

Year Group: 1

	HT1	HT2	HT3	HT4	HT5	HT6
Unit of Study	Toys		Kings and Queens		The Seaside	
Writing	<u>Genre:</u> Character description Instructions Letter Shape poem Narrative – fairy tale		<u>Genre:</u> Recount – diary Non-chronological report Biography Newspaper report Narrative – mystery story		<u>Genre:</u> Instructions Setting description Letter Persuasive poster Free verse poetry	
Curriculum Texts:	<u>Text:</u> Kipper’s Toybox Toys in Space The Nutcracker		<u>Text:</u> The Royal Dinner Katie in London The wrong kind of knight Again!		<u>Text:</u> Starry Eyed Stan Kipper The Dog – The Seaside Gorilla Loves Vanilla	
Maths	<u>Strands:</u> Place value Addition Subtraction 2D & 3d Shape <u>Times tables:</u> Number bonds to 10		<u>Strands:</u> Addition Subtraction Place Value Measurement – length & height Measurement – weight & volume <u>Times tables:</u> Number bonds to 20		<u>Strands:</u> Multiplication Division Fractions Position & Direction Place Value Measurement – money Measurement – time <u>Times tables:</u> Number bonds to 100	
Science	<u>Everyday Materials</u> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties 		<u>Animals Including Humans</u> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 		<u>Plants</u> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common 	<u>Seasonal Changes</u> <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies.

		<ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	flowering plants, including trees.	
Art	<p><u>Media: Printing</u></p> <ul style="list-style-type: none"> • print with a range of hard and soft materials • make simple marks on rollers and printing palettes • take simple prints • build repeating patterns and recognise pattern in the environment • create simple printing blocks with press print <p><u>Skill: Colour mixing</u></p> <ul style="list-style-type: none"> • colour Identify primary colours by name Mix primary shades and tones <p><u>Knowledge: Andy Warhol</u></p> <ul style="list-style-type: none"> • explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. 	<p><u>Media:</u></p> <p><u>Sculpture</u></p> <ul style="list-style-type: none"> • manipulate malleable materials in a variety of ways including rolling and kneading • explore sculpture with a range of malleable media • manipulate malleable materials for a purpose, e.g. pot, tile • understand the safety and basic care of materials and tools <p><u>Drawing</u></p> <ul style="list-style-type: none"> • observe and draw shapes from observations. • draw shapes in between objects. • invent new shapes. • name, match and draw lines/marks from observations. • invent new lines. • draw on different surfaces with a range of media. • use differently textured and sized media <p><u>Knowledge: Creativity</u></p> <ul style="list-style-type: none"> • record and explore ideas from first hand observations • ask and answer questions about the starting points • develop ideas – try things out, change their minds 	<p><u>Media: Painting</u></p> <ul style="list-style-type: none"> • use a variety of tools and techniques including different brush sizes and types • mix and match colours to artefacts and objects • work on different scales • experiment with tools and techniques e.g. layering, mixing media, scrapping through • name different types of paint and their properties • identify primary colours by name • mix primary shades and tones • create textured paint by adding sand, plaster <p><u>Knowledge: Laura Wall</u></p> <ul style="list-style-type: none"> • explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. • review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work 	
DT	<p><u>Technology: Construction</u></p> <ul style="list-style-type: none"> • use a range of materials and components, including construction materials <p><u>Knowledge: Mechanisms</u></p> <ul style="list-style-type: none"> • know about the movement of simple mechanisms such as levers, sliders, wheels and axles 	<p><u>Technology: Structures</u></p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable <p><u>Knowledge: Technical Understanding</u></p> <ul style="list-style-type: none"> • know about the simple working characteristics of materials and components 		

