7 Concept Maps</b> Weeks – 4 Programs – 2Connect
PSHE Year 5	<b>My emotions/Family and Friends (MMR15/16)</b> <ul style="list-style-type: none"> <li>To be able to recognise and describe feelings in themselves and others, including mixed emotions and moods.</li> <li>To be able to communicate effectively how they are feeling, including reasons for that feeling.</li> <li>To regularly use some strategies to manage their feelings, including calming and relaxing themselves.</li> <li>To begin to develop strategies for understanding</li> </ul>	<b>Rights, Rules and Responsibilities (Cit 11)</b> <ul style="list-style-type: none"> <li>To be able to state some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important.</li> <li>To identify some of the links between rights, rules and responsibilities.</li> <li>To be able to suggest useful ground rules and give examples of what following the rules looks like.</li> <li>To understand how rights and responsibilities can sometimes conflict with each</li> </ul>	<b>Safety Contexts (HSL 19)</b> <ul style="list-style-type: none"> <li>To be able to explain basic road safety rules, e.g. Green Cross Code.</li> <li>To know some hazards associated with cycling and describe precautions they can take.</li> <li>To understand that sunburn is bad for you and suggest ways to reduce the risk of sunburn.</li> <li>To recognise that exposure to electricity can be dangerous and describe a range of risks in the home and how to avoid these.</li> </ul>	<b>5/6 Healthy &amp; Safe Lifestyles (HSL21)</b> <ul style="list-style-type: none"> <li>To understand that there are a range of factors which contribute to a healthy lifestyle, including a healthy balanced food intake and physical activity.</li> <li>To be able to state that different foods contain different nutrients, that these each have different benefits for our bodies and that therefore variety in the diet is important.</li> <li>To be able to explain that different kinds and amounts</li> </ul>	<b>Financial Capability (EW3)</b> <ul style="list-style-type: none"> <li>To have a broad view of what money is, including history, trade and currencies.</li> <li>To understand that occupations require different skills and allow for different earnings, the deductions from which support others in the community.</li> <li>To know that the choices we make and the ideas we have about money change according to individual circumstances, values, beliefs and culture.</li> </ul>	<b>Drug Education / Sex Education – Puberty (HSL 20, 22)</b> <ul style="list-style-type: none"> <li>To be able to categorise drugs as medical, non-medical, legal and illegal.</li> <li>To understand the possible physical and psychological effects of drugs</li> <li>To be able to distinguish between the reality of drug use and media representations.</li> <li>To understand some of the laws relating to drugs.</li> <li>To be able to identify risk and risk management</li> </ul>

YEAR 5	Water World		Romans		Bassingbourn Boundaries	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	<p>and responding sensitively to others' emotions.</p> <ul style="list-style-type: none"> <li>To use some strategies to regain a more positive outlook if necessary, understanding why and when this might be helpful.</li> <li>To understand why and how they might become overwhelmed by strong emotions and have some strategies to help themselves, including asking for help.</li> <li>To be able to identify the special people in their networks and to recognise how their networks have changed and developed.</li> <li>To have developed ways of beginning new friendships and of maintaining existing ones during times of change.</li> <li>To recognise and value differences between people and how that can be a positive aspect of their friendships.</li> <li>To have strategies for managing some of the pressures in relationships.</li> <li>To understand the importance of groups within friendships and recognise some of the pressures which can occur in group situations.</li> <li>To know how to get support from people they trust and how they can support other people.</li> </ul>	<p>other and suggest ways of resolving this in different situations.</p> <ul style="list-style-type: none"> <li>To know why rules and laws are needed in society and explain some reasons why people sometimes break them.</li> <li>To understand the role of parliament, MPs, local councils and councillors and link this with school councils.</li> <li>To be able to express their views on a moral or social question and listen to the views of others.</li> <li>To know how to get support from people they trust and how they can support other people.</li> </ul>	<ul style="list-style-type: none"> <li>To know some of the reasons that trains can be dangerous and describe how to behave safely around trains.</li> <li>To be able to describe rules for maintaining safety at school and suggest ways in which the possibilities of accidents can be reduced.</li> <li>involve risk but there are people who can help.</li> <li>To have a broad view of what we mean by poverty and know something of its links with trade and charities.</li> <li>To understand that feelings around money can be complex, difficult and changeable.</li> <li>To be able to manage money effectively in real life situations, making informed choices, tracking spending and keeping within a budget.</li> </ul> <p><b>Trip to Hazard Alley</b></p>	<p>of food provide different amounts of energy and be able to plan an appropriate energy balance for themselves.</p> <ul style="list-style-type: none"> <li>To understand the benefits of physical activity for promoting health.</li> <li>To understand that behaviour, routines and a variety of influences affect their lifestyle choices.</li> <li>To be able to explain that a healthy lifestyle includes physical, social and emotional health and how they can take responsibility for their own health</li> </ul>	<ul style="list-style-type: none"> <li>To understand how our choices can have an impact on the local and wider communities.</li> <li>To understand that managing money is complex and may involve risk but there are people who can help.</li> <li>To have a broad view of what we mean by poverty and know something of its links with trade and charities.</li> <li>To understand that feelings around money can be complex, difficult and changeable.</li> <li>To be able to manage money effectively in real life situations, making informed choices, tracking spending and keeping within a budget.</li> </ul>	<p>strategies and know where they can get support.</p> <ul style="list-style-type: none"> <li>To have begun to recognise influence and pressure and have related this to peers and the media.</li> <li>To have found sources of reliable and accurate information.</li> <li>To know and understand the appropriate use of the scientific names for the external and internal sexual parts of the body, and be able to explain basic functions.</li> <li>To understand the main changes that will happen at puberty, know some ways to manage them, and how it affects people differently.</li> <li>To have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others.</li> <li>To understand the importance of washing regularly and of maintaining other hygiene routines during puberty.</li> <li>To understand ways they can prevent the spread of common diseases, and have a rudimentary understanding of HIV.</li> </ul>
RE Year 5	<p><b>Commitment</b> Twinkl Y5</p> <p>AT1:1, AT2:1</p> <p>Y5 AT 1:1 Begin to make connections between different belief and practices of all religions. Y5 AT2:1 Begin to reflect and respond thoughtfully to the</p>	<p><b>Worship</b> Twinkl Y5</p> <p>AT 1:1 Begin to make connections between different belief and practices of all religions. Y5 AT2:1 Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices.</p>	<p><b>Eternity</b> Twinkl yr 6</p> <p>AT1:4, AT2:4</p> <p>Y5 AT1:4 Articulate and begin to apply the different responses to ethical questions from a range of different religions Y5 AT2:4 Discuss and begin to apply their own and others' ideas about ethical questions</p>	<p><b>Forgiveness</b> Twinkl Yr 5</p> <p>AT 1:1 Begin to make connections between different belief and practices of all religions. Y5 AT2:1 Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices</p>	<p><b>Forgiveness</b> Twinkl Y5</p> <p>AT as per spring B also include assembly work.</p>	<p><b>Belief in our community</b> PlanBee Y5/Y6</p> <p>AT1:1, AT2:3</p> <p>Y5 AT 1:1 Begin to make connections between different belief and practices of all religions. Y5 AT 2:3 Creatively begin to express their views about why belonging to a faith community</p>

YEAR 5	Water World		Romans	Bassingbourn Boundaries		
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	significance of meaning behind different beliefs and practices.	AT1:2 Begin to compare stories, beliefs and practices from different religions including differences and similarities. AT2:3 Creatively begin to express their views about why belonging to a faith community may be valuable. Relate this to their own lives. Begin to recognise those with no faith also have a belief system.	and to express their own ideas clearly in response	AT1:2 Begin to compare stories, beliefs and practices from different religions including differences and similarities. AT2:2 Begin to respond thoughtfully to a range of sacred writings/stories. Provide good reason for what they mean to different faith communities. AT2:3 Creatively begin to express their views about why belonging to a faith community may be valuable. Relate this to their own lives. Begin to recognise those with no faith also have a belief system.		may be valuable. Relate this to their own lives. Begin to recognise those with no faith also have a belief system.
