



Curriculum Overview

Year 1		
	Autumn	Spring
Reading	Leaf Man The Gruffalo Don't hog the hedge Robins Winter Song Room on The Broom The Crayons Christmas	Non Fiction Books. Traditional Tales Nursery Rhymes
Writing	Talk for writing – Role play, sequencing, re-telling. Labelling Sentence Writing skills Firework Poetry Letter to Father Christmas	Labelling and describing. Fact Files Stories: Nursery rhymes – reciting and performing. Talk for writing Story Maps Story writing.
Maths	Number: Place Value within 10. Number: Addition and Subtraction within 10. Geometry: Shape Number: Addition and Subtraction within 10. <i>(continued)</i>	Number: Place Value within 20. Number: Addition and Subtraction within 20. Number: Place Value within 50. Measurement: Length and Height. Measurement: Weight and Volume.
Art	To explore Autumnal art. To discover the colours of Autumn. To create Autumnal paintings through a variety of mediums.	To explore Victorian sculptures. To research the work of Barbara Hepworth To experiment with clay and use different techniques. To design a sculpture for Queen Victoria. To create a sculpture for Queen Victoria. To evaluate the sculpture.
Computing	Computing systems and networks – Technology around us Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Evolve: copyright and ownership Creating media – Digital painting Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Evolve: copyright and ownership	Programming A – Moving a robot NCCE Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Recognise common uses of information technology beyond school Data and information – Grouping data Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Use technology safely and respectfully
Design and Technology	To explore types of biscuit. To discover ways to decorate biscuits. To achieve biscuit decorating To evaluate the decorated biscuits.	
Geography	To discover the differences between Woodley and Sydney. To explore the geographical features of Woodley including the precinct, parks and houses. To discover the different types of homes in Woodley. To explore different climates and discuss the poles. To explore seasonal changes. To achieve an accurate thermometer reading.	To explore different climates and discuss the poles. To explore seasonal changes. To achieve an accurate thermometer reading.
History	To explore the events of the gun powder plot To explore Guy Fawkes To discover how the Gun Powder plot affected Britain at the time To explore the events of the gun powder plot To understand how and why we celebrate Bonfire night	To explore the reign of Queen Victoria. To understand the significance of inventions and events during the reign of Queen Victoria. To explore an understanding of the Victorian era and their place in time. To use a timeline of events during the Victorian era. To compare and contrast the lives of Victorians to our lives today. To explore how inventions have progressed from Victorian era. To discover how people lived during Victorian time. To understand the significance of events and inventions during the reign of Queen Victoria.
Music	Four Seasons To identify contrasts in dynamics, tempo and beat groupings. To listen, sing and perform with an awareness of dynamics. To create music with contrasts for effect. To perform as a class ensemble with an awareness of pulse and pitch. To create a melody using a given rhythm. To create, perform and notate a melody independently within a group performance. Senses To find the pulse and follow simple instructions when performing. To sing and play exploring pulse and tempo. To explore dynamics, duration and graphic notation. To explore timbre and pitch. To explore pulse and rhythm. To perform as a class ensemble.	Superheroes To compose, perform and notate a sequence of sounds to create descriptive music. To compose a piece of music inspired by words. To create a soundscape. To perform music as a class. To compose music based on a theme. To compose and perform music based on a theme. Toys To explore pulse through listening and performing. To recognise the relationship between dot notation and movement of pitch. To use dot notation to compose a simple melody. To perform from dot notation as a pair. To perform as a class following dot notation. To improvise a rhythm within a performance.
PE	Indoor: Fundamentals To explore balance, stability and landing safely, how the body moves differently when running at different speeds, changing direction and dodging, jumping, hopping and skipping actions, co-ordination, combination jumping and skipping in an individual rope. Indoor: Dance To use counts of 8 to move in time and make my dance look interesting. To create my own dance using, actions, pathways and counts and use expression and create actions that relate to the story. Outdoor: Ball Skills To develop control and co-ordination when dribbling a ball with your hands. To explore accuracy when rolling a ball, throwing with accuracy towards a target, catching with two hands, control and co-ordination when dribbling a ball with your feet and tracking a ball that is coming towards me. Outdoor: Team Building To co-operate and communicate with a partner to solve challenges and lead a partner To explore and develop teamwork skills and solve problems together	Indoor – Gymnastics To explore travelling movements and link gymnastic actions to create a sequence. To develop quality when performing and linking shapes, stability and control when performing balances, technique and control when performing shape jumps, technique in the barrel, straight and forward roll. Indoor – Yoga To explore yoga and mindfulness. To be able to copy and remember poses. To develop flexibility when holding poses, balance whilst holding poses, yoga poses using a hoop, a yoga flow with a partner. Outdoor – Sending and Receiving To develop rolling and throwing a ball towards a target, receiving a rolling ball and tracking skills, sending and receiving a ball with your feet, throwing and catching skills over a short distance, throwing and catching skills over a longer distance. To apply sending and receiving skills to small games. Outdoor – Striking and fielding To develop underarm throwing and catching and put this into small sided games, overarm throwing, striking a ball with my hand and equipment, retrieving a ball when fielding. To understand how to get a batter out and develop decision making and understand how to score points.