<p>Music</p>	<p><u>Skill: Singing</u></p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • Use voice in different ways to create different effects. 		<p><u>Skill: Composition</u></p> <ul style="list-style-type: none"> • play tuned and untuned instruments musically • experiment with, create, select and combine sounds using the inter-related dimensions of music. • create patterns with their own voices • create a sequence of long and short sounds with help • make different sounds using pitch, dynamics and tempo <p><u>Knowledge: Responding and Reviewing</u></p> <ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music • choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).
<p>History</p>	<p><u>Skill:</u> <u>Chronological Understanding</u></p> <ul style="list-style-type: none"> • sequence events or objects within living memory in chronological order • place known events and objects in chronological order. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • begin to describe similarities and differences in artefacts • sort artefacts “then” and “now” • use common words and phrases relating to the passing of time • to ask and answer questions related to different sources and objects • find answers to simple questions about the past from sources of information • use dates to order and place events on a timeline. 	<p><u>Skill:</u> <u>Historical Interpretation</u></p> <ul style="list-style-type: none"> • use a range of sources to find out characteristic features of the past • describe significant historical events, places, people • understand key features of events • begin to identify different ways to represent the past <p><u>Knowledge: The lives of significant individuals in the past who have contributed to national and international achievements.</u></p> <ul style="list-style-type: none"> • the impact of significant kings and queens in Britain (Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II, 	<p><u>Skill:</u> <u>Organisation & Communication</u></p> <ul style="list-style-type: none"> • create time lines • record what has been learnt by drawing and writing • use drama/role play to describe events • write historical reports • speak about how they have found out about the past <p><u>Knowledge: Changes within living memory</u></p> <ul style="list-style-type: none"> • how the seaside has changed throughout the years • seaside holidays now and then • understand and present historical information on seaside towns • seaside attractions now and then • what changed the seaside resorts

	<ul style="list-style-type: none"> • identify similarities and differences between ways of life in different periods <p><u>Knowledge: Changes within living memory</u></p> <ul style="list-style-type: none"> • the difference between old and modern toys. • what materials are used for old/modern toys • what toys did our parents/grandparents (and beyond) play with • how toys have developed and changed over time 		
Geography		<p><u>Skill: Fieldwork</u></p> <ul style="list-style-type: none"> • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p><u>Knowledge: Locational Knowledge</u></p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<p><u>Skill:</u> <u>Human & Physical Geography</u></p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom • use basic geographical vocabulary to refer to: key physical features, including: <i>beach, cliff, coast, sea, ocean, season and weather</i> and key human features, including: <i>town, house, port, harbour and shop</i> • observe and describe the human and physical geography of a small area of the United Kingdom <p><u>Mapping</u></p> <ul style="list-style-type: none"> • use maps to locate areas of the UK • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.
Computing	<p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> • keyboard recognition • typing on a word document 	<p><u>Coding</u></p> <ul style="list-style-type: none"> • programming toys – codeapillar 	<p><u>Technology around us</u></p> <p><u>Graphics and Video – Doodlebuddy & Paint</u></p> <ul style="list-style-type: none"> • use and understand different brush strokes, edit colours, add text and create shapes

	<ul style="list-style-type: none"> • saving a word document in googledrive • upload a photo into a pre-created folder • use QR codes to access selected websites • take a screenshot of own work on an iPad 	<ul style="list-style-type: none"> • understand that algorithms are a set of instructions that a robot will follow • create a set a instructions to programme a robot 	<ul style="list-style-type: none"> • recognise common uses of information technology beyond school 	<ul style="list-style-type: none"> • use a device to take and edit a photo • save digital photos securely online 	
RE	<p><u>Strand: Who is a Christian and what do they believe?</u></p> <ul style="list-style-type: none"> • Talk about the fact that Christians believe in God and follow the example of Jesus • Recognise some Christian symbols and images used to express ideas about God • Talk about some simple ideas about Christian beliefs about God and Jesus • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means • Talk about issues of good and bad, right and wrong arising from the stories • Ask some questions about believing in God and offer some ideas of their own 	<p><u>Strand: What makes some places sacred? Christianity</u></p> <ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there • Identify at least three objects used in worship • Identify special objects and symbols found in a place where people worship • Show that they have begun to be aware that some people regularly worship God in different ways and in different places 	<p><u>Strand: How and why do we celebrate special and sacred times? Christianity</u></p> <ul style="list-style-type: none"> • Identify a special time they celebrate • Identify some ways Christians celebrate Christmas/Easter/Harvest/ • Re-tell stories connected with Christmas/ Easter/Harvest/ and say why these are important to believers • Collect examples of what people do, give, sing, remember or think about at religious celebrations • Suggest meanings for some symbols and actions used in religious celebrations, including Easter and Christmas 	<p><u>Strand: What does it mean to belong to a faith community? Christianity</u></p> <ul style="list-style-type: none"> • Talk about what is special and of value about belonging to a group that is important to them • Show an awareness that some people belong to different religions • Recognise and name some symbols of belonging from their own experience and for Christians suggesting what these might mean and why they matter to believers 	<p><u>Strand: How should we care for others and the world and why does it matter? Christianity</u></p> <ul style="list-style-type: none"> • Talk about how religions teach that people are valuable, giving simple examples • Recognise that some people believe God created the world and so we should look after it • Re-tell Bible stories about caring for others and the world • Identify ways that some people make a response to God by caring for others and the world • Use creative ways to express their own ideas about the creation story and what it says