MFL Year 5	<b>Getting to know you</b> <ul style="list-style-type: none"> <li>Use accurate pronunciation in spoken tasks and use intonation to make meaning clear.</li> <li>Make themselves understood with little or no difficulty in a range of topics.</li> <li>Produce short pieces of writing, in simple sentences, that seek and convey information and opinions.</li> <li>Use a bilingual dictionary or glossary, or can use context to work out what unfamiliar words mean.</li> <li>Adapt recalled phrase to create new sentences and express ideas clearly.</li> <li>Prepare a short presentation to describe people, places, things or actions.</li> <li>Identify examples of basic grammatical rules in the chosen language.</li> <li>Demonstrate an understanding of basic grammatical rules for the language in written work.</li> </ul>	<b>All about ourselves</b> <ul style="list-style-type: none"> <li>Identify and note the main points and specific details, including opinions in longer spoken passages.</li> <li>Find patterns in spelling, sounds and meanings of words when listening to songs and rhymes.</li> <li>Use accurate pronunciation in spoken tasks and use intonation to make meaning clear.</li> <li>Make themselves understood with little or no difficulty in a range of topics.</li> <li>Adapt recalled phrases to create new sentences and express ideas clearly.</li> <li>Prepare a short presentation to describe people, places, things or actions.</li> <li>Identify examples of basic grammatical rules in the chosen language.</li> <li>Demonstrate an understanding of basic grammatical rules for the language in written work.</li> </ul>	<b>That's tasty</b> <ul style="list-style-type: none"> <li>Identify and note the main points and specific details, including opinions in longer spoken passages.</li> <li>Generate questions about the topics covered.</li> <li>Participate in a conversation, where they can ask questions, respond to others and seek help.</li> <li>Take part in short conversations, seeking and conveying information and opinions in simple terms.</li> <li>Read a variety of fiction and non-fiction and glean information from them.</li> <li>Read a text in the language and explain the main points and some smaller details.</li> <li>Adapt recalled phrases to create new sentences and express ideas clearly.</li> <li>Identify examples of basic grammatical rules in the chosen language.</li> <li>Demonstrate an understanding of basic grammatical rules for the language in written work.</li> </ul>	<b>Family and friends</b> <ul style="list-style-type: none"> <li>Find patterns in spelling, sounds and meanings of words when listening to songs and rhymes.</li> <li>Generate questions about the topics covered.</li> <li>Participate in a conversation, where they can ask questions, respond to others and seek help.</li> <li>Take part in simple conversations, seeking and conveying information and opinions in simple terms.</li> <li>Produce short pieces of writing, in simple sentences, that seek and convey information and opinions.</li> <li>Use a bilingual dictionary or glossary, or can use context to work out what unfamiliar words mean.</li> <li>Prepare a short presentation to describe people, places, things or actions.</li> <li>Identify examples of basic grammatical rules in French.</li> <li>Demonstrate an understanding of basic grammatical rules for the language in written work.</li> </ul>	<b>School life</b> <ul style="list-style-type: none"> <li>Generate questions about the topics covered.</li> <li>Participate in conversation, where they can ask questions, respond to others and seek help.</li> <li>Take part in short conversations, seeking and conveying information and opinions in simple terms.</li> <li>Refer to recent experiences or future plans, as well as everyday activities and interests.</li> <li>Tell simple stories in the language.</li> <li>Produce short pieces of writing, in simple sentences, that seek and convey information and opinions.</li> <li>Read a variety of fiction and non-fiction and glean information from them.</li> <li>Read a text in the language and explain the main points and some smaller details.</li> <li>Identify examples of basic grammatical rules in the chosen language.</li> <li>Demonstrate an understanding of basic</li> </ul>	<b>Time travelling</b> <ul style="list-style-type: none"> <li>Identify and note the main points and specific details, including opinions in longer spoken passages.</li> <li>Refer to recent experiences or future plans, as well as everyday activities and interests.</li> <li>Tell simple stories in the language.</li> <li>Use a bilingual dictionary or glossary, or can use context to work out what unfamiliar words mean.</li> <li>Identify examples of basic grammatical rules in French. Demonstrate an understanding of basic grammatical rules for the language in written work.</li> </ul>

YEAR 5	Water World		Romans		Bassingbourn Boundaries	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
					grammatical rules for the language in written work.	