PSHE	I can tell you some ways I am different from my friends I understand these differences make us all special and unique	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy I can recognise how being healthy helps me to feel happy
RE	Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity	Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity
Science	To explore the basic parts of the human body. To explore our 5 senses.	To distinguish between an object and the material from which it is made To discuss the differences between an object and the material it's made from properties'

	<p>To have a clear understanding of our 5 senses and how we utilise them daily.</p> <p>To discover our 5 senses.</p> <p>To explore a variety of common animals.</p> <p>To discover the differences between carnivores, herbivores and omnivores.</p> <p>To ask open questions to develop their understanding.</p>	<p>To discuss the properties of metal objects and why some metals stick to magnets</p> <p>To Predict which material will be the most successful and why</p>
Year 2		
	Autumn	Spring
Reading	<p>Toby and the Great Fire of London</p> <p>The Hodgeheg</p> <p>Dirty Bertie</p> <p>Christmas Stories</p> <p>Vlad and the GfOL</p>	<p>The Hare and the Tortoise Helen Ward Oral Tale</p> <p>The Killer Cat</p> <p>The owl who was afraid of the dark</p> <p>The Disgusting Sandwich</p>
Writing	<p>Order the events of the GfOL</p> <p>Toby and the Great Fire of London- Narrative</p> <p>Oracy- Reporter</p> <p>Newspaper report</p> <p>Samuel Pepys diary</p> <p>Vlad and the GfOL</p> <p>Bread Making Recipe</p> <p>Father Christmas Letter</p> <p>Make a xmas craft Instructions</p>	<p>The Scorpion and the frog fable</p> <p>The Hare and the tortoise fable</p> <p>Information text about Skye.</p> <p>Animal- information text</p> <p>Diary of a Killer Cat- Letter and diary</p> <p>Disgusting Sandwich- Instructions, narrative</p>
Maths	<p>Number- Place Value</p> <p>Number Addition and Subtraction</p> <p>Number – Addition and Subtraction (cont)</p> <p>Geometry-Properties of Shape</p>	<p>Number Multiplication and Division</p> <p>Measurement- Money</p> <p>Measurement-Height and length</p> <p>Measurement-Mass, capacity and temperature</p>
Art	<p>To use charcoal to draw St Paul’s Cathedral.</p> <p>To paint a gradient background.</p> <p>To discover famous artists and their work. (Michelangelo, Jan Griffier and Paul Klee)</p> <p>To use clay to create a sculpture.</p> <p>To explore various shapes to create silhouettes using paper.</p> <p>To use oil pastels to achieve art work in the style of Jan Griffier.</p> <p>To complete art work in the style of Paul Klee using printing.</p>	<p>Use pencils to experiment with light and dark tones.</p> <p>To draw using pattern and texture</p> <p>To sketch part of an animal using light and dark tones.</p> <p>To sketch and an animal with texture.</p> <p>To evaluate and improve my sketching</p>
Computing	<p>Computing systems and networks. (IT around us)</p> <p>Recognise common uses of information technology beyond school.</p> <p>Online Safety – Online Relationships and Online Reputation</p> <p>Creating Media – Digital Photography.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Online Safety – Online Bullying.</p>	<p>Creating media – Digital photography</p> <p>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>Data and information - Pictograms</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>
Design and Technology	<p>To design and create a Cathedral using junk modelling materials.</p> <p>To discover the ingredients and process involved in making bread.</p>	
Geography	<p>To name the four countries of the UK and the capital cities.</p> <p>Use maps to identify the UK and its countries.</p>	<p>name and locate the world’s seven continents and five oceans</p> <p>use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage</p> <p>Study and compare a non European country to England/ Woodley</p> <p>understand geographical similarities and differences through studying the human and physical geography</p> <p>use simple compass directions and to describe the location of features and routes on a map</p> <p>use aerial photographs and plan perspectives to recognise landmarks</p> <p>devise a simple map; and use and construct basic symbols in a key</p> <p>use simple fieldwork and observational skills to study the school and grounds and the key human and physical features of its surrounding environment.</p>
History	<p>To gain an understanding of the events of The Great Fire of London.</p> <p>To discover various sources of information.</p> <p>To gain an understanding of the events of The Great Fire of London.</p> <p>To order the events of The Great Fire of London</p> <p>To explore and compare the past to the present day.</p> <p>To discover the changes made as a result of The Great Fire of London.</p> <p>To gain an understanding of the events of The Great Fire of London.</p> <p>To explore significant people.</p>	
Music	<p>Great Fire of London</p> <p>To explore dynamics through listening and performing.</p> <p>To explore dynamics through composition and performance.</p> <p>To perform with a steady pulse with a partner.</p> <p>To identify beat groupings.</p> <p>To create and perform rhythms using stick notation.</p> <p>To perform a rhythm using stick notation as part of a whole class ensemble.</p> <p>Jupiter</p> <p>To perform a fanfare inspired by the music of Richard Strauss.</p> <p>To create a class performance inspired by the music of Gustav Holst.</p> <p>To create a group performance inspired by the music of Gustav Holst.</p> <p>To refine, rehearse and perform our Jupiter piece as a group.</p> <p>To recognise changes in tempo and perform in time with the pulse.</p> <p>To create a school anthem inspired by the music of Gustav Holst.</p>	<p>Carnival of The Animals</p> <p>To identify how different music can represent different moods or characters.</p> <p>To improvise representing the mood or character of a piece.</p> <p>To play a repeated rhythmic ostinato to accompany a song.</p> <p>To create a soundscape showing an awareness of tempo.</p> <p>To understand pitch and play different notes on an instrument.</p> <p>To use and identify musical elements to convey different animals.</p> <p>Oceans</p> <p>To understand the difference between a verse and a chorus and sing as part of an ensemble.</p> <p>To be able to sing and perform rhythmic patterns on instruments to show a mood or character.</p> <p>To recognise and perform rhythmic patterns using notation.</p> <p>To be able to sing and perform rhythmic patterns on instruments using notation.</p> <p>To be able to read, perform and create rhythmic patterns.</p> <p>To be able to compose and perform rhythmic patterns on instruments using notation</p>
PE	<p>Outdoor- Ball Skills</p> <p>To be able to roll a ball to hit a target.</p> <p>To develop co-ordination and be able to stop a rolling ball, technique and control when dribbling a ball with your feet, control and technique when kicking a ball, co-ordination and technique when throwing and catching and control and co-ordination when dribbling a ball with your hands.</p> <p>Outdoor – Target Games</p> <p>To develop an understanding of target games and consider how much power to apply when aiming at a target, an understand how to score in different target games using overarm throwing, different target games using the skill of kicking, striking to a target and hitting a moving target.</p> <p>To select an appropriate skill to play a game.</p> <p>Indoor – Gymnastics</p> <p>To perform gymnastic shapes and link them together.</p> <p>To be able to use shapes to create balances, link travelling actions and balances using apparatus, different shapes, take off and landings when performing jumps, rolling and sequence building and sequence work on apparatus</p> <p>Indoor – Dance</p> <p>To explore pathways, dynamics and levels, remember and rehearse a dance showing expression and character</p> <p>To create and perform using unison, mirroring and matching with a partner.</p>	<p>Outdoor – Sending and receiving</p> <p>To roll a ball towards a target, track and receive a rolling ball, stop, send and receive a ball with your feet, throw and catch and send and receive balls using a racket.</p> <p>Outdoor – Invasion Games</p> <p>To understand what being in possession means and support a teammate to do this.</p> <p>To use a variety of skills to score goals, stop goals, gain possession of the ball, marking an opponent and simple tactics for attacking and defending.</p> <p>Indoor - Target Games</p> <p>To develop an understanding of target games and consider how much power to apply when aiming at a target.</p> <p>To understand how to score in different target games using overarm throwing.</p> <p>To develop understanding of different target games using the skill of kicking.</p> <p>To develop striking to a target and hitting a moving target</p> <p>To select an appropriate skill to play a game</p>
