

Curriculum Overview



Year 1			
	Autumn	Spring	Summer
Reading	Leaf Man The Gruffalo Don't hog the hedge Robins Winter Song The Gunpowder Plot The Crayons Christmas	Non Fiction Books. Edward Lear poems Jemima Puddle Duck	Meerkat Mail Non Fiction Books The Magic Paintbrush Around the world in 80 Days (Young Reader Series)
Writing	Talk for writing – Role play, sequencing, re-telling. Labelling Sentence Writing skills Firework Poetry Sentence writing skills Guy Fawkes fact file	Labelling and describing. Peter rabbit by Beatrix Potter alternative endings, character descriptions and book review. Diary entry of Victorian child Beatrix potter other stories Puppet show script Victorian poetry	Postcard/Letter Writing. Innovation – The Magic Paintbrush P2: Summer Poetry Diary Entry/Descriptive writing.
Maths	Number: Place Value within 10. Number: Addition and Subtraction within 10. Geometry: Shape Number: Addition and Subtraction within 10. (continued)	Number: Place Value within 20. Number: Addition and Subtraction within 20. Number: Place Value within 50. Measurement: Length and Height. Measurement: Weight and Volume.	Number: Multiplication and Division. Number: Fractions Geometry: Position and Direction Number: Place Value within 100. Measurement: Money Measurement: Time
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.	To create cross-hatching aboriginal drawing. To create aboriginal dot style paintings. To create aboriginal rain sticks.
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	Creating Media – digital writing Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Use technology safely and respectfully, keeping personal information private Programming B – Programming animations 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
Design and Technology	To explore types of biscuit. To discover ways to decorate biscuits. To achieve biscuit decorating To evaluate the decorated biscuits.	To design a sock puppet To create a success criteria for a sock puppet To use the sock puppet for its intended purpose. To evaluate the sock puppet	To design an igloo. To make an igloo. To compare igloos and other houses
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.	To locate and name the 7 continents. To locate and name the 5 oceans. To use maps to find the continents and oceans of the world.
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.	To know the lives of significant individuals in the past who have contributed to national and international achievements. To name events beyond living memory that are significant nationally
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.	Dinosaurs To move to the pulse thinking about dynamics. To compose a piece of music with different timbres. To explore and understand how pitch can change. To gain an understanding of tempo. To follow a graphic score. To compose and perform music using a graphic score At the Seaside To compose a sequence of sounds to create music. To be able to follow a visual score. To choose symbols to compose and perform a score. To play keeping a steady pulse. To use symbols to compose, record and perform sounds on a score. To use symbols to structure and perform a score keeping a steady pulse.
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.	Indoor – Invasion Games To understand the role of defenders and attackers. To recognise who to pass to and why. To move towards goal with the ball. To support a teammate when playing in attack. To move into space showing an awareness of defenders. To stay with a player when defending. Indoor – Target Games To develop underarm throwing towards a target. To develop throwing for accuracy. To develop underarm and overarm throwing for accuracy. To develop throwing for accuracy and distance using underarm and overarm. To select the correct technique for the situation. To develop throwing for accuracy and distance. Outdoor – Athletics To move at different speeds over varying distances. To develop balance. To develop agility and co-ordination. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy.
PSHE	Feeling special and safe	Setting goals Identifying successes and achievements	Belonging to a family

	Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
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	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
Science	To explore the basic parts of the human body. To explore our 5 senses. To have a clear understanding of our 5 senses and how we utilise them daily. To discover our 5 senses. To explore a variety of common animals. To discover the differences between carnivores, herbivores and omnivores. To ask open questions to develop their understanding.	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' To discuss the properties of metal objects and why some metals stick to magnets To Predict which material will be the most successful and why	To explore seasonal changes: observing and predicting different weather types. Exploring shadows – cause and effect. Measuring rainfall. Exploring wind direction and temperature. To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees To identify and describe the basic structure of a variety of common flowering plants, including trees To explore seasonal changes: observing and predicting different weather types. Exploring shadows – cause and effect. Measuring rainfall. Exploring wind direction and temperature. using their observations and ideas to suggest answers to questions observing closely using simple equipment Identifying and classifying Gathering and recording data to help answer questions
Year 2			
	Autumn	Spring	Summer
Reading	Toby and the Great Fire of London The Hodgeheg Dirty Bertie Christmas Stories Vlad and the Great Fire of London	The Hare and the Tortoise Helen Ward Oral Tale The Killer Cat The owl who was afraid of the dark The Disgusting Sandwich	King Arthur The Paper Bag Princess George and the Dragon Tell Me a Dragon The Princess in Black The ghost in Annie's room
Writing	Order the events of the GfOL Toby and the Great Fire of London- Narrative Oracy- Reporter Newspaper report Samuel Pepys diary Bread Making Recipe Father Christmas Letter	The Hare and the tortoise fable Animal- information text Poetry – Rumble in the jungle. Oracy- Park Ranger Big Five- Non chronological report Three Billy Goats Gruff	Holiday recount Castle Non chron report Castle jobs- advert and persuasive letter Dragon description Dragon Missing poster The Paper Bag Princess Smoothie Making persuasive writing
Maths	Number- Place Value Number Addition and Subtraction Number – Addition and Subtraction (cont) Geometry-Properties of Shape	Number Multiplication and Division Measurement- Money Measurement-Height and length Measurement-Mass, capacity and temperature	Number- Fractions Measurement- Time Statistics Geometry- Position and Direction Investigations Problem Solving and Efficiency Methods
Art	To use charcoal to draw St Paul's Cathedral. To paint a gradient background. To discover famous artists and their work. (Michelangelo, Jan Griffier and Paul Klee) To use clay to create a sculpture. To explore various shapes to create silhouettes using paper. To use oil pastels to achieve art work in the style of Jan Griffier. To complete art work in the style of Paul Klee using printing.	Use pencils to experiment with light and dark tones. To draw using pattern and texture To sketch part of an animal using light and dark tones. To sketch and an animal with texture. To evaluate and improve my sketching	Sketch the artwork: The Castle and The Sun. Use 2D shapes and pastels to design their piece of art using The Castle In The Sun for inspiration. Use crayons or pastels to add colour to their art work.