					about what God is like	
PSHE	<u>Families and friendships</u> <ul style="list-style-type: none"> • roles of different people • families • feeling cared for <u>Safe relationships</u> <ul style="list-style-type: none"> • recognising privacy • staying safe • seeking permission <u>Respecting ourselves and others</u> <ul style="list-style-type: none"> • how behaviour affects others • being polite and respectful 	<u>Belonging to a community</u> <ul style="list-style-type: none"> • what rules are • caring for others' needs • looking after the environment <u>Media literacy and digital resilience</u> <ul style="list-style-type: none"> • using the internet and digital devices • communicating online <u>Money and work</u> <ul style="list-style-type: none"> • strengths and interests • jobs in the community 		<u>Physical health and Mental wellbeing</u> <ul style="list-style-type: none"> • keeping healthy • food and exercise • hygiene routines • sun safety <u>Growing and changing</u> <ul style="list-style-type: none"> • recognising what makes them unique and special feelings • managing when things go wrong <u>Keeping safe</u> <ul style="list-style-type: none"> • how rules and age restrictions help us • keeping safe online 		
BV		Rule of Law	Individual Liberty	Mutual Respect	Tolerance of others	Democracy
PE	<u>Gymnastics</u> <ul style="list-style-type: none"> • Make body tense, relaxed, curled and stretched, showing some tension. • Begin to work on alone/with someone to make a sequence of shapes/travels. • Climb and jump safely, showing some shapes and balances when climbing. • Keep balance travelling in a range of ways along bench, spots, mat etc. • Roll in stretched/curled positions e.g. 'log' and 'tucked/egg rolls'. <u>Dance</u> <ul style="list-style-type: none"> • Copy dance moves. • Make up a short dance, after watching one. • Dance imaginatively. <p>Change rhythm, speed, level and direction.</p>		<u>Ball Skills</u> <ul style="list-style-type: none"> • Throw underarm, bounce & catch ball by self & with partner • Kick/stop a ball using a confident foot while static • Run straight and on a curve and sidestep with correct technique <u>Team Games</u> <ul style="list-style-type: none"> • Begin to follow some simple rules • Start to play small sided conditioned team games in groups of no bigger than 4 a side • Understand what effects warming up and exercise has on our body 		<u>Striking & Fielding</u> <ul style="list-style-type: none"> • Show some different ways of hitting, throwing and striking a ball • Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points) • Play as a fielder and get the ball back to a STOP ZONE • Begin to follow some simple rules (carrying the bat, not over taking someone) <u>Athletics</u> <ul style="list-style-type: none"> • Use varying speeds when running over and around objects. • Explore different methods of throwing for distance • Practise short distance running. • Practise conditioned relay games with a baton. 	

Year Group: 2

	HT1	HT2	HT3	HT4	HT5	HT6
Unit of Study	Animals		Space		The Great Fire of London	
Writing	<u>Genre:</u> Character description Setting description Persuasive poster Non-chronological report Kennings poem		<u>Genre:</u> Instructions Recount – diary Biography Narrative – mystery/science-fiction story Shape poem		<u>Genre:</u> Persuasive leaflet Newspaper report Narrative – adventure story Narrative – historical fiction Letter	
Curriculum Texts:	<u>Text:</u> The Lion King The Emperors Egg Handa’s Surprise The Time of the Lion Tell Me a Dragon Zog		<u>Text:</u> Space series Planets series Man on the Moon		<u>Text:</u> The Diary of Samuel Pepys	
Maths	<u>Strands:</u> Place Value Addition Subtraction Measurement – money Multiplication Division <u>Times tables:</u> Two Ten		<u>Strands:</u> Multiplication Division Statistics Properties of shape Fractions <u>Times tables:</u> Five Three		<u>Strands:</u> Measurement – length & height Position & Direction Measurement – time Measurement – mass, capacity & temperature <u>Times tables:</u> Two Five Ten Three	
Science	<u>Living Things And Their Habitats</u> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other 		<u>Animals Including Humans</u> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, 	<u>Plants</u> <ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable 	<u>Use of Everyday Materials</u> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	