PSHE	<p>I can identify some ways in which my friend is different from me</p> <p>I can tell you why I value this difference about him/her</p>	<p>I can explain some of the ways I worked cooperatively in my group to create the end product</p> <p>I can express how it felt to be working as part of this group</p> <p>I can learn about different types of family, Physical contact boundaries, Friendship and conflict, Secrets, Trust and appreciation, Expressing appreciation for special relationships</p>

RE	<p>Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity</p>	<p>Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/her everyday life? Religion: Islam Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity</p>
Science	<p>To discover a range of materials. To explore the properties of materials. To explore uses and suitability of materials To discover how solid materials can be changed. To explore the experimental process. To make predictions. To achieve an experiment.</p>	<p>To identify and name a variety of animals. To discover animals and their offspring. To explore the basic needs of animals. To explore life cycles. To explore animal food chains. To discover habitats around the world. To explore local and micro habitats. To explore and compare the differences between living things, dead things and those which have never been alive. To sort and classify animals into different categories. To observe and enquire into a microhabitat. To record findings using charts and tables</p>
Year 3		
	Autumn	Spring
Reading	<p>Stone Age Boy, Life in the Stone Age, Bronze Age and Iron Age Stig of the Dump</p>	<p>Journey to the River Sea Rainforest Animals Poetry & Journey to the River Sea.</p>
Writing	<p>Adventure Story Information Text Poetry Letter Writing Diary Entry Imaginary story</p>	<p>Information Text/Brochure Persuasive Letter Stories from different cultures Stories that raise an issue Poetry</p>
Maths	<p>Number: Place Value, comparing and ordering. Number: Addition & Subtraction Number: Addition & Subtraction Number: Multiplication & Division A</p>	<p>Number: Multiplication & Division B Measurement: Length and perimeter Number: Fractions A Measurement: Mass and capacity</p>
Art	<p>To explore charcoal cave art. To discover hand art. To explore examples of stone age art. To achieve a piece of art using Stone Age style and mediums. To evaluate my stone age art.</p>	<p>To create a piece of art using different sketching techniques. To gain an understanding of the style of art they will be using. To use sketch books to explore new ideas. To show purpose and control when mark making To create a piece of art using different painting techniques. To show purpose and control when mark making with different types of paint, such as acrylic and watercolour. To mix colours to create tints, tones and shades.</p>
Computing	<p>Computing systems and networks – Connecting computers use sequence, selection, and repetition in programs; work with variables and various forms of input and output, understand computer networks including the internet, select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content Evolve: Online Relationships and Online Reputation & Creating media - Stop-frame animation</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Evolve: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Online Bullying</p>	<p>Programming A – Sequencing sounds Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Data and information – Branching databases select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly</p>
Design and Technology	<p>To discover how Stonehenge was made. To select a suitable material for a 3D structure. To plan and design a 3D model. To achieve a freestanding Stonehenge model.</p>	<p>To research headdress designs, generate ideas and communicate these ideas through discussions and diagrams. To select and use a wide variety of materials suitable for the task. To evaluate their product and suggest improvements.</p>
Geography		<p>To locate forests of the world. To identify the tropics and equator and describe its effects. To identify layers of the rainforest. To compare two forests. To discover the effects of deforestation. To use coordinates to locate the world's forests.</p>
History	<p>To discover features of a Stone Age home. To achieve a historical interpretation based on evidence To discover when The Stone Age occurred To explore what people in The Stone Age needed to survive in comparison to today. To discover what life was like in the bronze age. To identify how life changed during the bronze age. To explore the settlement of Skara Brae and its importance. To explore bronze age and iron age monuments.</p>	<p>Understand how our knowledge of the past is constructed from a range of sources. To address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. To place events in correct periods of time. To continue to develop a chronologically secure knowledge and understanding of British, local and world history. To develop the appropriate use of historical terms.</p>
MFL	<p>Cultural Unit – Where is France? • Where is France? • What major cities are there in France? • What is Paris like? Numbers and Alphabet • Numbers to 30 • The alphabet • Correct pronunciation All About Me Initial recap of basic greetings. • Various ways of greeting each other • Introducing yourself and asking questions such as 'ça va?' My Home • Rooms in the home • Basic adjectives to describe the home and the rooms • Describing where they live Colours • Basic colours and colours of the rainbow • Correct pronunciation of each colour • Links – are any colours the same or different in English?</p>	<p>Animals • Family pets • Likes and dislikes • Introducing your pet Food • Simple foods • Foods found on a simple café menu • Create their own menu • Visits to the butchers and bakers Calendar • Days of the week • Months of the year • Correct pronunciation Clothing • Basic items of clothing • School uniform • Introduce body parts –main limbs Shopping • Currency • Asking how much something is</p>
Music	<p>Stone Age To read, perform and write 1 beat and ½ beat notes. To read, write and perform rhythms in time with the pulse. To read, perform and write rhythm notation using ½ beat, 1 beat, 2 beat and 4 beat notes. To notate and perform rhythms including a rest. To compose and perform rhythm notation as an ensemble. To perform as an ensemble and provide feedback to others. Volcanoes To learn how changes in tempo, dynamics and texture can create effects in music. To develop a graphic score considering dynamics, tempo and texture. To use the inter-related dimensions to create effect. To read, record and perform ideas using graphic notation. To select and combine skills learned to create a piece of music. To perform as a group and reflect on our own and other's performances.</p>	<p>In the Garden To read and perform notation and understand the difference between pulse and rhythm. To read, write and perform rhythmic notation. To compose and notate a rhythm using one, two and half beat notes. To explore pitch using graphic and western notation. To compose, notate and perform a melody. To perform a solo as part of a class ensemble. Castles To perform as an ensemble, maintaining a rhythmic pattern. To compose a rhythmic performance as a group ensemble. To compose and perform a rhythm for a musical theatre performance. To learn the feudal song and perform as a class ensemble. To build performance skills through vocal and instrumental improvisation. To play and sing an improvisation within a class performance.</p>