Computing	Computing systems and networks. (IT around us) Recognise common uses of information technology beyond school. Online Safety – Online Relationships and Online Reputation Creating Media – Digital Photography. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Online Safety – Online Bullying.	Creating media – Digital photography Use technology purposefully to create, organise, store, manipulate, and retrieve digital content 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 Data and information - Pictograms use technology purposefully to create, organise, store, manipulate and retrieve digital content 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	Creating media – Digital music Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Programming B – Programming quizzes 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 Use technology purposefully to create, organise, store, manipulate and retrieve digital content
Design and Technology	To design and create a Cathedral using junk modelling materials. To discover the ingredients and process involved in making bread.		Plan and design a catapult and wagon. To select appropriate materials to make a functional catapult and wagon. To evaluate the final catapult and wagon. Use research found about catapults and wagons to learn purpose and design.
Geography	To name the four countries of the UK and the capital cities. Use maps to identify the UK and its countries.	name and locate the world's seven continents and five oceans use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage Study and compare a non European country to England/ Woodley understand geographical similarities and differences through studying the human and physical geography use simple compass directions and to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks	use simple compass directions and to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the school and grounds and the key human and physical features of its surrounding environment.

		devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the school and grounds and the key human and physical features of its surrounding environment.	
History	To gain an understanding of the events of The Great Fire of London. To discover various sources of information. To gain an understanding of the events of The Great Fire of London. To order the events of The Great Fire of London To explore and compare the past to the present day. To discover the changes made as a result of The Great Fire of London. To gain an understanding of the events of The Great Fire of London. To explore significant people.	To explore a significant person – Captain Robert Scott	Compare aspects of life in different periods. (medieval). To explore significant people – King Henry IV to Charles III
Music	Great Fire of London To explore dynamics through listening and performing. To explore dynamics through composition and performance. To perform with a steady pulse with a partner. To identify beat groupings. To create and perform rhythms using stick notation. To perform a rhythm using stick notation as part of a whole class ensemble. Jupiter To perform a fanfare inspired by the music of Richard Strauss. To create a class performance inspired by the music of Gustav Holst. To create a group performance inspired by the music of Gustav Holst. To refine, rehearse and perform our Jupiter piece as a group. To recognise changes in tempo and perform in time with the pulse. To create a school anthem inspired by the music of Gustav Holst.	Carnival of The Animals To identify how different music can represent different moods or characters. To improvise representing the mood or character of a piece. To play a repeated rhythmic ostinato to accompany a song. To create a soundscape showing an awareness of tempo. To understand pitch and play different notes on an instrument. To use and identify musical elements to convey different animals. Oceans To understand the difference between a verse and a chorus and sing as part of an ensemble. To be able to sing and perform rhythmic patterns on instruments to show a mood or character. To recognise and perform rhythmic patterns using notation. To be able to sing and perform rhythmic patterns on instruments using notation. To be able to read, perform and create rhythmic patterns. To be able to compose and perform rhythmic patterns on instruments using notation	Fantasy and Adventure To listen to music and make comparisons. To create and perform from written symbols with an awareness of pitch. To add accompanying sounds to a melody. To respond to music showing an awareness of pitch, dynamics and tempo. To explore stick notation with a good awareness of a steady pulse. To compose and perform a piece of music that tells a story. Folksongs To identify the pulse, playing on beat 1 to accompany singing. To embed pulse and explore key features of folk songs. To understand how texture can be created when singing in a round. To use texture and dynamics in a class performance. To understand the difference between pulse and rhythm. To read and respond to notated rhythm patterns.
PE	Outdoor- Ball Skills To be able to roll a ball to hit a target. 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. Outdoor – Target Games 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. To select an appropriate skill to play a game. Indoor – Gymnastics To perform gymnastic shapes and link them together. 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 Indoor – Dance To explore pathways, dynamics and levels, remember and rehearse a dance showing expression and character To create and perform using unison, mirroring and matching with a partner.	Outdoor – Sending and receiving 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. Outdoor – Invasion Games To understand what being in possession means and support a teammate to do this. 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. Indoor - Target Games To develop an understanding of target games and consider how much power to apply when aiming at a target. To understand how to score in different target games using overarm throwing. To develop understanding of different target games using the skill of kicking. To develop striking to a target and hitting a moving target To select an appropriate skill to play a game	Indoor – Net and wall To use the ready position to defend space on court. To develop returning a ball with hands. To play against a partner. To develop racket skills and use them to return a ball. To develop returning a ball using a racket. To play against an opponent using a racket. Outdoor – Team building To follow instructions and work with others. To co-operate and communicate in a small group to solve challenges. To create a plan with a group to solve the challenges. To communicate effectively and develop trust. To use teamwork skills to work as a group to solve problems. To work with a group to copy and create a basic map. Outdoor – Athletics To develop the sprinting action. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy To select and apply knowledge and technique in an athletics carousel.
PSHE	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food
RE	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	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	Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging? Religion: Islam Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam
Science	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.	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	identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats asking simple questions and recognising that they can be answered in different ways observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Year 3	Autumn	Spring	Summer
Reading	Stone Age Boy, Life in the Stone Age, Bronze Age and Iron Age Stig of the Dump	Non – fiction ancient Greek core knowledge. Greek newspaper text Mousassaka recipe – 1 week. Atticus and the ancient Greeks.	Orchard First Greek myths How to train Your Dragon.
Writing	Adventure Story Information Text Poetry Letter Writing Diary Entry Imaginary story	Information Text/Brochure Persuasive Letter Stories from different cultures Stories that raise an issue Poetry	Create a mythical creature Greek Poetry Newspaper Report Crime Report Mystery and adventure story

Maths	Number: Place Value, comparing and ordering. Number: Addition & Subtraction Number: Addition & Subtraction Number: Multiplication & Division A	Number: Multiplication & Division B Measurement: Length and perimeter Number: Fractions A Measurement: Mass and capacity	Number: Fractions B Measurement: Money Measurement Time Geometry: Shapes Measurement: Statistics
Art	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.	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.	To develop sketching techniques using pencil. To develop sketching techniques using oil pastels. To sketch a Greek style portrait.
Computing	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 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 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	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 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	Creating Media – Desktop Publishing 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 Programming B – Events and actions in programs 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
Design and Technology	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.	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.	Plan and design a catapult and wagon. To select appropriate materials to make a functional catapult and wagon. To evaluate the final catapult and wagon. Use research found about catapults and wagons to learn purpose and design.