Music Year 5 Glockenspiel	<p><b>Celebration:</b> <b>To perform:</b> Sing or play from memory with confidence. Perform with controlled breathing (voice) and skilful playing (instrument). <b>To compose:</b> Create songs with verses and chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices including melody, rhythm and chords. Use drones and melodic ostinato (based on the pentatonic scale) Use digital technology to compose, edit and refine pieces of music. <b>To transcribe:</b> Read and create notes on the musical stave. <b>To describe music:</b> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. Describe how lyric's often reflect the cultural context of music and have social meaning. <b>Listen:</b> Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat and drone.</p>	<p><b>Glockenspiel</b> <b>To perform:</b> To play and perform in solo and ensemble contexts <b>To play:</b> Children will create rhythmic patterns with an awareness of timbre and duration Children will combine a variety of musical devices, including melody, rhythm and chords Children will play melodies and harmonies with skilful playing of notes on tuned percussion. <b>Compose:</b> Children create songs with verses and chorus. Children will create rhythmic patterns with an awareness of timbre and duration. Children will combine a variety of musical devices including melody, rhythm and chords. Children will use drones and melodic ostinato (based on the pentatonic scale) <b>Notation:</b> Use and understand simple time signatures Understand and use the sharp and flat symbols Read and create notes on the musical stave. Use the standard musical notation of crochet, minim and semi-breve to indicate how many beats to play. <b>Listen:</b> Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat and drone.</p>	<p><b>At the movies:</b> <b>To perform:</b> Perform with controlled breathing (voice) and skilful playing (instrument) <b>To compose:</b> Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a desired effect. Use digital technology to compose, edit and refine pieces of music. <b>To transcribe:</b> Use the standard musical notation of crochet, minim and semi-breve to indicate how many beats to play. Read and create notes on the musical stave. <b>To describe music:</b> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. <b>Listen:</b> Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat and drone.</p>	<p><b>Glockenspiel</b> <b>To perform:</b> To play and perform in solo and ensemble contexts <b>To play:</b> Children will create rhythmic patterns with an awareness of timbre and duration Children will combine a variety of musical devices, including melody, rhythm and chords Children will play melodies and harmonies with skilful playing of notes on tuned percussion. <b>Compose:</b> Children create songs with verses and chorus. Children will create rhythmic patterns with an awareness of timbre and duration. Children will combine a variety of musical devices including melody, rhythm and chords. Children will use drones and melodic ostinato (based on the pentatonic scale) <b>Notation:</b> Use and understand simple time signatures Understand and use the sharp and flat symbols Read and create notes on the musical stave. Use the standard musical notation of crochet, minim and semi-breve to indicate how many beats to play. <b>Listen:</b> Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat and drone.</p>	<p><b>Solar system:</b> <b>To perform:</b> Sing or play from memory with confidence. Sing or play expressively and in tune. Perform with controlled breathing (voice) and skilful playing (instrument). <b>To compose:</b> Thoughtfully select elements for a piece in order to gain a desired effect. Use drones and melodic ostinato (based on the pentatonic scale). <b>To describe music:</b> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. <b>Listen:</b> Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat and drone.  <b>Life Cycles:</b> <b>To perform:</b> Hold a part within a round. Sing a harmony part confidently and accurately. <b>To compose:</b> Create songs with verses and chorus. <b>To transcribe:</b> Use the standard musical notation of crochet, minim and</p>	<p><b>Glockenspiel</b> <b>To perform:</b> To play and perform in solo and ensemble contexts <b>To play:</b> Children will create rhythmic patterns with an awareness of timbre and duration Children will combine a variety of musical devices, including melody, rhythm and chords Children will play melodies and harmonies with skilful playing of notes on tuned percussion. <b>Compose:</b> Children create songs with verses and chorus. Children will create rhythmic patterns with an awareness of timbre and duration. Children will combine a variety of musical devices including melody, rhythm and chords. Children will use drones and melodic ostinato (based on the pentatonic scale) <b>Notation:</b> Use and understand simple time signatures Understand and use the sharp and flat symbols Read and create notes on the musical stave. Use the standard musical notation of crochet, minim and semi-breve to indicate how many beats to play. <b>Listen:</b> Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat and drone.</p>

YEAR 5	Water World		Romans		Bassingbourn Boundaries	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	<p><b><u>Keeping Healthy:</u></b></p> <p><b>To perform:</b> Hold a part within a round. Sing a harmony part confidently and accurately.</p> <p><b>To compose:</b> Create songs with verses and chorus. Thoughtfully select elements for a piece in order to gain a desired effect. Use drones and melodic ostinato (based on the pentatonic scale).</p> <p><b>To transcribe:</b> Use the standard musical notation of crochet, minim and semi-breve to indicate how many beats to play. Read and create notes on the musical stave.</p> <p><b>To describe music:</b> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p> <p><b>Listen:</b> Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat and drone.</p>				<p>semi-breve to indicate how many beats to play. Read and create notes on the musical stave.</p> <p><b>To describe music:</b> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p>	
PE Year 5	<p><b>Indoor –</b> <b>Gymnastics: Rolling and cartwheel development</b></p> <p><b>Outdoor -</b> <b>Netball</b></p>	<p><b>Indoor-</b> <b>Gymnastics: Rolling and cartwheel development</b></p> <p><b>Outdoor -</b> <b>Tag Rugby</b></p>	<p><b>Indoor –</b> <b>Dance: Level 2 silver dance award / Dance like a Roman</b></p> <p><b>Outdoor -</b> <b>Hockey</b></p>	<p><b>Indoor –</b> <b>Dance: Level 2 silver dance award / Dance like a Roman</b></p> <p><b>Outdoor -</b> <b>Athletics</b></p>	<p><b>Dance-</b> <b>Samba &amp; Capoeira</b></p> <p><b>Outdoor -</b> <b>Cricket</b></p>	<p><b>Outdoor –</b> <b>Swimming</b></p> <p><b>Outdoor –</b> <b>OAA</b></p>

YEAR 6	World War 2		Ancient Egyptians		Early Settlers	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
Maths Year 6	<p><b>Number</b> Place value, rounding (including decimals), negative numbers, roman numerals, factors, multiples, prime numbers, square numbers and cube numbers</p> <p><b>Geometry</b> Co-ordinates, translations and reflections</p> <p><b>Calculations</b> (including mental calculations) addition, subtraction and multiplication</p> <p><b>Measure</b> Area, perimeter and volume</p>		<p><b>Measure</b> Area, perimeter and volume</p> <p><b>Calculations</b> (including mental calculations) division</p> <p><b>Fractions</b> (Decimals and percentages)</p> <p><b>Statistics</b> Timetables, graphs and mean</p> <p><b>Measure</b> Units and scales</p> <p><b>Geometry</b> Angles</p> <p><b>Number</b> Algebra, ratio and proportion</p>		<p><b>Revision of Key Concepts</b> (Number and Calculations)</p> <p><b>SATs Week</b></p> <p><b>Revision of Key Concepts</b> (Ratio/Area and Perimeter/Algebra/Statistics)</p> <p><b>Problem Solving and Investigations</b> (Y7 Transition Activities)</p>	