PE	<p>Indoor – Fundamentals To develop balancing and understand the importance of this skill, technique and control when jumping, hopping and landing and skipping in a rope. To understand how to change speed and be able to demonstrate good technique when running at different speeds and direction to outwit others.</p> <p>Indoor – Dance To create actions in response to a stimulus and move in unison with a partner, move in contact with a partner or interact with a partner, select and link appropriate actions and dynamics to show our dance idea and repeat actions to represent an idea. To use choreographing ideas, straight pathways and clear changes in direction in a line dance, formations, canon and unison to make our line dance look interesting.</p> <p>Outdoor – Fitness To develop an awareness of what your body is capable of, speed and strength and co-ordination. To complete actions to develop agility, balance and stamina</p> <p>Outdoor – Ball Skills To develop confidence and accuracy when tracking a ball, catching using one and two hands and dribbling a ball with hands and a variety of throwing techniques. To use tracking, sending and dribbling skills with feet.</p>	<p>Indoor – Fundamentals To develop balancing and understand the importance of this skill, technique and control when jumping, hopping and landing, skipping in a rope. To understand how to change speed and be able to demonstrate good technique when running at different speeds and use a change of speed and direction to outwit others.</p> <p>Indoor – Dance To create actions in response to a stimulus and move in unison with a partner, in contact with a partner or interact with a partner. To remember, repeat and create actions to represent an idea, share ideas of actions and dynamics to create a dance that shows a location. To use choreographing ideas to develop our dance, straight pathways and clear changes in direction in a line dance, formations, canon and unison to make our line dance look interesting.</p> <p>Outdoor – Fitness To develop an awareness of what your body is capable of, speed and strength. To complete actions to develop co-ordination, agility, balance and stamina.</p> <p>Outdoor – Ball Skills To develop confidence and accuracy when tracking a ball, variety of throwing techniques, catching skills using one and two hands, dribbling a ball with hands and use tracking, sending and dribbling skills with feet.</p>
PSHE	<p>I can tell you about a time when my words affected someone’s feelings and what the consequences were I can give and receive compliments and know how this feels</p>	<p>I can evaluate my own learning process and identify how it can be better next time I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help I can express how being anxious or scared feels</p>
RE	<p>Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity</p>	<p>Theme: Jesus’ Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity Theme: Easter - Forgiveness Concept: Salvation Key Question: What is ‘good’ about Good Friday? Religion: Christianity</p>
Science	<p>To discover different types of rocks. To explore the properties of rocks. To explore how fossils are formed. To explore the life of Mary Anning. To discover that soils are made from rocks and organic matter. To explore the permeability of soil. To identify sources of light. To explore how mirrors reflect light. To discover how shadows can change in different conditions. To investigate reflective surfaces. To explore how shadows are formed</p>	<p>To name the parts of a flower. To know the parts and functions of a flower. To understand the process of seed dispersal. To understand the steps of flowering and pollination. To explore how plants adapt to their environment. To investigate conditions for plant growth. To carry out a scientific investigation. To investigate how water is transported through plants. To explain the results of an investigation.</p>
Year 4		
	Autumn	Spring
Reading	Ice Palace Butterfly Lion	Sky Hawk Firework Maker’s Daughter
Writing	Journeys. Locations and challenges. Instruction Text. Making Roman Shields and Smores. Stories with different settings Letter writing Christmas Poetry	Adventure story Diary writing Information texts Fantasy Persuasive writing
Maths	Place Value Addition and Subtraction Measurement - Area Multiplication and Division	Multiplication and Division Length and Perimeter Fractions Decimals
Art	To draw animals with greater control and precision. To achieve an effective silhouette painting. To explore a range African Art and their features. To use bright and contrasting colours for effect.	
Computing	<p>Networks – The internet -Understand computer networks including the internet -Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content -Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information. Use technology safely, respectfully, and responsibly</p> <p>Creating Media - Audio editing -Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.</p>	<p>Programming A – Repetition in shapes Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Data and information – Data logging Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p>
Design and Technology	To explore the features and purposes of Roman Shields. To design a Roman Shield. To achieve a Roman shield model with key features. To evaluate a model against its design and purpose.	<p>To research and demonstrate a knowledge of aeroplane design. To understand how key events and individuals in aircraft design and technology have helped shape the world. To create annotated sketches and prototypes of planes. To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. To select from and use materials and components, according to their aesthetic qualities.</p>
Geography	To explore similarities and differences between locations around the world. Use maps to locate the biomes of the world. To discover the range of the world’s biomes. To explore how physical features, climate and wildlife vary between biomes.	<p>To give examples of physical and human change in the local area To know and use the 8 compass points Use 4-figure grid references to identify locations. To use maps, atlases, and digital/computer mapping to find desired information. To interpret a range of maps and aerial photographs, including recognising change. To communicate geographical information through sketch maps and digital technology.</p>
History	To explore and describe why Romans built new roads. To show historical understanding through a letter. To discover and place when The Romans era was. To discover and explain how the reach of The Roman Empire changed over time. To discover the impact of The Romans on Modern Britain.	
MFL	Cultural Unit – Where in the world speaks French? All about other countries that speak French.	Animals • Farm animals • Zoo animals • Create/design their own farm or zoo

	<p>Numbers and the Alphabet • A recap of numbers to 30 • Numbers to 100 • Phonic blends and sounds</p> <ul style="list-style-type: none"> • Spelling words <p>My Family and me</p> <ul style="list-style-type: none"> • Introducing your parents and siblings • Talking about your family. • Introducing Grandparents • Asking about someone else's family. • Talking about yourself (illnesses etc) • Asking someone's age <p>My Home</p> <ul style="list-style-type: none"> • Describing the size of a home. • Things you'll find in each room (household appliances etc) <p>Colours</p> <ul style="list-style-type: none"> • Revise colours of the rainbow • Introducing other colours such as gold, silver and platinum • Begin to explore descriptions such as 'light blue' 	<p>Food</p> <ul style="list-style-type: none"> • Revise foods from Y3 • Revise the bakers and butchers Children will learn: • Foods found in the supermarket • Creating own shopping lists <p>Calendar</p> <ul style="list-style-type: none"> • Revise days of the week and months of the year Children will learn: • Speaking and writing the date both past and present – 12 hour clock • Time words – tomorrow, today, next week <p>Clothing</p> <ul style="list-style-type: none"> • Revise items of clothing • Describing what you wear on different days. On weekends, I wear... • Create a clothing shop • Body parts <p>Shopping</p> <ul style="list-style-type: none"> • Revision of Year 3 • Pocket money • Different shops and prices