Geography		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.	To locate Greece on a map. To name some rivers, mountains and landmarks in Greece. To understand Geographical similarities and differences between England and Greece. To use a map, globe, atlas or digital map to locate landmarks and places in Greece. To read and understand maps. To accurately use a map. To create a map.
History	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.	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.	To discover the battle of Marathon. To discover who the ancient Greeks were. To know about the Trojan war. To experience life as a child in ancient Greece To use sources to learn about the ancient Greek Olympics. To explain and compare the Greek political system. To discover greek mythology.
MFL	To discover and memorise numbers to 30. To discover and memorise the alphabet. To discover French locations. To achieve a greeting and response. To discover and memorise animal names. To discover how adjectives are used to describe colours and home. To achieve a visit to the bakers.	To discover and memorise days of the week and the months. To know body parts in French. To know clothes in French. To write the date in the correct order To sing a song in French. To know foods in French. To order food correctly. To know useful phrases to shop.	Learn vocabulary to do with holidays. How to talk about their own birthday. How birthdays are celebrated in France. How to sing happy birthday in French.
Music	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.	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.	Greek Myths To be able to sing, dance and play with an awareness of the pulse. To improvise simple melodies, maintaining a strong sense of pulse. To explore, select and combine sounds as a whole class. To explore, select and combine sounds as a group. To rehearse and refine compositions for a final performance. To evaluate my own music and music from another era. Mayans To explore how the inter-related dimensions of music can be combined to create an effect. To create a performance inspired by Mayan wind instruments. To compose and perform using the inter-related dimensions of music to reflect the rainforest. To compose a piece of music to reflect a Mayan god. To add rhythm to our Mayan god music. To perform and evaluate using the inter-related dimensions of music.
PE	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. 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. 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	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. 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. Outdoor – Fitness To develop an awareness of what your body is capable of, speed and strength.	Indoor – golf To explore hitting technique and aiming towards a target. To explore shot accuracy. To explore the technique for putting. To explore the technique for chipping. To explore the techniques used for a short game. To explore the technique for a long game. Indoor – Tennis To develop racket and ball control. To develop returning the ball using a forehand groundstroke. To be able to rally using a forehand. To develop the two handed backhand. To learn how to score. To develop playing against an opponent. To work collaboratively with a partner and compete against others. Outdoor – Cricket To develop overarm throwing and catching. To develop underarm bowling. To learn how to grip the bat and develop batting technique. To be able to field a ball using a two handed pick up and a short barrier. To develop overarm bowling technique. To play apply skills learnt to mini cricket. Outdoor – Athletics

	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.	To complete actions to develop co-ordination, agility, balance and stamina. 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.	To develop the sprinting technique and improve on your personal best. To develop changeover in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills.
PSHE	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
RE	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	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	Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism
Science	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	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.	To sort foods into food groups and find out about the nutrients that different foods provide. To explore the nutritional values of different foods by gathering information from food labels. To sort animal skeletons into groups, discussing patterns and similarities and differences. To explain how bones and muscles work together to create movement. To investigate an idea about how the human skeleton supports movement. To discuss the human skeleton and ask the question "Can people with a longer femur jump further?". Discuss what a fair test is and why it needs to be fair. To investigate an idea about how the human skeleton supports movement. To design and carry out an investigation independently. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats asking simple questions and recognising that they can be answered in different ways To explore forces. To identify push and pull force. To explore magnetic poles. To know how a magnet works. To make a compass. To plan a friction investigation. To work scientifically. To group materials. To investigate magnet strength.
Year 4			
	Autumn	Spring	Summer
Reading	Ice Palace Butterfly Lion	Sky Hawk Firework Maker's Daughter	Beowulf hero text
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	Suspense Newspapers Biographies Scripts
Maths	Place Value Addition and Subtraction Measurement - Area Multiplication and Division	Multiplication and Division Length and Perimeter Fractions Decimals	Decimals B Money Time Consolidation Shape Statistics Position and Direction
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.	-Know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube) -Know that organic forms can be abstract -Express likes and dislikes through annotations -Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making -Express likes and dislikes through annotations -Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making -Use techniques (line, tone, colour) to show representation of movement in figures and forms -Know an example of famous Anglo-Saxon artwork -Use their own experiences of techniques and making processes to explain how art works may have been made	Know that symmetry can be used to create repeating patterns Know that patterns can be irregular, and change in ways you wouldn't expect Know how to use basic shapes to form more complex shapes and patterns Know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing Know how to use texture more purposely to achieve a specific effect or to replicate a natural surface Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas and planning colours Express likes and dislikes through annotations Use growing knowledge of different drawing materials, combining media for effect
Computing	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 Creating Media - Audio editing	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,	Creative media – photo 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 Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Programming B: Repetition in games

	-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.	including collecting, analysing, evaluating and presenting data and information 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	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
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.	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.	To research a food type to inform own preparation. To devise and prepare a themed 'pincho.' To understand and apply the principles of a healthy and varied diet. To know where and how a variety of ingredients are grown, reared, caught and processed.
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.	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.	To know and locate counties and cities of the United Kingdom. To explore geographical regions and their identifying physical characteristics. To know key hills, mountains, coasts and rivers in The UK.
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.	To explore the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. Christian conversion – Canterbury, Iona and Lindisfarne. To explore Anglo-Saxons and Scots, village life To discover Anglo-Saxon art and culture. To discover Sutton Hoo and the importance of artefacts.	To explain how the last Anglo-Saxon kings shaped Britain. To explain when and where the Vikings came from and why they raided Britain. To identify and explain key aspects of Viking life. To explain how the legal system worked in Anglo-Saxon and Viking Britain. To compare the significance of Anglo-Saxon kings during the Viking period. To explain who King Ethelred II was and say when and why Danegeld was introduced.