Literacy Year 6	<p><b>Genre: Recounts – Biography</b> Text: Anne Frank Diary [Picture Book – Josephine Poole] and extracts from her diary Writing outcome: Write a biography.</p> <p><b>Genre: Recount – Journalistic Article</b> (Britain at War 1939) Text: Example newspaper articles from WWII and nowadays. Writing outcome: Write a newspaper report.</p> <p><b>Genre: Explanation text</b> Text: Various - WWII Blackout fact sheets.</p> <p><b>Genre: Recount – Informal Letter</b> Text: Goodnight Mr Tom (Michelle Magorian), My Best Friend the Evacuee (Sally Morgan) Writing outcome: Write a letter in an informal tone.</p>	<p><b>Genre: Formal Letter</b> [Duxford Visit] Text: Duxford leaflets/maps, example texts Writing outcome: Write a letter in a formal tone.</p> <p><b>Genre: Narrative – Stories with a Historical Setting [Power of Pictures Unit]</b> Text: Otto: The Autobiography of a Bear Writing outcome: To describe settings based on the story. To make predictions. To create character descriptions, settings and to write a short story.</p> <p><b>Genre: Film Narrative</b> [Poilus] Text: N/A Weblinks: <a href="http://millerbrian.com/stories-n-stuff/2017/8/30/poilus">http://millerbrian.com/stories-n-stuff/2017/8/30/poilus</a> and <a href="https://www.youtube.com/watch?v=Cwn3Ru0o8lo&amp;t=2s">https://www.youtube.com/watch?v=Cwn3Ru0o8lo&amp;t=2s</a> Writing outcome: Write a narrative.</p> <p><b>Genre: Poetry</b> Text: War Poems Writing outcome: To write a poem.</p> <p><b>Genre: Persuasive Letter</b> Text: Example texts Writing outcome: Write a persuasive letter.</p> <p><b>Genre: Balanced Argument</b> Text: Example texts Writing outcome: Write a balanced argument showing an awareness of persuasive language.</p>	<p><b>Genre: Narrative – Journalistic Article</b> [Howard Carter and Tutankhamun conspiracy theories] Text: Example newspaper texts from time of discovery and comparative texts from nowadays. Writing outcome: To write a newspaper report.</p> <p><b>Genre: Instructions</b> Text: Example texts Weblinks: <a href="http://oi-archive.uchicago.edu/OI/MUS/ED/mummy.html">http://oi-archive.uchicago.edu/OI/MUS/ED/mummy.html</a> Writing outcome: To write a detailed set of instructions.</p> <p><b>Genre: Biography</b> [Cleopatra] Text: Example texts Writing outcome: To write a chronological biography.</p> <p><b>Genre: Performance Poetry</b> Text: Example texts Writing outcome: To write performance poetry.</p> <p><b>Genre: Balanced Arguments</b> [Rosetta Stone] Text: Example texts Writing outcome: To write a balanced argument.</p>	<p><b>Genre: Narrative – Diary</b> Text: Example texts Writing outcome: To write a diary entry.</p> <p><b>Genre: Narrative</b> [Power of Pictures] Text: The Promise [Nicola Davies] Writing outcome: To write a narrative.</p> <p><b>Genre: Non-chronological Report</b> Text: Wonder Garden [Jenny Broom] Writing outcome: To write a non-chronological report.</p>	<p><b>Genre: Narrative – Stories with Historical Settings</b> Text: Stig of the Dump [Clive King] Writing outcome: To write character descriptions, arguments and narratives.</p> <p><b>Genre: Poetry - Analysis</b> Text: Leisure, Charge of the Light Brigade, Throwing a Tree Weblinks: <a href="https://www.youtube.com/watch?v=nkRC4DZF-U">https://www.youtube.com/watch?v=nkRC4DZF-U</a> Writing outcome: To write an analysis of poetry.</p> <p><b>Genre: Narrative – Alternative Fairy Tale</b> Text: Three Little Pigs, Little Red Riding Hood, Honestly, Red Riding Hood was Rotten!: The Story of Little Red Riding Hood as Told by the Wolf (The Other Side of the Story) Weblinks: <a href="https://www.literacyshed.com/3/littlepigs.html">https://www.literacyshed.com/3/littlepigs.html</a> Writing outcome: To write a narrative.</p> <p><b>Genre: Instructions</b> [Science links] Text: Example texts Writing outcome: To write instructions.</p>	<p><b>Genre: Explanations</b> Text: Example texts Writing outcome: To write an explanation.</p> <p><b>Genre: Narrative - Adventure Story</b> Text: Example texts Writing outcome: To write an adventure story.</p> <p><b>Genre: Playscript</b> Text: To be decided. Writing outcome: N/A Drama and performance objectives</p>
Science Year 6	<p><b>Biology</b> <b>Yr6 Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system.</li> </ul>		<p><b>Biology</b> <b>Y6 Evolution and Inheritance</b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time.</li> </ul>	<p><b>Biology</b> <b>Y6 Living Things and Their Habitats</b></p>	<p><b>Physics</b> <b>Y6 Electricity</b></p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a</li> </ul>	<p><b>Physics</b> <b>Y6 Light</b> (May be taught in Summer 1)</p>

YEAR 6	World War 2		Ancient Egyptians		Early Settlers		
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B	
	<ul style="list-style-type: none"> <li>Describe the functions of the heart, blood vessels and blood.</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Identify scientific evidence that has been used to support or refute ideas or arguments</li> <li>Use simple models to describe scientific ideas</li> <li>Present findings in written form, displays and other presentations</li> </ul>		<ul style="list-style-type: none"> <li>Understand that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents.</li> <li>Identify how animals and plants have adapted to suit their environment in different ways.</li> <li>Describe how adaptation leads to evolution.</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>Use simple models to describe scientific ideas</li> <li>Present findings in written form, displays and other presentations</li> <li>Raise questions and follow a line of enquiry by observing animals and how they are adapted to their environment (local environment or through watching videos)</li> </ul>	<ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common, observable characteristics and based on similarities and differences, including plants, animals and micro-organisms.</li> <li>Give reasons for classifying plants and animals based on specific characteristics</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Record data of increasing complexity using scientific diagrams and labels, classification keys, tables and models</li> <li>Present findings in written form, displays and other presentations</li> <li>Use simple models to describe scientific ideas</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments</li> <li>Research new concepts and ideas (animals and plants from a range of habitats)</li> <li>Sort and classify animals in the immediate environment and other habitats</li> </ul>	<ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common, observable characteristics and based on similarities and differences, including plants, animals and micro-organisms.