	<ul style="list-style-type: none"> • identify and name a variety of plants and animals in their habitats, including micro-habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<p>including humans, for survival (water, food and air)</p> <ul style="list-style-type: none"> • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>temperature to grow and stay healthy.</p>	
Art	<p><u>Media: Textiles</u></p> <ul style="list-style-type: none"> • match and sort fabrics and threads for colour, texture, length, size and shape <p><u>Skill: Sewing and Joining</u></p> <ul style="list-style-type: none"> • cut and shape fabric using scissors/snips • apply shapes with glue or by stitching • apply decoration using beads, buttons, feathers etc. 	<p><u>Skill: Textures</u></p> <ul style="list-style-type: none"> • investigate textures by describing, naming, rubbing, copying. • experiment with tools and techniques e.g. layering, mixing media, • create textured paint by adding sand, plaster • draw on different surfaces with a range of media. • use differently textured and sized media. <p><u>Knowledge: Peter Thorpe</u></p> <ul style="list-style-type: none"> • explore the work of artists 		<p><u>Media: Drawing</u></p> <ul style="list-style-type: none"> • develop a wide range of art and design techniques using, line, shape, form and space • use drawing to develop and share ideas, experiences and imagination • name, match and draw lines/marks from observations • observe and draw shapes from observations. • draw shapes in between objects • investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. <p><u>Skill: Creativity</u></p> <ul style="list-style-type: none"> • record and explore ideas from first hand observations • ask and answer questions about the starting points for own work • develop ideas – try things out, change and adapt • review own and others work and say what they think and feel about it. • identify what might be changed in their current work or develop in future work
DT	<p><u>Technology: Textiles</u></p> <ul style="list-style-type: none"> • measure, mark out, cut and shape materials and components 			<p><u>Technology: Food</u></p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from

	<ul style="list-style-type: none"> • assemble, join and combine materials and components • use finishing techniques 		<ul style="list-style-type: none"> • follow procedures for safety and hygiene • that food ingredients should be combined according to their sensory characteristics • that all food comes from plants or animals • that food has to be farmed, grown elsewhere (e.g. home) or caught • how to prepare simple dishes safely and hygienically, without using a heat source • how to use techniques such as cutting, peeling and grating <p><u>Knowledge: Key Individuals</u></p> <ul style="list-style-type: none"> • know about chefs who have developed ground-breaking products and achievements
Music		<p><u>Skill: Composition</u></p> <ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the inter-related dimensions of music • carefully choose sounds to achieve an effect • order sounds to create an effect • create short musical patterns. • create sequences of long and short sounds-rhythmic patterns • use pitch changes to communicate an idea. • start to compose with two or three notes • control playing instruments so they sound as they should. • make own sounds and symbols to make and record music. • change sounds to suit a situation <p><u>Knowledge: Listen to, review and evaluate music across a range of historical periods including the works of the great composers and musicians</u></p> <ul style="list-style-type: none"> • Holst – Planets Suite • start to use musical dimensions vocabulary to describe music 	

History		<p><u>Skill:</u> <u>Chronological Understanding</u></p> <ul style="list-style-type: none"> • sequence events using a timeline • use dates to order and place events on a timeline. • give reasons for some important events <p><u>Knowledge:</u> <u>The lives of significant individuals in the past who have contributed to national and international achievements</u></p> <ul style="list-style-type: none"> • who were Neil Armstrong, Buzz Aldrin and Michael Collins • who is Tim Peake • why are they remembered in history <p><u>Events beyond living memory that are significant nationally or globally</u></p> <ul style="list-style-type: none"> • how The Space Race started and developed • how the moon landing and Apollo missions took place • the impact of the moon landing on civilisation 	<p><u>Skill:</u> <u>Historical Interpretation</u></p> <ul style="list-style-type: none"> • describe events beyond living memory that are significant nationally or globally • compare pictures or photographs of people or events in the past • identify different ways to represent the past • Provide an account of a historical event based on more than one source • Identify similarities and differences between ways of life in different periods <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • find out about people and events in other times • how to use a source of evidence and information – why, what, who, how, where to ask questions and find answers • discuss the effectiveness of sources to answer questions about the past and make comparisons <p><u>Knowledge: Events beyond living memory that are significant nationally or globally</u></p> <ul style="list-style-type: none"> • how, where and why The Great Fire of London started • what was London like at the time • what impact did the fire have on London • about the lives of influential figures at the time
Geography	<p><u>Skill:</u> <u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use world maps, atlases and globes to identify the United Kingdom and its 		<p><u>Skill:</u> <u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple compass directions (North, South, East and West) and locational and directional