MFL	To discover numbers to 100. To discover and memorise family member terms. To describe homes using adjectives (size) and nouns. To discover where French is commonly spoken. To achieve a conversation about family. To know a broader range of colours. To know supermarket foods. To discover and memorise animal names To explore more complex description (light blue). To write the date (past and present).	To know zoo and farm animal names To know foods found in the supermarket To know time words – tomorrow, today, next week To say and write the date both past and present – 12 hour clock To achieve a visit to the butchers To know main body parts To describe what you wear on different days. To say what you want to buy To ask and understand the price of something	To know different ways you can travel To describe places in a town To describe major festivals To give a location To give directions To talk about holidays and holiday destinations
Music	Jazz To explore vocal improvisation within the context of scatting and jazz music. To perform a rhythmic pattern with a secure sense of pulse using body percussion. To create a simple improvisation to a known rhythm using the pentatonic scale. To compose and notate a melody using the pentatonic scale. To begin to compose a piece of music using key features of jazz. To compose and perform using key features of jazz music and express evaluative opinions. Africa To copy and improvise rhythms through musical games and song. To perform an independent part within a whole class ensemble. To apply and use key features of African music to create rhythmic compositions. To develop a piece of music considering the structure. To refine and perform our composition and critically appraise it. To perform a group composition with confidence, using the key features of African music.	Minimalism To perform and compose rhythmic phrases in a minimalist style. To perform, compose and adapt musical phrases in a minimalist style. To understand and use features of minimalist music to perform a short melodic piece. To use texture in a group ensemble when interpreting a piece of music. To apply knowledge of minimalist music to compose a piece as a group. To perform a minimalist piece as a group ensemble. Samba To introduce samba music through listening, appraising and singing. To create and perform rhythms using call and response. To refine, perform and appraise the samba introductions. To learn and perform the rhythms of a Brazilian samba groove as a whole class ensemble. To perform a solo in an ensemble. To create a suitable ending for a samba piece and perform in carnival style.	Vikings To explore and organise rhythms using voice and instruments. To organise rhythms into beats and notate them using 1, ½ and 2 beat notes. To perform simple rhythms from music notation. To compose and combine rhythms creatively to convey an intended effect. To select and combine musical ideas to create an interesting and satisfying structure. To perform Viking compositions and offer feedback on both recorded music and the music of my peers. Words, Words, Words To explore the language of music through the inter-related dimensions. To use the inter-related dimensions to translate the language of words into the language of music. To begin to interpret music notation with consideration of dynamics. To create a symphonic poem and broaden knowledge of the inter-related dimension of tempo. To create a symphonic poem using knowledge of the inter-related dimensions of music. To perform and evaluate a final piece using knowledge of the inter-related dimensions of music.
PE	Indoor – Dodgeball To apply rules to a game situation. 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. Indoor - Gymnastics To develop individual and partner balance, control in performing and landing rotation jumps, straight, barrel, forward and straddle roll and strength in inverted movements. To be able to create a partner sequence to include apparatus. Outdoor – Football 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 To be able to control the ball with different parts of the body. To be able to apply the rules and tactics you have learnt to play in a football tournament. Outdoor – Hockey 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. To apply defending and attacking principles and skills in a hockey tournament.	Indoor – Swimming (Taught externally) Outdoor – Basketball 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. To be able to apply the skills, rules and tactics you have learnt to a mini tournament. Outdoor - Handball 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. To be able to apply individual and team defending skills	Outdoor -Rounders To play different roles in a game and begin to think tactically about each role. To develop the bowling action and learn the rules of bowling. To run around the outside of the bases and make decisions about when to stop and when to run. To field a ball using a two handed pick up and a short barrier. To develop batting technique and an understanding of where to hit the ball. To apply skills and rules learnt to play rounders. Outdoor - OAA To develop co-operation and teamwork skills. To be able to orientate a map and navigate around a grid. To develop observational skills, listening to others and following instructions. To develop trust whilst listening to others and following instructions. To be able to identify objects on a map, draw and follow a simple map. To be able to orientate and navigate around a map and draw a route using directions. Outdoor - Tennis To develop hitting the ball using a forehand. To develop returning the ball using a forehand. To develop the backhand and understand when to use it. To work co-operatively with a partner to keep a continuous rally going. To use simple tactics in a game to outwit an opponent. To demonstrate honesty and fair play when competing against others. Outdoor - Athletics To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance.

			To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills.
PSHE	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
RE	Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism Theme: Christmas Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians? Religion: Christianity	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity
Science	To compare and group solids, liquids and gasses. To explore how materials can change state. To discover what a solute, solvent and soluble are. To discover role of evaporation and condensation. To achieve a description of the water cycle. To observe and research the temperature at which substances change state. To discover that liver things can be grouped in a variety of ways. To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. To recognise that environments can change and that this can sometimes pose dangers to living things To explore and identify plants and animals in the school grounds	To name appliances that run on electricity. To identify and name cells, wires, bulbs, switches and buzzers on a circuit. To identify whether or not a lamp will light in a simple series circuit. 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. To name some common conductors and insulators, and associate metals with being good conductors. To report on findings from enquiries, including oral and written explanations. To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	To describe the simple functions of the basic parts of the digestive system in humans. To identify the different types of teeth in humans and their simple functions. To construct and interpret a variety of food chains, identifying producers, predators and prey. Appreciation of the idea of a fair test. Construction of models to illustrate digestion. Careful and detailed examination of artefacts. Drawing food chains. To ask relevant questions and using different types of scientific enquiries to answer them To set up simple practical enquiries, comparative and fair tests To gather, recording, classifying and presenting data in a variety of ways to help in answering questions To record findings using simple scientific language and drawings To use straightforward scientific evidence to answer questions or to support their findings
Year 5			
	Autumn	Spring	Summer
Reading	Here We Are by Oliver Jeffers Holes Highway Man	Amazing Rivers River Boy Treason	The Boy at The Back of The Class The Boy at the Back of the Class Shakespeare
Writing	Narrative – Character profile and narrative based on character from Here We Are by Oliver Jeffers Poetry – Eco Porty linked to Blue Extinction by Sarisha Mehta Information Texts – Space Themed Narrative – linked to Holes Persuasive speech/ Letter Letter to close Camp Green Lake.	Non-Chronological Report – Rivers Narrative - River Boy Instructional- Science Experiment Journalistic Writing linked to Tudors and The Little Ice Age Biography – one of Henry’s Wives/ a noted Tudor	Recount: Linked to Legoland Trip Balanced Argument - Graffiti Narrative: The Arrival Play script - linked to MacBeth
Maths	Number: Place Value Number: Addition and subtraction Number: Multiplication and Division A Number: Multiplication and Division A (Cont.) Number: Fractions A	Number: Multiplication and Division Number: Fractions Number: Decimals and Percentages Number: Decimals and Percentages (Cont.) Measurement: Perimeter and Area Statistics Consolidation	Geometry: Shape Geometry: Position and direction Number: Decimals Number: Decimals (Cont.) Number: Negative Numbers Measurement: Converting Units Measurement: Volumes Consolidation
Art	To explore aboriginal art and create sketches to record their observations and use them to review and revisit ideas To discover great Aboriginal artists including Anna Price-Petyarre , architects and designers in history. To achieve a designed piece of aboriginal artwork, including drawing, painting. To discover great Aboriginal artists including Anna Price-Petyarre , architects and designers in history.	To use sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials To learn about great Tudor portrait artists, such as Holbein. Pastels, watercolour and paint.	To explore the Graffiti and significant artists, focusing on Keith Haring’s street graffiti and sculpture. To develop skill in drawing perspective. To use a broad range of stimulus. To mix and match colours to create atmosphere. To confidently control the types of marks made with different effects. To plan and make a 3D form of art. To shape and join materials successfully. To develop 2D sketches into 3D artwork.