</li> <li>Give reasons for classifying plants and animals based on specific characteristics</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Record data of increasing complexity using scientific diagrams and labels, classification keys, tables and models</li> <li>Present findings in written form, displays and other presentations</li> <li>Use simple models to describe scientific ideas</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments</li> <li>Research new concepts and ideas (animals and plants from a range of habitats)</li> <li>Sort and classify animals in the immediate environment and other habitats</li> </ul>	<ul style="list-style-type: none"> <li>buzzer with the number and voltage of cells used in the circuit.</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>Use recognised symbols when representing a simple circuit in a diagram</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Plan enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, bar and line graphs</li> <li>Report findings from enquiries, including conclusions, casual relationships and explanation of and degree of trust in results, in oral forms</li> <li>Present findings in written form</li> <li>Use test results to make predictions to set up further comparative and fair tests.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines.</li> <li>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.</li> <li>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.</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p><b>Working scientifically objectives:</b></p> <ul style="list-style-type: none"> <li>Plan enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, bar and line graphs.</li> <li>Report findings from enquiries, including conclusions, casual relationships and explanation of and degree of trust in results, in oral forms</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>Use simple models to describe scientific ideas</li> </ul>



YEAR 6	World War 2		Ancient Egyptians		Early Settlers	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
History/ Geography Year 6	<p><b>World War 2:</b></p> <p><b>History</b> Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Understand a significant turning point in British history.</p> <ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Give a broad overview of life in Britain and some major events from the rest of the world.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological, cultural).</li> <li>Use dates and times accurately in describing events.</li> <li>Identify periods of rapid change in history and contrast them with periods of relatively little change.</li> <li>Use appropriate historical vocabulary to communicate including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital / computer mapping</li> <li>Name and locate countries, cities and geographical regions of the UK</li> </ul> <p><b>IMPERIAL WAR MUSEUM - DUXFORD</b></p>		<p><b>Ancient Egyptians:</b></p> <p><b>History Early Civilisations - Africa and Ancient Egypt</b> Understand the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt.</p> <ul style="list-style-type: none"> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological, cultural).</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital / computer mapping to locate the world's countries, using maps to focus on Africa, Egypt, and major cities both now and in the past.</li> <li>Describe and explain distribution of natural resources including energy, food, minerals and water and the social, ethnic, cultural or religious diversity of past society.</li> </ul> <p><b>ANCIENT EGYPTIAN DAY (SCHOOL BASED)</b></p>		<p><b>Early Settlers:</b></p> <p><b>History Stone Age – Iron Age Settlers</b> Understand the changes in Britain from the Stone Age to the Iron Age.</p> <ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past. Identify continuity and change in the history of the locality of the school.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological, cultural).</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>Use appropriate historical vocabulary to communicate.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of land use and settlement</li> <li>Describe and explain distribution of natural resources including energy, food, minerals and water and the social, ethnic, cultural or religious diversity of past society.</li> <li>Ask and answer geographical questions about the physical and human characteristics of a location in the past.</li> </ul> <p><b>IOW (RESIDENTIAL)</b></p>	
Art & DT Year 6	<p><b>DT Materials and Textiles:</b> <b>Make Do and Mend</b> <b>Skill: Sewing and Making Seams</b> <i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>explore objects and designs to identify likes and dislikes of the designs</li> <li>understand how key events and individuals in</li> </ul>	<p><b>Art: Inspired by WW2</b> <b>Skill: Water colour painting</b> <b>Artists:</b> <b>Henry Moore (war paintings) 1898-1986 (M)</b> <b>Turner 1775-1851 (T)</b> <b>Karin Johannesson (C)</b></p> <ul style="list-style-type: none"> <li>Depict moods and atmospheres with colour, depict pattern and textures.</li> <li>Work on a range of scales,</li> </ul>	<p><b>DT: Food &amp; Nutrition</b> <b>African dishes – prepare a meal (tsatziki, falafel, couscous)</b> <i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>explore how products have been created</li> <li>explore similar foods to identify likes and dislikes</li> </ul> <p><i>Design:</i></p>	<p><b>Art: Inspired by Ancient Egypt</b> <b>Skill: soap carving</b> <b>Artist:</b> <b>*Keith Haring 1958-1990 (M)</b> <b>Michaelangelo 1475-1564 (T)</b> <b>Anish Kapoor, Cloudgate 2006 (C)</b></p> <ul style="list-style-type: none"> <li>Investigate and discuss Egyptian art and Totem poles</li> <li>Collect ideas and use sketch books to plan and</li> </ul>	<p><b>Art: Inspired by Stone Age</b> <b>Skill: drawing with charcoal</b> <b>Artist:</b> <b>Georgia O'Keefe 1887-1986 (M)</b> <b>Stone age drawing (T)</b> <b>Eileen Casey (C)</b></p> <ul style="list-style-type: none"> <li>Look at Georgia O'Keefe pastel drawings.</li> <li>Collect information, sketches and resources and present ideas imaginatively in sketch book and resource book.</li> </ul>	<p><b>DT: Electronics</b> <i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>explore how products have been created</li> <li>disassemble products to understand how they work</li> </ul> <p><i>Design &amp; make:</i></p> <ul style="list-style-type: none"> <li>identify some of the great designers in all of the areas of study (including pioneers</li> </ul>

YEAR 6	World War 2		Ancient Egyptians		Early Settlers	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	<p>design and technology have helped shape the world</p> <ul style="list-style-type: none"> <li>combine elements of design from a range of inspirational designers through history, giving reasons for choices.</li> </ul> <p><i>Design:</i></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>select from and use a wider range of materials and components according to their functional properties and aesthetic qualities including textiles</li> </ul> <p><i>Make:</i></p> <ul style="list-style-type: none"> <li>cut textiles safely and accurately</li> <li>show precision in a range of stitches</li> <li>join textiles using appropriate and various stitches</li> <li>colour and decorate textiles using a number of techniques (such as adding sequins, buttons etc, embroidery)</li> <li>investigate different stitch types</li> <li>combine previously learned techniques to create pieces</li> <li>create objects that employ a seam allowance</li> <li>select and use a range of materials, including</li> </ul>	<ul style="list-style-type: none"> <li>Use simple perspective in their compositions.