Music	<p>Jazz</p> <p>To explore vocal improvisation within the context of scatting and jazz music.</p> <p>To perform a rhythmic pattern with a secure sense of pulse using body percussion.</p> <p>To create a simple improvisation to a known rhythm using the pentatonic scale.</p> <p>To compose and notate a melody using the pentatonic scale.</p> <p>To begin to compose a piece of music using key features of jazz.</p> <p>To compose and perform using key features of jazz music and express evaluative opinions.</p> <p>Samba</p> <p>To introduce samba music through listening, appraising and singing.</p> <p>To create and perform rhythms using call and response.</p> <p>To refine, perform and appraise the samba introductions.</p> <p>To learn and perform the rhythms of a Brazilian samba groove as a whole class ensemble.</p> <p>To perform a solo in an ensemble.</p> <p>To create a suitable ending for a samba piece and perform in carnival style.</p>	<p>Minimalism</p> <p>To perform and compose rhythmic phrases in a minimalist style.</p> <p>To perform, compose and adapt musical phrases in a minimalist style.</p> <p>To understand and use features of minimalist music to perform a short melodic piece.</p> <p>To use texture in a group ensemble when interpreting a piece of music.</p> <p>To apply knowledge of minimalist music to compose a piece as a group.</p> <p>To perform a minimalist piece as a group ensemble.</p> <p>Words, Words, Words</p> <p>To explore the language of music through the inter-related dimensions.</p> <p>To use the inter-related dimensions to translate the language of words into the language of music.</p> <p>To begin to interpret music notation with consideration of dynamics.</p> <p>To create a symphonic poem and broaden knowledge of the inter-related dimension of tempo.</p> <p>To create a symphonic poem using knowledge of the inter-related dimensions of music.</p> <p>To perform and evaluate a final piece using knowledge of the inter-related dimensions of music.</p>
PE	<p>Indoor – Dodgeball</p> <p>To apply rules to a game situation.</p> <p>To develop throwing at a moving target, catching a dodgeball at different heights and jumps, dodges, ducks to avoid being hit, blocking using the ball and an understand the rules of dodgeball and use them to play in a tournament.</p> <p>Indoor - Gymnastics</p> <p>To develop individual and partner balance, control in performing and landing rotation jumps, straight, barrel, forward and straddle roll and strength in inverted movements.</p> <p>To be able to create a partner sequence to include apparatus.</p> <p>Outdoor – Football</p> <p>To develop controlling the ball and dribbling under pressure, passing to a teammate, changing direction with the ball using an inside and outside hook and jockeying / tracking an opponent</p> <p>To be able to control the ball with different parts of the body.</p> <p>To be able to apply the rules and tactics you have learnt to play in a football tournament.</p> <p>Outdoor – Hockey</p> <p>To develop sending the ball with a push pass, receiving the ball, dribbling using the reverse stick (Indian dribble), moving into space after passing the ball and open stick tackle to gain possession.</p> <p>To apply defending and attacking principles and skills in a hockey tournament.</p>	<p>Indoor – Swimming (Taught externally)</p> <p>Outdoor – Basket ball</p> <p>To develop the attacking skill of dribbling, protective dribbling against an opponent, bounce and chest pass and begin to recognise when to use them, tracking and defending an opponent, technique for the set shot.</p> <p>To be able to apply the skills, rules and tactics you have learnt to a mini tournament.</p> <p>Outdoor - Handball</p> <p>To learn how to move towards goal or away from a defender, to throw and catch while on the move, accuracy when shooting and change of direction and speed to lose a defender and move into space and possession when in attack.</p> <p>To be able to apply individual and team defending skills</p>
PSHE	<p>I can tell you a time when my first impression of someone changed as I got to know them</p> <p>I can explain why it is good to accept people for who they are</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed</p> <p>I know what it means to be resilient and to have a positive attitude.</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p>
RE	<p>Theme: Beliefs and Practices</p> <p>Key Question: How special is the relationship Jews have with God?</p> <p>Religion: Judaism</p> <p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: What is the most significant part of the nativity story for Christians today?</p> <p>Religion: Christianity</p>	<p>Theme: Passover</p> <p>Key Question: How important is it for Jewish people to do what God asks them to do?</p> <p>Religion: Judaism</p> <p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: Is forgiveness always possible for Christians?</p> <p>Religion: Christianity</p>
Science	<p>To compare and group solids, liquids and gasses.</p> <p>To explore how materials can change state.</p> <p>To discover what a solute, solvent and soluble are.</p> <p>To discover role of evaporation and condensation.</p> <p>To achieve a description of the water cycle.</p> <p>To observe and research the temperature at which substances change state.</p> <p>To discover that liver things can be grouped in a variety of ways.</p> <p>To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>To recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>To explore and identify plants and animals in the school grounds</p>	<p>To name appliances that run on electricity.</p> <p>To identify and name cells, wires, bulbs, switches and buzzers on a circuit.</p> <p>To identify whether or not a lamp will light in a simple series circuit.</p> <p>To discover that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>To name some common conductors and insulators, and associate metals with being good conductors.</p> <p>To report on findings from enquiries, including oral and written explanations.</p> <p>To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>
Year 5		
	Autumn	Spring
Reading	<p>Holes</p> <p>Highway Man</p>	<p>The Viewer</p> <p>Letters from the Lighthouse</p> <p>Diary of Anne Frank</p>
Writing	<p>Narrative – Character profile and narrative based on character from Here We Are by Oliver Jeffers</p> <p>Poetry – Eco Party linked to Blue Extinction by Sarisha Mehta</p> <p>Information Texts – Space Themed</p> <p>Narrative – linked to Holes</p> <p>Persuasive speech/ Letter</p> <p>Letter to close Camp Green Lake.</p>	<p>Narrative * The Viewer by Shaun Tan & Clock Close- Portal story</p> <p>Instructional- Science Experiment</p> <p>Non-Chronological Report - Rivers</p> <p>Diary Entry linked to Letters from Lighthouse</p> <p>Biography - Linked to Anne Frank</p>
Maths	<p>Number: Place Value</p> <p>Number: Addition and subtraction</p> <p>Number: Multiplication and Division A</p> <p>Number: Multiplication and Division A (Cont.)</p> <p>Number: Fractions A</p>	<p>Number: Multiplication and Division</p> <p>Number: Fractions</p> <p>Number: Decimals and Percentages</p> <p>Number: Decimals and Percentages (Cont.)</p> <p>Measurement: Perimeter and Area</p> <p>Statistics</p> <p>Consolidation</p>
Art	<p>To explore aboriginal art and create sketches to record their observations and use them to review and revisit ideas</p> <p>To discover great Aboriginal artists including Anna Price-Petyarre , architects and designers in history.</p> <p>To achieve a designed piece of aboriginal artwork, including drawing, painting.</p> <p>To discover great Aboriginal artists including Anna Price-Petyarre , architects and designers in history.</p>	<p>To use sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To learn about great Tudor portrait artists, such as Holbein.</p> <p>Pastels, watercolour and paint.</p>
Computing	<p>Computing System & Networks – Systems and Searching</p> <p>understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Creating Media - Video Production</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Data and information – flat file database</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Programming A – selection in physical computing</p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
Design and Technology	<p>To explore and develop design criteria to inform the design of parachute that can land a delicate object (person) into a specific location.</p>	