	<p>countries, as well as the countries, continents and oceans studied</p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to key physical features, including: <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> and key human features, including: <i>city, town, village, factory, farm, house, office, port, harbour and shop</i> <p><u>Knowledge:</u> <u>Place Knowledge</u></p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans 			<p>language [for example, near and far; left and right], to describe the location of features and routes on a map</p>		
Computing	<p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> • type into Microsoft word including changing font, font size and text colour • use child-friendly search engine to research information • use Keynote to create, format and animate slides. 		<p><u>Coding - Beebot app & Scratch Jnr</u></p> <ul style="list-style-type: none"> • plan and create a simple set of procedures for a specific purpose that can be saved, retrieved and edited. • use block code commands to enable skits to interact 	<p><u>Graphics & Video – Clips App</u></p> <ul style="list-style-type: none"> • use a device to record and edit video clips. • save a video securely online 	<p><u>Using technology purposefully</u></p> <ul style="list-style-type: none"> • use Microsoft excel to store information • use Microsoft publisher to share information including the use of wordart, importing images and adding backgrounds • save and upload work to googledrive 	
RE	<p><u>Strand: Who is a Muslim and what do they believe?</u></p> <ul style="list-style-type: none"> • Talk about the fact that Muslims believe 	<p><u>Strand: What can we learn from sacred books?</u> <u>Islam</u></p>	<p><u>Strand: What makes some places sacred? Islam</u></p> <ul style="list-style-type: none"> • Identify special objects and symbols 	<p><u>Strand: Who is a Jew and what do they believe?</u></p>	<p><u>Strand: What can we learn from sacred books?</u> <u>Judaism</u></p>	<p><u>Strand: What makes some places sacred? Judaism</u></p> <ul style="list-style-type: none"> • Identify special objects and symbols

	<p>in God (Allah) and follow the example of the Prophet Muhammad</p> <ul style="list-style-type: none"> • Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah • Re-tell a story about the life of the Prophet Muhammad • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel • Recognise some objects used by Muslims and suggest why they are important 	<ul style="list-style-type: none"> • Talk about some of the stories that are used in religion and why people still read them • Recognise some ways in which Muslims treat their sacred books • Recognise that sacred texts contain stories which are special to many people and should be treated with respect • Re-tell stories from Islam and suggest the meaning of these stories • Talk about issues of good and bad, right and wrong arising from the stories 	<p>found in a place where people worship and be able to say something about what they mean and how they are used</p> <ul style="list-style-type: none"> • Talk about ways in which stories, objects, symbols and actions used in mosques show what people believe • Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel 	<ul style="list-style-type: none"> • Talk about the fact that Jewish people believe in God • Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) • Talk about how the mezuzah in the home reminds Jewish people about God. • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat • Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means 	<ul style="list-style-type: none"> • Talk about some of the stories that are used in religion and why people still read them • Recognise some ways in which Jewish people treat their sacred books • Recognise that sacred texts contain stories which are special to many people and should be treated with respect • Re-tell stories from Judaism and suggest the meaning of these stories • Talk about issues of good and bad, right and wrong arising from the stories 	<p>found in a place where people worship and be able to say something about what they mean and how they are used</p> <ul style="list-style-type: none"> • Talk about ways in which stories, objects, symbols and actions used in a synagogue show what people believe • Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel
<p>PSHE</p>	<p><u>Families and friendships</u></p> <ul style="list-style-type: none"> • making friends • feeling lonely and getting help <p><u>Safe relationships</u></p> <ul style="list-style-type: none"> • managing secrets • resisting pressure and getting help 	<p><u>Belonging to a community</u></p> <ul style="list-style-type: none"> • belonging to a group • roles and responsibilities • being the same and different in the community <p><u>Media literacy and digital resilience</u></p>	<p><u>Physical health and Mental wellbeing</u></p> <ul style="list-style-type: none"> • why sleep is important • medicines and keeping healthy • keeping teeth healthy • managing feelings and asking for help <p><u>Growing and changing</u></p>			