</li> <li>Work in mixed media and experiment with a range of ideas and methods.</li> <li>Use sketch books and resource books to support all they do.</li> <li>Look at and discuss works by famous artists.</li> <li>Experiment with colour mixing, washes, different brush marks, scale.</li> </ul>	<ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate ideas through talking, drawing, templates / recipes</li> <li>understand where food comes from</li> <li>begin to understand seasonality</li> <li>know that a healthy diet is made up from a variety of different food and drink, as depicted in The Eatwell Plate.</li> </ul> <p><i>Make:</i></p> <ul style="list-style-type: none"> <li>cut, peel or grate ingredients safely and hygienically</li> <li>measure or weigh using measuring cups or electronic scales</li> <li>assemble or cook ingredients, controlling the temperature of the hob</li> <li>demonstrate a range of cooking techniques</li> <li>understand the importance of the correct storage and handling of ingredients</li> <li>create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> <li>calculate ratios of ingredients to scale up or down from a recipe</li> <li>refine the design as work progresses</li> </ul> <p><i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>evaluate ideas and products against design criteria</li> <li>suggest improvements to the existing designs</li> </ul>	<p>research Egyptian pattern / hieroglyphs / drawings</p> <ul style="list-style-type: none"> <li>Investigate Keith Haring designs</li> <li>Create a design for soap carving</li> <li>Use tools to create pattern and texture and add detail to sculptures</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><b>*Research the pictures of Keith Haring before you show the class – some of them are rude!</b></p>	<ul style="list-style-type: none"> <li>Experiment with a variety of drawing techniques and marks to add interesting effects (reflections, shadows, direction of sunlight).</li> <li>Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>Use lines to represent movement.</li> <li>Mix textures (rough and smooth, plain and patterned).</li> <li>Combine visual and tactile qualities.</li> </ul>	<p>in horticultural techniques) to generate ideas for designs</p> <ul style="list-style-type: none"> <li>design with purpose by identifying opportunities to design</li> <li>improve upon existing designs, giving reasons for choices</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and computer-aided design</li> <li>make products by working efficiently (e.g. carefully selecting materials</li> <li>refine work and techniques as work progresses, continually evaluating the product design</li> <li>create circuits using electronic kits that employ a number of components.</li> <li>convert rotary motion to linear using cams.</li> <li>use innovative combinations of electronics and mechanics in product design.</li> <li>use code to control and monitor models or products.</li> </ul> <p><i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>evaluate ideas and products against design criteria</li> <li>suggest improvements to the existing designs</li> </ul>

YEAR 6	World War 2		Ancient Egyptians		Early Settlers	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	<p>textiles, according to their characteristics</p> <ul style="list-style-type: none"> <li>refine the design as work progresses ensure products have high quality finish</li> <li>use prototypes, cross-sectional diagrams and computer aided design to represent diagrams as appropriate</li> </ul> <p><i>Evaluate:</i></p> <ul style="list-style-type: none"> <li>evaluate ideas and products against design criteria</li> <li>suggest improvements to the existing designs</li> <li>evaluate the design of products so as to suggest improvements to the user experience.</li> </ul>					
Computing Year 6	<p><b>Unit 6.1 Coding</b> Weeks – 6 Main Programs – 2Code</p> <p><b>Unit 6.2 Online safety</b> Weeks – 2 Programs - Various</p>	<p><b>Unit 6.3 Spreadsheets</b> Weeks – 5 Programs – 2Calculate</p>	<p><b>Unit 6.4 Blogging</b> Weeks – 5 Programs – 2Blog</p>	<p><b>Unit 6.5 Text Adventures</b> Weeks – 5 Programs – 2Code, 2Connect</p>	<p><b>Unit 6.6 Networks</b> Weeks – 3</p>	<p><b>Unit 6.7 Quizzing</b> Weeks – 6 Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate</p>
PSHE Year 6	<p><b>Beginning and Belonging / Managing change</b></p> <ul style="list-style-type: none"> <li>To be able to collaborate with other children to develop strategies and approaches to make the classroom a safe and happy place to learn.</li> <li>To know the names of everyone in their class and be able to build new relationships.</li> <li>To know how it feels to be in a new situation in different contexts, and have strategies for managing those emotions.</li> <li>To be able to identify a range of people in their Support Networks, and know how to access help and support.</li> <li>To have ideas for making new people feel welcome, and be</li> </ul>	<p><b>Anti-Bullying (MMR 17)</b></p> <ul style="list-style-type: none"> <li>To be able to describe the key characteristics and forms of bullying.</li> <li>To be able to talk about personal reasons why someone may engage in bullying.</li> <li>To begin to identify and describe specific types of prejudice driven bullying.</li> <li>To be able to describe the different roles of those involved in a bullying situation.</li> <li>To be able to describe how peer pressure affects a situation, and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied.</li> </ul>	<p><b>Citizenship Working Together (Cit 9)</b></p> <ul style="list-style-type: none"> <li>To be able to identify their own strengths and skills, those of others and know how these can complement each other.</li> <li>To be able to talk about skills they would like to develop and hopes for the future.</li> <li>To understand that the ability to learn is a valuable skill.</li> <li>To know some skills which might be useful in a range of jobs.</li> <li>To communicate effectively, using listening, negotiation, debating and chairing skills.</li> <li>To recognise influences on their decision making, including the media.</li> <li>To know how to persevere.</li> </ul>	<p><b>Citizenship Diversity and Communities (Cit 10)</b></p> <ul style="list-style-type: none"> <li>To be able to recognise aspects of their identity and understand how other people can influence their perception of themselves.</li> <li>To be able to describe the ethnic make up of their community and different groups that live in Britain.</li> <li>To recognise the negative effects of stereotyping and prejudice.</li> <li>To know about how they and others, including volunteers, contribute to the community.</li> <li>To understand about the role of the media and its possible influences.</li> <li>To understand some ways of caring for the environment</li> </ul>	<p><b>Healthy Lifestyles, Personal Safety (HSL 23)</b></p> <ul style="list-style-type: none"> <li>To be able to contribute to discussions about personal safety by listening to other view points and looking beneath the surface.</li> <li>To be able to review trusted adults on their Network of Support.</li> <li>To be able to define honesty and take part in exploring dilemmas involving honesty and dishonesty.</li> <li>To be able to define what risk and peer group pressure are and how to respond to them using safety planning.</li> <li>To be able to contribute to discussions around problem solving.</li> <li>To be able to identify touches which break personal</li> </ul>	<p><b>Managing risk (HSL 18) SRE (HSL 24)</b></p> <ul style="list-style-type: none"> <li>To be able to describe a positive and negative consequence of taking a risk.</li> <li>To be able to give an example of a physical, social and emotional risk.</li> <li>To be able to evaluate how risky something is and explain their reasoning.</li> <li>To be able to describe a situation where they are responsible for their own safety and talk about the influence of others.</li> <li>To understand and use the ‘Stop, Decide, Do’ strategy.</li> <li>To be able to name some people in their network they would approach for help and describe how they might do this.</li> </ul>