	<p>To achieve the generation, development and modelling of their ideas through effective collaboration within their teams.</p> <p>To explore and select from and use a wider range of tools and equipment to complete the objective accurately.</p> <p>To explore and select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>To investigate and analyse a range of existing products (completed in science lesson)</p> <p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>To discover how key events and individuals in design and technology have helped shape the development of the parachute.</p> <p>To explore different materials and apply their understanding of how to strengthen, stiffen and reinforce complex structures.</p>	
Geography	<p>To discover the location the world's countries in relation to investigating food miles.</p> <p>To explore the geographical similarities and differences of locations of renewable energy source in the UK.</p> <p>To achieve and understanding the key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>To discover, through the use of atlases and Digi maps, the locations of countries with relation to food miles.</p> <p>To achieve an understanding of how to use 4 figure grid references.</p>	<p>Use the index in an atlas to find rivers.</p> <p>Describe the place in which the source of a river is found.</p> <p>Give the location of one major dam</p> <p>To understand the location of the River Thames</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of rivers</p>
History	<p>To explore crime and punishment in the medieval and Tudor periods.</p> <p>To explore crime and punishment in the Roman period.</p> <p>To explore crime and punishment in the Anglo-Saxon and Viking period.</p> <p>To explore crime and punishment in the early modern period.</p> <p>To explore crime and punishment in the Victorian period.</p> <p>To explore crime and punishment in the medieval and Tudor periods.</p> <p>To recap the history of crime and punishment and compare it to today.</p> <p>To recap the history of crime and punishment and compare it to today.</p>	
MFL	<p>Cultural Unit – French Festivals Festivals: • Christmas • Easter • Bastille Day • La Fête des Voisins</p> <p>Numbers beyond 100</p> <p>• Numbers up to and beyond 100. • Ordinal numbers • Maths games and activities</p> <p>My Family and Friends</p> <p>• Introducing wider family members • Talking about your friends. • Using sentences to describe friends and family. • Recap illnesses, I have a cold etc • Asking where you live (recap)</p> <p>My Home</p> <p>• Describing the homes of friends and families. • Describing my street • My dream home</p> <p>Colours • Revise colours of the rainbow Children will learn: • Describing shades of colours, such as 'pale green, dark red' • Describing objects using colour</p>	<p>Animals</p> <p>• Revision of animals • Describing animals (size and colour) • Animal habitats • At the pet shop parts • Designing an animal and its habitat</p> <p>Food</p> <p>• Revise previous work on foods Children will learn: • Likes and dislikes for food • Healthy eating • Talking about food preferences, asking someone their preference.</p> <p>Calendar • Revise previous work completed in Y3/4 • Telling the time to the hour, half past etc, 12 and 24 hour clock • Asking someone the time and replying correctly – 12 and 24 hour clock</p> <p>Clothing</p> <p>• Revise Y3 and Y4 work • Describing outfits, colours and sizes etc. • Clothing preferences of yourself and a friend.</p> <p>Shopping</p> <p>• Revision of Year 3 and 4 • Money and change • Shopping for items – conversations.</p>
Music	<p>Planets</p> <p>To listen and appraise music exploring the sounds used to capture characteristics of different planets.</p> <p>To create a motif considering the inter-related dimensions of music.</p> <p>To organise sounds to accompany our motifs and record these using Western notation and graphic score.</p> <p>To use ABA structure to organise music and create a satisfying listening experience.</p> <p>To work collaboratively to record a score and refine performances.</p> <p>To share, listen to and appraise the performances of my peers and the music of Mike Oldfield.</p> <p>Ancient China</p> <p>To explore harmonious sounds and pitch notation.</p> <p>To explore pitch, harmonious notes and scales.</p> <p>To sing and play a melody using the pentatonic scale.</p> <p>To improvise, read and write melodies using the pentatonic scale.</p> <p>To choose and combine notes from the pentatonic scale to create a piece of music.</p> <p>To refine and perform compositions.</p>	<p>Rivers</p> <p>To explore pitch using graphic notation.</p> <p>To compose and perform melodies using graphic notation.</p> <p>To perform pentatonic melodies using grid notation.</p> <p>To compose and notate pentatonic melodies.</p> <p>To compose a song in the style of a barcarolle.</p> <p>To develop, refine, rehearse, and perform a barcarolle.</p> <p>Rock and Roll</p> <p>To sing as part of an ensemble.</p> <p>To sing as part of an ensemble in a two-part harmony.</p> <p>To know what a chord is and be able to play a chord pattern on tuned percussion.</p> <p>To be able to improvise a melody line in the style of a lead guitar and play this on tuned percussion.</p> <p>To read and perform pitch and rhythm notation to a steady beat.</p> <p>To perform from a score as a class ensemble.</p>
PE	<p>Indoor – Dodgeball</p> <p>To apply rules honestly and fairly to a game situation.</p> <p>To develop throwing at a moving target, catching under pressure to get an opponent out and officiating skills and referee a dodgeball game</p> <p>To use timing, balance and agility to avoid being hit.</p> <p>To select and apply tactics in the game.</p> <p>Indoor – Gymnastics</p> <p>To be able to perform symmetrical and asymmetrical balances, progressions of inverted movements and explore different methods of travelling, linking actions in both canon and synchronisation.</p> <p>To develop the straight, forward, straddle and backward roll.</p> <p>To explore matching and mirroring using actions both on the floor and on apparatus</p> <p>Outdoor – Fitness</p> <p>To develop an awareness of what your body is capable of, speed and stamina, strength using my own body weight, co-ordination through skipping and control while balancing.</p> <p>To perform actions that develop agility.</p> <p>Outdoor – Rugby</p> <p>To develop attacking principles, understanding when to run and when to pass, dodging skills to lose a defender, drawing defence and understanding when to pass.</p> <p>To be able to use the 'forward pass' and 'offside' rules. To be able to use the 'forward pass' and 'offside' rules, play games using tagging rules, apply the rules and tactics you have learnt to play in a tag rugby tournament.</p>	<p>Outdoor – Netball</p> <p>To develop passing and moving and shooting action.</p> <p>To be able to use the attacking principle of creating and using space, change direction and lose a defender, defend ball side and know when to go for interceptions.</p> <p>To use and apply skills and tactics to small sided games.</p> <p>Outdoor – Golf</p> <p>To develop technique and accuracy in putting, chipping, for a short game and long game.</p> <p>To design a course and select the appropriate shot for the situation.</p> <p>Indoor – Swimming (taught externally)</p> <p>Indoor – Dance</p> <p>To create a dance using a random structure and perform the actions showing quality and control.</p> <p>To understand how changing dynamics changes the appearance of the performance.</p> <p>To understand and use relationships and space to change how a performance looks.</p> <p>To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.</p> <p>To choose actions to create a motif in a given character with consideration of dynamics, space and relationships.</p> <p>To use structure to create a dance performance, matching, canon and unison in the style of the lion dance, space and relationships to create a dragon dance.</p> <p>To select and combine dance tools to perform a Chinese dance.</p>
PSHE	<p>I can explain the differences between direct and indirect types of bullying</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I respect and value my body</p>
RE	<p>Theme: Belief into action</p> <p>Key Question: How far would a Sikh go for his/her religion?</p> <p>Religion: Sikhism</p> <p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Is the Christmas story true?</p> <p>Religion: Christianity</p>	<p>Theme: Beliefs and moral values</p> <p>Key Question: Are Sikh stories important today?</p> <p>Religion: Sikhism</p> <p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: How significant is it for Christians to believe God intended Jesus to die?</p> <p>Religion: Christianity</p>