Computing	Computing System & Networks – Systems and Searching 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 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Creating Media - Video Production 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; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Data and information – flat file database 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; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Programming A – selection in physical computing 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	Creating media – introduction to vector graphics 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; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Programming B – selection in quizzes 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
Design and Technology	To explore and develop design criteria to inform the design of parachute that can land a delicate object (person) into a specific location. To achieve the generation, development and modelling of their ideas through effective collaboration within their teams. To explore and select from and use a wider range of tools and equipment to complete the objective accurately. 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. To investigate and analyse a range of existing products (completed in science lesson) To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. To discover how key events and individuals in design and technology have helped shape the development of the parachute.	To generate, develop, model and communicate their ideas through discussion, annotated sketches, exploded diagrams and prototypes In designing the chassis of the car to select from and use a wider range of materials and components according to their functional properties and aesthetic qualities To achieve the application of 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 explore available research surround F1 industry regarding branding and performance. To use discovered research and develop design of car that meets the success criteria of the project (design of innovative brand and functional F1 car built for the purpose of entering a regional completion and competing against other schools).	To explore the aspects of Tudor architecture and develop a design for a model that incorporates these features. To make a structure, using cardboard as the foundation and decorating it with self-selected materials appropriate to the outcome. To evaluate their completed models against their own design criteria and consider the views of others to improve their work. To research the specific attributes of Tudor architecture and understand the reasoning for this. To explore different materials that they can use to mimic the Tudor designs when creating their models.

	To explore different materials and apply their understanding of how to strengthen, stiffen and reinforce complex structures.		
Geography	To discover the location the world's countries in relation to investigating food miles. To explore the geographical similarities and differences of locations of renewable energy source in the UK. 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. To discover, through the use of atlases and Digi maps, the locations of countries with relation to food miles. To achieve an understanding of how to use 4 figure grid references.	Use the index in an atlas to find rivers. Describe the place in which the source of a river is found. Give the location of one major dam To understand the location of the River Thames 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	To Dissect a flower and explore the fascinating world of flowering plant reproduction. Capture the key sexual structures of a flower and its life cycle in the form of a botanical drawing. To Investigate ways that plants reproduce asexually and continue to hone your botanical illustration skills. Have a go at growing new plants from a range of parent plant parts – you may be surprised at what will flourish! To Research mammalian and bird lifecycles for two of your local species and transform what you discover into beautiful natural history illustrations. Hone your research skills as you explore sexual reproduction in animals.
History	To explore crime and punishment in the medieval and Tudor periods. To explore crime and punishment in the Roman period. To explore crime and punishment in the Anglo-Saxon and Viking period. To explore crime and punishment in the early modern period. To explore crime and punishment in the Victorian period. To explore crime and punishment in the medieval and Tudor periods. To recap the history of crime and punishment and compare it to today. To recap the history of crime and punishment and compare it to today.	I understand the Dissolution of the Monasteries and explain why this happened. I can explain how Henry VIII came to power To explore sources from the Tudor period to see what we can infer about the era I can describe what happened during the Battle of Bosworth	To understand how the Tudors made their impact on our locality. Children will learn about how the Dissolution of the Monasteries impacted Reading. To compare the changes in Reading between the Tudor period and present day, using maps and statistics. To explore Tudor architecture (link to DT project) and the significance of its attributes – including visit to local Tudor house in Woodley.
MFL	To achieve an understanding of French vocabulary for different festivals. To explore and understand French festivals. To recap on numbers to 30 and know them off by heart To discover the alphabet and be able to verbalize them correctly To greet others using a range of French greetings To discover how adjectives are used correctly to describe colours and home. Correct pronunciation Recap of basic greetings and build on other various ways of greeting each other. Introducing yourself and asking questions such as ca va	My Home Children will learn: Children will learn to about the home and be able to describe different rooms. They will also be able to describe where they live. To recap on colours and describe shades of different colours. To discuss and describe pets. Their likes and dislikes of pets and be able to introduce pets. To apply grammatical rules correctly To explore when we use un/une and le/la. Use French vocabulary in a basic conversation. To recap on food and learn how to discuss preferences. To know how to tell the date including month and year. To be able to tell the time in a 12 & 24 hours clock. To describe clothing and clothing preferences To discover that calendar words do not start with a capital letter in French To apply grammatical rules correctly To explore different cultural foods that are eaten in France To be able to hold a two-way conversation.	To explore French words to support shopping, and to learn French words to describe holidays, towns and cities. To apply grammatical rules correctly To explore places found within a town by recapping different modes of transport, different types of shops and includes new learning based on directions. To how to hold a conversation in French by ordering items at a market and asking the price. To talk about when you might be going on holiday in French.