YEAR 6	World War 2		Ancient Egyptians		Early Settlers	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	<p>able to offer support to others who need help.</p> <ul style="list-style-type: none"> <li>To be able to identify a range of situations which involve loss and change.</li> <li>To recognise emotions associated with loss and change, and understand how these feelings can change.</li> <li>To be able to identify what might help when experiencing difficult emotions.</li> <li>To know how they can access support and how they can support other people.</li> <li>To be able to reflect on their own experiences of change and describe some ways they have affected them.</li> </ul> <ul style="list-style-type: none"> <li>To have developed strategies for coping with future changes, including transition to secondary school.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to describe confidently and demonstrate a number of assertiveness techniques.</li> <li>To be beginning to identify places where bullying may take place in the community.</li> </ul>	<p><b>TRIP TO THE HOUSES OF PARLIAMENT</b></p>	<p>and the contribution they can make.</p>	<p>boundaries and understand that no-one should touch the intimate parts of their bodies.</p>	<ul style="list-style-type: none"> <li>To be able to name some organisations where people can get help and support.</li> <li>To know how to respond supportively when someone shares a problem with them.</li> <li>To know how to put someone in the recovery position and make an emergency call.</li> <li>To know about personal hygiene, illness prevention (including HIV).</li> <li>To be able to describe the main stages of how a baby is made, using some scientific vocabulary.</li> <li>To be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively.</li> <li>To understand that puberty affects people in different ways both physically and emotionally.</li> <li>To understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt needlessly.</li> <li>To describe some characteristics of a loving trusting relationship.</li> <li>To understand some basic reasons why a couple might choose to have children.</li> <li>To show awareness of some family arrangements which are different from theirs.</li> </ul>
RE Year 6	<p><b>Humanism</b> Twinkl Y6</p> <p>Y6 AT1:1 Make connections between different belief and practices of all religions Y6 AT2:2 Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts.</p>	<p><b>Justice and Freedom</b> Twinkl Y6</p> <p>Y6 AT1:4 Articulate and apply the different responses to ethical questions from a range of different religions AT2:4 Discuss and apply their own and others ideas about ethical questions and to express</p>	<p><b>Creation Stories</b> Twinkl Y6</p> <p>Y6 AT1:2 Make links and compare stories, beliefs and practices from different religions including differences and similarities. Y6 AT2:2 Respond thoughtfully to a range of sacred writings, stories and provide good reason</p>	<p><b>What is a Church?</b> PlanBee Y6</p> <p>Y6 AT1:3 Understand and evaluate the diversity of belief in different religions, nationally and globally. Y6 AT2:1 Reflect and respond to the significance of meaning behind different beliefs and</p>	<p><b>Crucifixion</b> Twinkl Y6</p> <p>Y6 AT1:1 Make connections between different belief and practices of all religions. Y6 AT2:1 Reflect and respond to the significance of meaning behind different beliefs and practices.</p>	<p><b>Peace</b> Twinkl Y5</p> <p>Y6 AT1:4 Articulate and apply the different responses to ethical questions from a range of different religions AT2:4 Discuss and apply their own and others ideas about ethical questions and to express</p>

YEAR 6	World War 2		Ancient Egyptians		Early Settlers	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	AT2:3 Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives. Recognise those with no faith also have a belief system.	their own ideas clearly in response.	for differences and similarities in different texts.	practices.		their own ideas clearly in response. Y6 AT1:3 Understand and evaluate the diversity of belief in different religions, nationally and globally Y6 AT1:1 Make connections between different belief and practices of all religions. Y6 AT2:1 Reflect and respond to the significance of meaning behind different beliefs and practices.
MFL Year 6	<b>Let's visit a French town</b> <ul style="list-style-type: none"> <li>Identify and note the main points and specific detail, including opinions in longer spoken passages.</li> <li>Participate in a conversation, where they can ask questions, respond to others and seek help.</li> <li>Generate questions about the topics covered.</li> <li>Use accurate pronunciation in spoken tasks and use intonation to make meaning clear.</li> <li>Read a text in the language and explain the main points and some smaller details.</li> <li>Use a bilingual dictionary or glossary, or can use context to work out what unfamiliar words mean.</li> <li>Prepare a short presentation to describe people, places, things or actions.</li> <li>Refer to recent experiences of future plans, as well as</li> </ul>	<b>Let's go shopping</b> <ul style="list-style-type: none"> <li>Tell simple stories in French.</li> <li>Identify examples of basic grammatical rules in French.</li> <li>Take part in short conversations, seeking and conveying information and opinions in simple terms.</li> <li>Read a variety of fiction and non-fiction and glean information from them.</li> </ul>	<b>This is France</b> <ul style="list-style-type: none"> <li>Take part in short conversations, seeking and conveying information and opinions in simple terms.</li> <li>Use a bilingual dictionary or glossary, or can use context to work out what unfamiliar words mean.</li> <li>Produce short pieces of writing, in simple sentences, that seek and convey information and opinions.</li> <li>Adapt recalled phrases to create new sentences and express ideas clearly.</li> <li>Demonstrate an understanding of basic grammatical rules for the language in written work.</li> <li>Prepare a short presentation to describe people, places, things or actions.</li> </ul>	<b>All in a day</b> <ul style="list-style-type: none"> <li>Generate questions about the topics covered.</li> <li>Use accurate pronunciation in spoken tasks and use intonation to make meaning clear.</li> <li>Read a variety of fiction and non-fiction and glean information from them.</li> <li>Prepare a short presentation to describe people, places, things or actions.</li> <li>Refer to recent experiences of future plans, as well as everyday activities and interests.</li> </ul>	<b>Revision</b>	<b>Revision</b>

YEAR 6	World War 2		Ancient Egyptians		Early Settlers	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	everyday activities and interests.					