Science	<p>To explore and describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>To explore and describe the movement of the Moon relative to the Earth.</p> <p>To achieve being able to describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>To use the idea of the Earth's rotation to discover and explain day and night, and the apparent movement of the sun across the sky.</p> <p>To explore planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>To explore scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>To explore everyday materials achieving a comparison and grouping on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>To discover that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>To take measurements, using a range of scientific equipment, with increasing accuracy and precision</p> <p>To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</p>

	<p>To discover and explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>To explore and identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>To explore and recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>To achieve planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>To explore taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>To accurately record results using scientific diagrams and label.</p> <p>To use test results to make predictions to set up further comparative and fair tests.</p> <p>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<p>To use test results to make predictions to set up further comparative and fair tests</p> <p>To report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p>To identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>To use knowledge of solids, liquids and gases to explore how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>To achieve being able to demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>To discover 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.</p> <p>To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>To take measurements, using a range of scientific equipment, with increasing accuracy and precision</p> <p>To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</p> <p>To use test results to make predictions to set up further comparative and fair tests</p> <p>To report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p>To identify scientific evidence that has been used to support or refute ideas or arguments.</p>
Year 6		
	Autumn	Spring
Reading	The dragon with the chocolate heart	Secrets of the sun king
Writing	<p>Cold write – High flying giraffes</p> <p>Narrative – Suspense writing (red scarf man)</p> <p>Journalistic – Newspaper article on the Kings accession</p> <p>Narrative – To write a Charlie and the chocolate factory chapter</p> <p>Biographical – Rosa Parks black history months focus</p>	<p>Non-chronological report – Pandora’s planet</p> <p>Persuasive – World pollution (turtles) including debates and discussion</p>
Maths	<p>Place value</p> <p>Addition, subtraction, division and multiplication</p> <p>Fractions</p> <p>Measurement – converting units</p>	<p>Ratio</p> <p>Algebra</p> <p>Decimals</p> <p>Fractions, decimals and percentages</p> <p>Area, perimeter and volume</p> <p>Statistics</p>
Art	<p>To explore the effect of different graded sketch pencils</p> <p>To explore different ways of creating texture and form</p> <p>To discover famous artists sketch work and evaluate different techniques they have used (Andrew Mason)</p> <p>Using their discoveries from their sculpture work sketch a final product</p> <p>To sculpt their design and analyses the impact of light ready to sketch their model</p>	<p>To explore the impressionist art movement</p> <p>To discover information about significant impressionist artists</p> <p>To compare techniques of well-known impressionists</p> <p>To plan a final piece of work using mixed media</p> <p>Revisit sketching techniques</p> <p>Final piece : to independently choose and understand what works well in their work and why</p> <p>To purposely control the types of marks made and experiment with different effects and textures including blocking in colour and thickened paint creating textural effects</p> <p>To plan a final piece of work using mixed media</p> <p>Revisit sketching techniques</p>
Computing	<p>Creating Media – 3D modelling</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.</p> <p>use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour.</p> <p>Project Evolve – Online relationships and online reputation</p> <p>Programming A – Variables in games</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>Data and information – spreadsheets</p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> <p>Creating media – webpage creation</p> <p>Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> <p>Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>
Design and Technology	<p>To discover the load tolerance of various 3d models</p> <p>To discover how structures can be strengthened and reinforced.</p> <p>To design an annotated sketch of a temple</p> <p>To create a computer aided design (ICT)</p> <p>To make a complex structure using clay</p> <p>To select appropriate tools when making a complex structure</p> <p>To evaluate their temple against their design.</p>	
Geography	<p>To discover the position and significance of global features</p> <p>To compare and contrast biomes</p> <p>To discover vegetation belts with a focus on the cocoa belt</p> <p>To create a geographical report on the physical geography of the cocoa bean</p>	<p>Locate countries on a world map; use a key to compare average carbon emissions per person.</p> <p>Consider my existing knowledge/understanding of climate change. ·</p> <p>Understand what the greenhouse effect and climate change are. ·</p> <p>Identify natural and human causes of climate change.</p> <p>To identify some of the impacts of climate change. ·</p> <p>To describe in detail how a plant or animal species is being impacted by climate change.</p> <p>To consider what humans need to thrive. ·</p> <p>To identify ways in which children’s rights are being affected by climate change. · To act in role to build empathy and understand that some people are being impacted by climate change more than others.</p> <p>To explain some different ways in which people are taking climate action. ·</p> <p>To identify some ‘green’ careers. ·</p> <p>To work with others to research, plan and evaluate a design of a climate-friendly school.</p> <p>To select from and use a wide range of tools and materials to construct a model of a climate-friendly school.</p>
History	<p>To explore the rise in popularity of the cocoa bean</p> <p>To compare and contrast events in Mexico to events in the UK during the times of the Aztecs</p> <p>Compare how Aztec life was difference to life in the UK at this time</p> <p>To find out about the social, cultural and religious beliefs of Aztec society.</p> <p>To write a dairy as a member of the Aztec society</p>	
MFL	<p>Cultural Unit – French History</p> <ul style="list-style-type: none"> • France in WWI and WWII • Bastille Day • Napoleonic War • Also includes conversations – formal and informal. <p>French Maths</p> <ul style="list-style-type: none"> • To play and create maths games • Complete maths activities such as addition and subtraction <p>My Community</p> <ul style="list-style-type: none"> • Initial recap of family and friends Children will learn: • Introducing community members such as teachers, religious figures, neighbours, people who help us. • Hospitals/GP surgery <p>My Home</p> <ul style="list-style-type: none"> • Comparing houses in my street and town • Comparing houses between countries. • Designing a home <p>Colours • Revision of work on colours Children will learn: • Describing physical appearances; ‘blonde haired’ • Applying grammatical rules correctly</p>	<p>Animals</p> <ul style="list-style-type: none"> • Revision of animals Children will learn: • Describing animal body <p>Food</p> <ul style="list-style-type: none"> • Revise previous work on food Children will learn: • Writing a menu for school • Creating a healthy eating menu • Practise ordering foods in a restaurant or shop <p>Calendar</p> <ul style="list-style-type: none"> • Revise previous work on time and calendars • Describing dates and times linked to timetables • Describing and using arrival and departure times in an airport/railway station <p>Clothing Dressing for the weather. Preferences and descriptions. Recap body parts. I wear my scarf around my neck when it is cold, etc</p> <p>Shopping</p> <ul style="list-style-type: none"> • Revision of previous years. • At the market • Weights • Holding a conversation