	<ul style="list-style-type: none"> • recognising hurtful behaviour <p><u>Respecting ourselves and others</u></p> <ul style="list-style-type: none"> • recognising things in common and differences • playing and working cooperatively • sharing opinions 	<ul style="list-style-type: none"> • the internet in everyday life • online content and information <p><u>Money and work</u></p> <ul style="list-style-type: none"> • what money is • needs and wants • looking after money 	<ul style="list-style-type: none"> • growing older • naming body parts • moving class or year <p><u>Keeping safe</u></p> <ul style="list-style-type: none"> • safety in different environment • risk and safety at home • emergencies 			
BV		Rule of Law	Individual Liberty	Mutual Respect	Tolerance of others	Democracy
PE	<p><u>Ball Skills</u></p> <ul style="list-style-type: none"> • Perform some dribbling skills with hands and feet using space • Pass a ball accurately (hands & feet) over longer distances to a team mate • Combine stopping, pick up/collect & send a ball accurately to other players • Be able to describe what the effects of exercise have on their bodies. <p><u>Team Games</u></p> <ul style="list-style-type: none"> • Make simple decisions about when /where to move in game to receive a ball • Play small sided conditioned games 	<p><u>Racket Skills</u></p> <ul style="list-style-type: none"> • Stand in a ready position holding a racquet correctly • Tap the ball/shuttlecock off of the racquet <p><u>Team Games</u></p> <ul style="list-style-type: none"> • Make simple decisions about when /where to move in game to receive a ball • Play small sided conditioned games of no more than 4 a side. • Understand what a team mate is and an opponent 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Make body tense, relaxed, curled and stretched, in a range of movements. • Perform a sequence with changes in speed & direction including 3 different actions (<i>sometimes giving advice to others</i>) • Be still on single/two + points of contact on floor/apparatus showing tension & control • Link known shape/travel/roll/jump to a balance using floor & on apparatus • Jump/land with control using different body shapes in flight <p><u>Dance</u></p> <ul style="list-style-type: none"> • Change rhythm, speed, level and direction with consistency. • Dance with control and co-ordination. • Make a sequence by linking sections together. • Link some movement to show a mood or feeling. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • Run with agility and confidence. • Learn the best jumping techniques for distance. • Throw different objects in a variety of ways. • Hurdle an obstacle and maintain effective running style • Run for distance. • Complete an obstacle course with control and agility. • Use relay batons in relay games. <p><u>Striking & Fielding</u></p> <ul style="list-style-type: none"> • Send a ball off a tee using a bat or a racket • Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops • Stop moving when the 'bowler' has the ball • Play as a fielder and pass the ball back to the bowler to make the runner stop • Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops) 		

	<p>of no more than 4 a side.</p> <ul style="list-style-type: none">• Understand what a team mate is and an opponent			
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Year Group: 3

	HT1	HT2	HT3	HT4	HT5	HT6
Unit of Study	Stone Age to Iron Age		Forests		Romans	
Writing	<u>Genre:</u> Instructions Recount – diary Persuasive poster Narrative – historical fiction Non-chronological report		<u>Genre:</u> Biography Balanced argument – discussion (speech) Newspaper report Shape poem Setting description		<u>Genre:</u> Character description Poetry – cinquain Narrative – adventure Narrative – myths Recount – report	
Curriculum Text:	<u>Text:</u> Ug		<u>Text:</u> Where the wild things are		<u>Text:</u> Roman Myths	
Maths	<u>Strands:</u> Place Value Addition Subtraction Multiplication Division <u>Times tables:</u> Three Four		<u>Strands:</u> Multiplication Division Measurement – money Statistics Measurement – length & perimeter Fraction s <u>Times tables:</u> Eight		<u>Strands:</u> Fractions Measurement – time Properties of shape Measurement – mass & capacity <u>Times tables:</u> Three Four Eight	
Science	<u>Rocks</u> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock 	<u>Forces</u> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some 	<u>Plants</u> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers be introduced to the relationship between structure and function: the idea that every part has a job to do. explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant 	<u>Light</u> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes 	<u>Animals Including Humans</u> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and 	

	<ul style="list-style-type: none"> • recognise that soils are made from rocks and organic matter • explore different kinds of rocks and soils, including those in the local environment. 	<p>materials and not others</p> <ul style="list-style-type: none"> • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing. • observe that magnetic forces can act without direct contact, • explore the behaviour and everyday uses of different magnets 	<ul style="list-style-type: none"> • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<ul style="list-style-type: none"> • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change. 	<p>muscles for support, protection and movement.</p>
<p>Art</p>	<p><u>Media: Observational drawing</u></p> <ul style="list-style-type: none"> • improve their mastery of art and design techniques • Select and record from first hand observation • Question and make thoughtful observations about starting points and select ideas to use in their work. • Draw for a sustained period of time at an appropriate level. • Experiment with ways in which surface detail can be added to drawings 		<p><u>Media: Print</u></p> <ul style="list-style-type: none"> • improve their mastery of art and design techniques • Create printing blocks using a relief or impressed method • Create repeating patterns • Print with two colour overlays • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. <p><u>Media: Collage</u></p>		