Music	Planets To listen and appraise music exploring the sounds used to capture characteristics of different planets. To create a motif considering the inter-related dimensions of music. To organise sounds to accompany our motifs and record these using Western notation and graphic score. To use ABA structure to organise music and create a satisfying listening experience. To work collaboratively to record a score and refine performances. To share, listen to and appraise the performances of my peers and the music of Mike Oldfield. Ancient China To explore harmonious sounds and pitch notation. To explore pitch, harmonious notes and scales. To sing and play a melody using the pentatonic scale. To improvise, read and write melodies using the pentatonic scale. To choose and combine notes from the pentatonic scale to create a piece of music. To refine and perform compositions.	Rivers To explore pitch using graphic notation. To compose and perform melodies using graphic notation. To perform pentatonic melodies using grid notation. To compose and notate pentatonic melodies. To compose a song in the style of a barcarolle. To develop, refine, rehearse, and perform a barcarolle. Rock and Roll To sing as part of an ensemble. To sing as part of an ensemble in a two-part harmony. To know what a chord is and be able to play a chord pattern on tuned percussion. To be able to improvise a melody line in the style of a lead guitar and play this on tuned percussion. To read and perform pitch and rhythm notation to a steady beat. To perform from a score as a class ensemble.	Melodies of Divinity To be able to improvise over a drone with a sense of shape and character. To improvise freely over a drone developing a sense of melody and rhythm. To compose and notate a melody with consideration of the style and features of Indian classical music. To compose and perform a rhythm with consideration of the features of a tal. To understand the structure of a raga and compose and notate a short melody. To structure and perform a final piece. Animal Kingdom To explore the relationship between pitches to create harmonies. To understand how chords are formed and to play as an ensemble. To explore using chords to create effects. To explore how chords can be adapted to achieve intended effects. To compose music using chords to create an intended effect. To rehearse, refine and perform our composition.
PE	Indoor – Dodgeball To apply rules honestly and fairly to a game situation. To develop throwing at a moving target, catching under pressure to get an opponent out and officiating skills and referee a dodgeball game To use timing, balance and agility to avoid being hit. To select and apply tactics in the game. Indoor – Gymnastics 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. To develop the straight, forward, straddle and backward roll. To explore matching and mirroring using actions both on the floor and on apparatus Outdoor – Fitness 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. To perform actions that develop agility. Outdoor – Rugby 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. 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.	Outdoor – Netball To develop passing and moving and shooting action. 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. To use and apply skills and tactics to small sided games. Outdoor – Golf To develop technique and accuracy in putting, chipping, for a short game and long game. To design a course and select the appropriate shot for the situation. Indoor – Swimming (taught externally) Indoor – Dance To create a dance using a random structure and perform the actions showing quality and control. To understand how changing dynamics changes the appearance of the performance. To understand and use relationships and space to change how a performance looks. To work collaboratively with a group to create a dance in the style of Rock 'n' Roll. To choose actions to create a motif in a given character with consideration of dynamics, space and relationships. 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. To select and combine dance tools to perform a Chinese dance.	Outdoor - Cricket To develop throwing accuracy and catching skills under pressure. To develop placement of a ball into space. To develop consistency of catching to get opponents out. To develop overarm bowling technique and accuracy. To develop a variety of fielding techniques and use them within a game. To further develop fielding techniques and apply them to a game situation. Outdoor - OAA To develop communication, negotiation and empathy whilst working in a team. To work as a team to solve problems, sharing ideas and collaborating with one another. To develop tactical planning and problem solving. To share ideas and work as a team to solve problems. To develop navigational skills and map reading. To use a key to identify objects and locations. Outdoor - Athletics To be able to apply different speeds over varying distances. To develop fluency and co-ordination when running for speed. To develop technique in relay changeovers. To develop technique and co-ordination in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique. Outdoor - Tennis To develop returning the ball using a forehand groundstroke. To develop returning the ball using a backhand groundstroke. To work cooperatively with a partner to keep a continuous rally. To develop the underarm serve and understand the rules of serving. To develop the volley and understand when to use it. To use a variety of strokes to outwit an opponent.
PSHE	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility

			Coping with change Preparing for transition
RE	Theme: Belief into action Key Question: How far would a Sikh go for his/her religion? Religion: Sikhism Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true? Religion: Christianity	Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity	Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity
Science	To explore and describe the movement of the Earth, and other planets, relative to the Sun in the solar system. To explore and describe the movement of the Moon relative to the Earth. To achieve being able to describe the Sun, Earth and Moon as approximately spherical bodies. 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. To explore planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. To explore scientific evidence that has been used to support or refute ideas or arguments. 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 To explore and identify the effects of air resistance, water resistance and friction, that act between moving surfaces To explore and recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. To achieve planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary To explore taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate To accurately record results using scientific diagrams and label. To use test results to make predictions to set up further comparative and fair tests. 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 identifying scientific evidence that has been used to support or refute ideas or arguments	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 To discover that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary To take measurements, using a range of scientific equipment, with increasing accuracy and precision To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs To use test results to make predictions to set up further comparative and fair tests 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 To identify scientific evidence that has been used to support or refute ideas or arguments. To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. To use knowledge of solids, liquids and gases to explore how mixtures might be separated, including through filtering, sieving and evaporating To achieve being able to demonstrate that dissolving, mixing and changes of state are reversible changes 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. To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary To take measurements, using a range of scientific equipment, with increasing accuracy and precision To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs To use test results to make predictions to set up further comparative and fair tests 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 To identify scientific evidence that has been used to support or refute ideas or arguments.	To Dissect a flower and explore the fascinating world of flowering plant reproduction. Capture the key sexual structures of a flower and its life cycle in the form of a botanical drawing. To Investigate ways that plants reproduce asexually and continue to hone your botanical illustration skills. Have a go at growing new plants from a range of parent plant parts – you may be surprised at what will flourish! To Research mammalian and bird lifecycles for two of your local species and transform what you discover into beautiful natural history illustrations. Hone your research skills as you explore sexual reproduction in animals. Hone your research skills as you explore sexual reproduction in animals. To describe the changes as humans develop to old age. To understand the changes that the human body goes through during each life stage. To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter, bar and line graphs
Year 6			
	Autumn	Spring	Summer
Reading	The Goldsmith's Daughter Tanya Landman OR Neil Flambe and the Aztec Abduction The Dragon with the Chocolate Heart	Blue Planet (3 week unit alongside Geography and English) The Midnight Guardians Ross Montgomery (WWII)	Everest: A remarkable Story Everything all at once Steve Camden
Writing	Cold write – High flying giraffes Narrative – Suspense writing (red scarf man) Journalistic – Newspaper article on current events Narrative – To write a Charlie and the chocolate factory chapter Non-chronological report – Pandora's Planet	Poetry – The Dreadful Menace Persuasive – World pollution (turtles) including debates and discussion Narrative – Beyond the Lines Diary - Refugee	Narrative Letter Biographical – The Obamas Instructional Play script Transition work
Maths	Place value Addition, subtraction, division and multiplication Fractions Measurement – converting units	Ratio Algebra Decimals Fractions, decimals and percentages Area, perimeter and volume Statistics	Shape Position and direction Themed projects, consolidation and problem solving.