Music	<p>Artic</p> <p>To create a programmatic Arctic soundscape.</p> <p>To explore a programmatic toolbox and learn how to record ideas using graphic notation.</p>	<p>Garage band</p> <p>To play and record a chord sequence using GarageBand.</p> <p>To have an understanding of how chords are constructed.</p>

	<p>To explore the contrasts between dissonance and consonance and apply it to composition work.</p> <p>To explore contrasting sounds and build ideas inspired by a Baroque piece of music.</p> <p>To organise music using a ternary form structure.</p> <p>To share, listen to and appraise the performances of others</p> <p>Reggae</p> <p>To learn about the origins and features of reggae and sing a song in this style.</p> <p>To develop an understanding of accompaniment and be able to perform a bass line.</p> <p>To develop an understanding of common features used when structuring songs.</p> <p>To read and perform an off-beat rhythm to accompany a song.</p> <p>To create a group performance, maintaining my part within the ensemble.</p> <p>To refine, perform and evaluate a final piece using knowledge of the features of reggae.</p>	<p>To compose and record a melody fitting with a chord sequence.</p> <p>To add rhythmic and harmonic accompaniment to a piece.</p> <p>To compose section A for a final piece in a chosen style.</p> <p>To use ternary form to structure a piece of music.</p> <p>WW2</p> <p>To learn the key features of national anthems and sing with control of dynamics.</p> <p>To accurately read and perform a melody and gain an understanding of accompaniment.</p> <p>To compose and notate a melody and write lyrics for a verse.</p> <p>To explore and compose the accompaniment for a melody.</p> <p>To compose a melody and accompaniment for a chorus.</p> <p>To refine and perform a piece showing expression and phrasing.</p>
PE	<p>Indoor – Badminton</p> <p>To develop footwork and the forehand and backhand grip, rallying and understand how to start a game, a range of shots to keep a rally going, how to score points and play in competitive games.</p> <p>To select and apply the appropriate skill to a game situation.</p> <p>To show respect, honesty and fair play when competing against an opponent.</p> <p>Indoor – Gymnastics</p> <p>To be able to; develop the straddle, forward and backward roll, to perform inverted movements with control, perform the progressions of a headstand and a cartwheel, to use flight from hands to travel over apparatus and create a group sequence using formations and apparatus</p> <p>To develop counter balance and counter tension.</p> <p>Outdoor – Football</p> <p>To be able to dribble the ball under pressure and apply the rules and tactics you have learnt to play in a football tournament.</p> <p>To pass the ball accurately to help to maintain possession.</p> <p>To use different turns to keep the ball away from defenders.</p> <p>To develop defending skills to gain possession and goalkeeping skills to stop the opposition from scoring.</p> <p>Outdoor – Handball</p> <p>To develop a variety of passes and know when to use each to help to maintain possession, stepping, dribbling and passing skills to create space, move towards goal and away from defenders, defending skills to stop an opponent from scoring and defensive skills to gain possession.</p> <p>To select and apply the appropriate skill to score goals.</p> <p>To maintain possession under pressure.</p>	<p>Outdoor – Basket Ball</p> <p>To develop protective dribbling against an opponent, technique to increase accuracy when scoring.</p> <p>To move into and create space to support a teammate and choose when to pass and when to dribble.</p> <p>To be able to track an opponent and use defensive techniques to win the ball.</p> <p>To apply principles, rules and tactics to a game situation</p> <p>Outdoor – Hockey</p> <p>To develop dribbling to beat a defender, sending the ball using a push pass, receiving the ball with control and using an open stick (block) tackle and jab tackle to gain possession of the ball.</p> <p>To be able to move into space to support a teammate.</p> <p>To apply the rules and skills you have learnt to play in a hockey tournament.</p> <p>Indoor – Volleyball</p> <p>To develop the fast catch volley and the dig and understand when to use it underarm serve and learn the rules of serving</p> <p>To be able to volley the ball using a set shot.</p> <p>To keep a continuous rally going over the net.</p> <p>To apply the rules, skills and tactics learnt to play in a volleyball tournament.</p> <p>Indoor – Dance</p> <p>To demonstrate a sense of rhythm and energy when performing bhangra style motifs.</p> <p>To perform a bhangra dance, showing an awareness of timing, formations and direction.</p> <p>To select, order, structure and perform movements in a bhangra style, showing various group formations.</p> <p>To develop a dance phrase using actions, dynamics, space and relationships.</p> <p>To copy and create actions with consideration to story using a prop to enhance the idea.</p> <p>To use choreographing devices to improve how the performance looks.</p> <p>To copy and repeat a phrase of movement in the 1970s disco theme, devise a freeze frame montage in the 1970s theme and use feedback to develop and refine a 1970s dance performance.</p>
PSHE	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I can identify why I am motivated to do this I can recognise when people are putting me under pressure and can explain ways to resist this when I want to</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p>
RE	<p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Muslim to show commitment to God?</p> <p>Religion: Islam</p> <p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: How significant is it that Mary was Jesus' mother?</p> <p>Religion: Christianity</p>	<p>Theme: Beliefs and Meaning</p> <p>Concept: Salvation</p> <p>Key Question: Is anything ever eternal?</p> <p>Religion: Christianity</p> <p>Theme: Easter</p> <p>Concept: Gospel</p> <p>Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Religion: Christianity</p>
Science	<p>To discover what micro-organisms are</p> <p>To explore the history of Edward Jenner and the impact on his work</p> <p>To explore and discover how microbes spread</p> <p>To achieve a deep understanding of microbes</p> <p>To discover who Linnaeus was and his impact on classification systems</p> <p>To explore classification systems and use them</p> <p>To discover the similarities and difference between living things in order to determine their classification</p> <p>To explore unusual living creatures and use the vocabulary they learn to achieve their own descriptions of unusual living things.</p> <p>To apply all their learning to create their own creature, scenically describe it, classify it and label it.</p> <p>To explore the components of blood, describe their functions, and understand the different blood groups</p> <p>To discover the three types of blood vessel and name them</p> <p>To explore the structure and function of the human heart</p> <p>To investigate and understand how heart size and speed relates to age, fitness & activity</p> <p>To discover how nutrients and water are transported around the body</p> <p>To discover how diffusion and osmosis are processes that move nutrient & water in the body</p> <p>To investigate diffusion and osmosis</p> <p>To demonstrate how blood transports nutrients, water, gases and waste around the body</p> <p>To discover and demonstrate how the circulatory system works including the role of the heart</p> <p>To explore a healthy diet and the impact diet can have on the body</p> <p>To explore how drugs impact on the way the human body functions</p> <p>To achieve an understanding that certain drugs can be used for positive effect in the form of medicine</p>	<p>To understand what light is and where it comes from</p> <p>To understand how light travels</p> <p>To understand how eyes detect light</p> <p>To investigate shadows</p> <p>To understand reflection</p> <p>I can understand the light spectrum</p> <p>I know light travels in straight lines</p> <p>To investigate shadows</p>