	<p><u>Media: Sculpture - clay</u></p> <ul style="list-style-type: none"> • improve their mastery of art and design techniques • Plan, design and make models from observation or imagination • Join clay adequately and construct a simple base for extending and modelling other shapes • Create surface patterns and textures in a malleable material 	<ul style="list-style-type: none"> • improve their mastery of art and design techniques • Record and collect visual information using digital cameras and video recorders • Present recorded visual images using software 	
DT	<p><u>Technology: Weaving</u></p> <ul style="list-style-type: none"> • Use a variety of techniques create different textural effects – weaving • measure, mark out, cut and shape materials and components with some accuracy • assemble, join and combine materials and components with some accuracy • apply a range of finishing techniques, including those from art and design, with some accuracy 		<p><u>Knowledge: Programming Products</u></p> <ul style="list-style-type: none"> • apply understanding of computing to program, monitor and control products. • Know that mechanical and electrical systems have an input, process and output • Use the correct technical vocabulary for the projects they are undertaking
Music		<p><u>Skill: Composition and Improvisation</u></p> <ul style="list-style-type: none"> • Play with a sound-then symbol approach. • Use sound to create abstract effects • Create/ improvise repeated patterns with a range of instruments. • Effectively choose, order, combine and control sounds 	<p><u>Skill: Composition</u></p> <ul style="list-style-type: none"> • Compose and perform simple melodies - monophonic melodies • Combine sounds expressively (all dimensions). • Use silence for effect and know symbol for a rest <p><u>Knowledge: Rhythmic Awareness</u></p> <ul style="list-style-type: none"> • Read notes and know how many beats they represent (minim, crotchet, quaver and rests). • Know the difference between pulse and rhythm.
History	<p><u>Skill: Chronological Understanding</u></p> <ul style="list-style-type: none"> • place the time studied on a time line 		<p><u>Skill: Historical Interpretation</u></p>

	<ul style="list-style-type: none"> • sequence events or artefacts • use dates related to the passing of time • find out about everyday lives of people in time studied • compare with our life today – make comparisons <p><u>Knowledge: Changes in Britain from the Stone Age to the Iron Age</u></p> <ul style="list-style-type: none"> • time periods including Stone Age, Bronze Age, Iron Age • hunter-gatherers and early farmers – Skara Brae • technology, travel, art and culture • Hill forts and settlements • Amesbury Archer 		<ul style="list-style-type: none"> • use and compare a range of sources to find out about a period • observe small details – artefacts, pictures • identify and give reasons for different ways in which the past is represented • distinguish between different sources and evaluate their usefulness • understand representations of the period studied <p><u>Knowledge: The Roman Empire and its impact on Britain</u></p> <ul style="list-style-type: none"> • The invasion of Julius Caesar • The Roman empire and it's army • British resistance – Boudica • Romanisation of Britain – art, dress, language, engineering and the roman legacy 		
Geography		<p><u>Skill: Geographical Skills & Fieldwork</u></p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p><u>Knowledge: Place Knowledge</u></p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • locate the world's countries, using maps to focus on Europe (including the location of Russia) and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 			
Computing	<p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> • use Microsoft word including alignment, insert pictures • use Microsoft excel to store information 	<p><u>Coding – Discovery Coding & iOS Playground app</u></p>	<p><u>Graphics & Video – Clips App</u></p>	<p><u>Online Awareness – networks and reliability of online sources</u></p>	<p><u>Digital Art – Vector Drawings – Google Drawing</u></p>

	<ul style="list-style-type: none"> • use simple URL links to find information • use Microsoft powerpoint to create, format slides and begin to use transitions 	<ul style="list-style-type: none"> • plan, write, edit and evaluate a series of instructions using block code and other computing language 	<ul style="list-style-type: none"> • use a device to record video clips using special effects to enhance. • add subtitles to a video clip • save a video securely online 	<ul style="list-style-type: none"> • understand how networks work • use search technologies responsibly • understand the reliability of websites • appreciate how search results are organised and ranked 	<ul style="list-style-type: none"> • upload or scan an image • combine digital shapes to create a piece of artwork • create a vector drawing 	
RE	<p><u>Strand: Who is a Hindu and what do they believe?</u></p> <ul style="list-style-type: none"> • Talk about the fact that Hindus people believe in the supreme God (Brahman) and the three forms (Trimurti) • Talk about how Hindu's believe that life is a cycle of birth, death and rebirth and that the next life depends on how the previous was lived. • Recognise that Hindu's do not have one holy book but a number of ancient scriptures and texts • Identify Hindu places of worship and sacred places. 	<p><u>Strand: What do different people believe about God?</u></p> <ul style="list-style-type: none"> • Identify beliefs about God that are held by Christians, Hindus and Muslims • Retell and suggest the meanings of stories from sacred texts about people who encountered God • Identify how and say why it makes a difference in people's lives to believe in God • Identify some similarities and differences between ideas about what God is like in different religions • Discuss and present their own ideas 	<p><u>Strand: Why is the Bible so important for Christians today?</u></p> <ul style="list-style-type: none"> • Recall and name some Bible stories that inspire Christians • Identify at least two ways Christians use the Bible in everyday life • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation • Give examples of how and suggest reasons why Christians use the Bible today • Discuss their own and others' ideas about why humans do bad things and 	<p><u>Strand: What does it mean to be a Christian in Britain today?</u></p> <ul style="list-style-type: none"> • Identify and name examples of what Christians have and do in their families and at church to show their faith • Ask good questions about what Christians do to show their faith • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes • Explain similarities and differences between at 	<p><u>Strand: Why do people pray?</u></p> <ul style="list-style-type: none"> • Describe what some believers say and do when they pray • Respond thoughtfully to examples of how praying helps religious believers • Make connections between what people believe about prayer and what they do when they pray • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray 	<p><u>Strand: Why are festivals important to religious communities?</u></p> <ul style="list-style-type: none"> • Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) • Make connections between stories, symbols and beliefs with what happens in at least two festivals • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) • Identify similarities and differences in the way festivals are celebrated within and between religions