Art	To explore the effect of different graded sketch pencils To explore different ways of creating texture and form To discover famous artists sketch work and evaluate different techniques they have used (Andrew Mason) Using their discoveries from their sculpture work sketch a final product To sculpt their design and analyses the impact of light ready to sketch their model	To explore the impressionist art movement To discover information about significant impressionist artists To compare techniques of well-known impressionists To plan a final piece of work using mixed media Revisit sketching techniques Final piece : to independently choose and understand what works well in their work and why 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 To plan a final piece of work using mixed media Revisit sketching techniques	To make monochromatic prints using oil pastels To make multi-colour prints using oil pastels To make monochromatic relief prints using paint To explore print making through Hokusai To make monochromatic prints using oil pastels To make multi-colour prints using oil pastels To make monochromatic relief prints using paint Final piece : to independently choose and understand what works well in their work and why To evaluate a print
Computing	Creating Media – 3D modelling 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; recognise acceptable/unacceptable behaviour. Project Evolve – Online relationships and online reputation Programming A – Variables in games 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	Data and information – spreadsheets 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 Creating media – webpage creation 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; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Programming B – sensing movement 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 Computing systems and networks – communication and collaboration 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 Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of

	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		programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Design and Technology	To discover the load tolerance of various 3d models To discover how structures can be strengthened and reinforced. To design an annotated sketch of a temple To create a computer aided design (ICT) To make a complex structure using clay To select appropriate tools when making a complex structure To evaluate their temple against their design.	To design an Anderson Shelter To build a siren To Evaluate and improve To research and develop design criteria What is an Air Raid Siren? To understand relevant uses of sirens today	
Geography	To discover the position and significance of global features To compare and contrast biomes To discover vegetation belts with a focus on the cocoa belt To create a geographical report on the physical geography of the cocoa bean	Locate countries on a world map; use a key to compare average carbon emissions per person. Consider my existing knowledge/understanding of climate change. · Understand what the greenhouse effect and climate change are. · Identify natural and human causes of climate change. To identify some of the impacts of climate change. · To describe in detail how a plant or animal species is being impacted by climate change. To consider what humans need to thrive. · 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. To explain some different ways in which people are taking climate action. · To identify some 'green' careers. · To work with others to research, plan and evaluate a design of a climate-friendly school. To select from and use a wide range of tools and materials to construct a model of a climate-friendly school.	To locate 7 summits on maps and mark on an atlas where they are To research and describe 1 of the 7 Summits. To explore and explain Mountain life. To describe what a mountain is To describe the key features of mountains and how they are formed To name different types of mountains To identify and describe the landscape of a famous Mountain or mountain range To explore how physical features, climate and vary at different altitudes.
History	To explore the rise in popularity of the cocoa bean To compare and contrast events in Mexico to events in the UK during the times of the Aztecs Compare how Aztec life was difference to life in the UK at this time To find out about the social, cultural and religious beliefs of Aztec society. To write a dairy as a member of the Aztec society	To find out how World War 2 started To understand about the impact of the Battle for the skies: initial bombing To understand evacuation during the Blitz. To understand the home front. Women in work - farming factories - To understand why and how propoganda was used To understand the importance of Shelters during the raids and learn more about the role of air raid wardens in WW2	To understand how a few key causes of change to monarch's power came about. To understand the timeline of British monarchies and research a few key events that changed the power they held. To find out how key events precipitated the change in power of the monarchs. To predict if the monarchy will change in the future following current trends To interpret information on the importance of monarchs in modern times.
MFL	To discover the difference between formal and informal language To discover what Bastille day is and why its celebrated To explore Napoleonic war To play and create math's games To complete math's activities such as addition and subjection To learn family, friends and community members To learn the vocabulary for hospitals and doctors surgery To learn the vocabulary for houses Compare houses between countries Rehearse introducing community members such as teachers, religious figures, neighbours and people who help us. Design a home using the language you have learnt	Revision of work on colours learn the vocabulary for Physical appearances Revision of animals learn the vocabulary for animal body parts To apply grammatical rules correctly To describe physical appearances; 'blonde haired' To design an animal and its habitat Revise previous work on food learn the vocabulary for ordering foods in a restaurant or shop Revise previous work on time and calendars learn the vocabulary for describing dates and times linked to timetables; Describing and using arrival and departure times in an airport/railway station Revise previous work on weather and body parts learn the vocabulary for dressing for the weather. learn the vocabulary for preferences and descriptions. To recap body parts. I wear my scarf around my neck when it is cold, etc To be able to compare the appearance of animals and their habitats To be able to choose a menu for school To be able to practice ordering food in a restaurant or shop To practice prior knowledge on time and calendars To be able to describe date and times linked to timetables To be able to describe arrival and departure information in an airport/railway station To apply grammatical rules correctly To write a menu for school To create a healthy eating menu To write a dialogue describing using arrival and departure times. To write a rap or poem describing what is appropriate to wear when weather is a certain way. To be able to compare the appearance of animals and their habitats To be able to choose a menu for school To be able to practice ordering food in a restaurant or shop To practice prior knowledge on time and calendars To be able to describe date and times linked to timetables To be able to describe arrival and departure information in an airport/railway station	To retell a simple story, such as Christmas in French. To describe the position of holidays (before August, after Easter) To give future holiday plans. To describe cities around the world and compare them. Will revise the weather and describe seasons, activities appropriate for weather To name planets in our solar system To apply grammatical rules correctly To retell a simple story, such as Christmas in French. Describe foreign cities Describe weather and seasons using activities and saying what are appropriate for certain seasons.