Music Year 6 Glockenspiel	<p><b>Celebration:</b> <b>To perform:</b> Sing or play from memory with confidence. Perform with controlled breathing (voice) and skilful playing (instrument). <b>To compose:</b> Create songs with verses and chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices including melody, rhythm and chords. Use drones and melodic ostinato (based on the pentatonic scale) Use digital technology to compose, edit and refine pieces of music. <b>To transcribe:</b> Read and create notes on the musical stave. <b>To describe music:</b> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. Describe how lyric's often reflect the cultural context of music and have social meaning. <b>Listen:</b> Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat and drone.</p> <p><b>Keeping Healthy:</b></p>	<p><b>Glockenspiel</b> <b>To perform:</b> To play and perform in solo and ensemble contexts <b>To play:</b> Children will create rhythmic patterns with an awareness of timbre and duration Children will combine a variety of musical devices, including melody, rhythm and chords Children will play melodies and harmonies with skilful playing of notes on tuned percussion. <b>Compose:</b> Children create songs with verses and chorus. Children will create rhythmic patterns with an awareness of timbre and duration. Children will combine a variety of musical devices including melody, rhythm and chords. Children will use drones and melodic ostinato (based on the pentatonic scale) <b>Notation:</b> Use and understand simple time signatures Understand and use the sharp and flat symbols Read and create notes on the musical stave. Use the standard musical notation of crochet, minim and semi-breve to indicate how many beats to play. <b>Listen:</b> Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat and drone.</p>	<p><b>At the movies:</b> <b>To perform:</b> Perform with controlled breathing (voice) and skilful playing (instrument) <b>To compose:</b> Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a desired effect. Use digital technology to compose, edit and refine pieces of music. <b>To transcribe:</b> Use the standard musical notation of crochet, minim and semi-breve to indicate how many beats to play. Read and create notes on the musical stave. <b>To describe music:</b> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. <b>Listen:</b> Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat and drone.</p>	<p><b>Glockenspiel</b> <b>To perform:</b> To play and perform in solo and ensemble contexts <b>To play:</b> Children will create rhythmic patterns with an awareness of timbre and duration Children will combine a variety of musical devices, including melody, rhythm and chords Children will play melodies and harmonies with skilful playing of notes on tuned percussion. <b>Compose:</b> Children create songs with verses and chorus. Children will create rhythmic patterns with an awareness of timbre and duration. Children will combine a variety of musical devices including melody, rhythm and chords. Children will use drones and melodic ostinato (based on the pentatonic scale) <b>Notation:</b> Use and understand simple time signatures Understand and use the sharp and flat symbols Read and create notes on the musical stave. Use the standard musical notation of crochet, minim and semi-breve to indicate how many beats to play. <b>Listen:</b> Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat and drone.</p>	<p><b>Solar system:</b> <b>To perform:</b> Sing or play from memory with confidence. Sing or play expressively and in tune. Perform with controlled breathing (voice) and skilful playing (instrument). <b>To compose:</b> Thoughtfully select elements for a piece in order to gain a desired effect. Use drones and melodic ostinato (based on the pentatonic scale). <b>To describe music:</b> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. <b>Listen:</b> Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat and drone.  <b>Life Cycles:</b> <b>To perform:</b> Hold a part within a round. Sing a harmony part confidently and accurately. <b>To compose:</b> Create songs with verses and chorus. <b>To transcribe:</b> Use the standard musical notation of crochet, minim and</p>	<p><b>Glockenspiel</b> <b>To perform:</b> To play and perform in solo and ensemble contexts <b>To play:</b> Children will create rhythmic patterns with an awareness of timbre and duration Children will combine a variety of musical devices, including melody, rhythm and chords Children will play melodies and harmonies with skilful playing of notes on tuned percussion. <b>Compose:</b> Children create songs with verses and chorus. Children will create rhythmic patterns with an awareness of timbre and duration. Children will combine a variety of musical devices including melody, rhythm and chords. Children will use drones and melodic ostinato (based on the pentatonic scale) <b>Notation:</b> Use and understand simple time signatures Understand and use the sharp and flat symbols Read and create notes on the musical stave. Use the standard musical notation of crochet, minim and semi-breve to indicate how many beats to play. <b>Listen:</b> Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat and drone.</p>

YEAR 6	World War 2		Ancient Egyptians		Early Settlers	
Subject	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
	<p><b>To perform:</b> Hold a part within a round. Sing a harmony part confidently and accurately.</p> <p><b>To compose:</b> Create songs with verses and chorus. Thoughtfully select elements for a piece in order to gain a desired effect. Use drones and melodic ostinato (based on the pentatonic scale).</p> <p><b>To transcribe:</b> Use the standard musical notation of crochet, minim and semi-breve to indicate how many beats to play. Read and create notes on the musical stave.</p> <p><b>To describe music:</b> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p> <p><b>Listen:</b> Children will listen to historical music and composers to identify timbre, structure, tempo, texture, dynamics, pitch, beat/pulse, rhythm, crescendo, melody, diminuendo, ostinato, beat and drone.</p>				<p>semi-breve to indicate how many beats to play. Read and create notes on the musical stave.</p> <p><b>To describe music:</b> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p>	
PE Year 6	<p><b>Indoor –</b> Vanessa Dance-Street Dance / Level 2 gold medal award</p> <p><b>Outdoor -</b> Netball</p>	<p><b>Indoor –</b> Vanessa Dance-Street Dance / Level 2 gold medal award</p> <p><b>Outdoor -</b> Tag Rugby</p>	<p><b>Indoor –</b> Vanessa Gymnastics: Floor routine / gold medal syllabus</p> <p><b>Outdoor -</b> Hockey</p>	<p><b>Indoor –</b> Vanessa Gymnastics: Floor routine / gold medal syllabus</p> <p><b>Outdoor -</b> Athletics</p>	<p><b>Indoor –</b> Vanessa: Gymnastics:- Apparatus circuits</p> <p><b>Outdoor-</b> Rounders</p>	<p><b>Outdoor –</b> Swimming</p> <p><b>Indoor –</b> Vanessa Dance: Leavers Performance</p>