Music	Artic To create a programmatic Arctic soundscape. To explore a programmatic toolbox and learn how to record ideas using graphic notation. To explore the contrasts between dissonance and consonance and apply it to composition work. To explore contrasting sounds and build ideas inspired by a Baroque piece of music. To organise music using a ternary form structure. To share, listen to and appraise the performances of others Reggae To learn about the origins and features of reggae and sing a song in this style. To develop an understanding of accompaniment and be able to perform a bass line. To develop an understanding of common features used when structuring songs. To read and perform an off-beat rhythm to accompany a song. To create a group performance, maintaining my part within the ensemble. To refine, perform and evaluate a final piece using knowledge of the features of reggae.	Garage band To play and record a chord sequence using GarageBand. To have an understanding of how chords are constructed. To compose and record a melody fitting with a chord sequence. To add rhythmic and harmonic accompaniment to a piece. To compose section A for a final piece in a chosen style. To use ternary form to structure a piece of music. WW2 To learn the key features of national anthems and sing with control of dynamics. To accurately read and perform a melody and gain an understanding of accompaniment. To compose and notate a melody and write lyrics for a verse. To explore and compose the accompaniment for a melody. To compose a melody and accompaniment for a chorus. To refine and perform a piece showing expression and phrasing.	Electricity To explore rhythmic notation and find the beats of the pulse in different time signatures. To read and perform rhythmic notation, using ½ beat, 1 beat, 2 beat and 4 beat notes. To extend knowledge of time signatures and rhythmic notation. To create and notate using a variety of different length notes and rests. To refine and rehearse rhythm grid compositions. To perform and appraise notated rhythm pieces. Celebrations To perform a part within a class ensemble using the pentatonic scale. To explore how music can be structured using a reel. To perform the chaal rhythm and break within a class ensemble. To perform a syncopated rhythm within a class polyrhythmic ensemble. To choose features from a style of music to compose a piece for a celebration. To refine and perform a piece of music for a celebration using features from the style of music.
PE	Indoor – Badminton 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.	Outdoor – Basket Ball To develop protective dribbling against an opponent, technique to increase accuracy when scoring.	Outdoor - Rounders To develop the bowling action and understand the role of the bowler and batting technique.

	<p>To select and apply the appropriate skill to a game situation. To show respect, honesty and fair play when competing against an opponent.</p> <p>Indoor – Gymnastics 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 To develop counter balance and counter tension.</p> <p>Outdoor – Football To be able to dribble the ball under pressure and apply the rules and tactics you have learnt to play in a football tournament. To pass the ball accurately to help to maintain possession. To use different turns to keep the ball away from defenders. To develop defending skills to gain possession and goalkeeping skills to stop the opposition from scoring.</p> <p>Outdoor – Handball 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. To select and apply the appropriate skill to score goals. To maintain possession under pressure.</p>	<p>To move into and create space to support a teammate and choose when to pass and when to dribble. To be able to track an opponent and use defensive techniques to win the ball. To apply principles, rules and tactics to a game situation</p> <p>Outdoor – Hockey 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. To be able to move into space to support a teammate. To apply the rules and skills you have learnt to play in a hockey tournament.</p> <p>Indoor – Volleyball To develop the fast catch volley and the dig and understand when to use it underarm serve and learn the rules of serving To be able to volley the ball using a set shot. To keep a continuous rally going over the net. To apply the rules, skills and tactics learnt to play in a volleyball tournament.</p> <p>Indoor – Dance To demonstrate a sense of rhythm and energy when performing bhangra style motifs. To perform a bhangra dance, showing an awareness of timing, formations and direction. To select, order, structure and perform movements in a bhangra style, showing various group formations. To develop a dance phrase using actions, dynamics, space and relationships. To copy and create actions with consideration to story using a prop to enhance the idea. To use choreographing devices to improve how the performance looks. 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>	<p>To make decisions about where and when to send the ball to stump a batter out. To develop a variety of fielding techniques and when to use them in a game, long and short barriers in fielding and understand when to use them. To apply the rules and skills you have learnt to play in a rounders tournament. Residential - OAA Outdoor - Athletics To work collaboratively with a partner to set a steady pace. To develop your own and others sprinting technique, power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. Outdoor - Tennis To develop the forehand groundstroke. To be able to return the ball using a backhand groundstroke. To develop the volley and understand when to use it. To develop the volley and use it in a game situation. To develop accuracy of the underarm serve. To learn to use the official scoring system. To work co-operatively with a partner and employ tactics to outwit an opponent.</p>
PSHE	<p>Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress</p>	<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p>
RE	<p>Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam Theme: Christmas Concept: Incarnation Key Question: How significant is it that Mary was Jesus’ mother? Religion: Christianity</p>	<p>Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity</p>	<p>Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam Theme: NB: This enquiry is taught in 2 sections over the term</p>
Science	<p>To discover what micro-organisms are To explore the history of Edward Jenner and the impact on his work To explore and discover how microbes spread To achieve a deep understanding of microbes To discover who Linnaeus was and his impact on classification systems To explore classification systems and use them To discover the similarities and difference between living things in order to determine their classification To explore unusual living creatures and use the vocabulary they learn to achieve their own descriptions of unusual living things. To apply all their learning to create their own creature, scenically describe it, classify it and label it. To explore the components of blood, describe their functions, and understand the different blood groups To discover the three types of blood vessel and name them To explore the structure and function of the human heart To investigate and understand how heart size and speed relates to age, fitness & activity To discover how nutrients and water are transported around the body To discover how diffusion and osmosis are processes that move nutrient & water in the body To investigate diffusion and osmosis To demonstrate how blood transports nutrients, water, gases and waste around the body To discover and demonstrate how the circulatory system works including the role of the heart To explore a healthy diet and the impact diet can have on the body To explore how drugs impact on the way the human body functions 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 To understand how light travels To understand how eyes detect light To investigate shadows To understand reflection I can understand the light spectrum I know light travels in straight lines To investigate shadows</p>	<p>To know what electricity is To know the difference between battery and mains power To understand the symbols for an electrical circuit To know the correlation between the number of bulbs in a circuit and brightness of a bulb To know how a bulb works To create a simple circuit for a device Challenge – To know the difference between a ‘series’ and parallel’ circuit To understand Stephen Hawking’s theories about black holes and report my findings. To understand how Steve Jobs used electronics to design computers. To design simple circuits. To understand Libbie Hyman’s work about classification. To explain how diet affects the way the body functions. To understand the life of Mary Leakey and her work about fossils.</p> <p>To record and interpret data on the effects of penicillin using a scatter graph.</p>