	<ul style="list-style-type: none"> Identify and describe items of significance to Hinduism. 	<p>about why there are many ideas about God and express their own understanding of God through words, symbols and the arts</p>	<p>how people try to put things right</p>	<p>least two different ways of worshipping in two different Christian churches</p> <ul style="list-style-type: none"> Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences 		<ul style="list-style-type: none"> Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives
PSHE	<p><u>Families and friendships</u></p> <ul style="list-style-type: none"> what makes a family features of family life <p><u>Safe relationships</u></p> <ul style="list-style-type: none"> personal boundaries safely responding to others the impact of hurtful behaviour <p><u>Respecting ourselves and others</u></p> <ul style="list-style-type: none"> recognising respectful behaviour the importance of self-respect courtesy and being polite 		<p><u>Belonging to a community</u></p> <ul style="list-style-type: none"> the value of rules and laws rights, freedoms and responsibilities <p><u>Media literacy and digital resilience</u></p> <ul style="list-style-type: none"> how the internet is used assessing information online <p><u>Money and work</u></p> <ul style="list-style-type: none"> different jobs and skills job stereotypes setting personal goals 		<p><u>Physical health and Mental wellbeing</u></p> <ul style="list-style-type: none"> health choices and habits what affects feelings expressing feelings <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> personal strengths and achievements managing and reframing setbacks <p><u>Keeping safe</u></p> <ul style="list-style-type: none"> risks and hazards safety in the local environment and unfamiliar places 	
BV		Rule of Law	Individual Liberty	Mutual Respect	Tolerance of others	Democracy
MFL	<p><u>Unit Knowledge: Bonjour</u></p> <ul style="list-style-type: none"> To greet and say goodbye to someone To ask someone's name & say your own To ask how someone is & respond to same question To learn some basic nouns 	<p><u>Unit Knowledge: En classe</u></p> <ul style="list-style-type: none"> To identify classroom objects To identify colours & describe an object's colour To say your age To recognise & repeat classroom instructions 	<p><u>Unit Knowledge: Mon corps</u></p> <ul style="list-style-type: none"> To identify parts of the body To describe eyes and hair appearance To recognise days of the week To give basic character descriptions 	<p><u>Unit Knowledge: Les animaux</u></p> <ul style="list-style-type: none"> To identify animals and pets To recognise & use numbers 11-20 To give someone's name To describe someone 	<p><u>Unit Knowledge: Ma Famille</u></p> <ul style="list-style-type: none"> To identify family members To recognise & spell with letters of the alphabet To list household items To use basic prepositions <i>sur</i> & <i>dans</i> to describe position 	<p><u>Unit Knowledge: Bon Anniversaire!</u></p> <ul style="list-style-type: none"> To recognise & ask for snacks To give basic opinions about food To use numbers 21-31 To recognise and use the months To form dates

	<ul style="list-style-type: none"> To count numbers 1-10 					
PE	<p><u>Dance</u></p> <ul style="list-style-type: none"> Perform pair/group dance involving canon & unison, meet & part Respond to music in time & rhythm to show like/unlike actions Respond to music to express a variety of moods & feelings <p><u>Ball Skills – Netball</u></p> <ul style="list-style-type: none"> Make a series of passes to team mates moving towards a scoring area. Show some signs of using a chest pass and shoulder pass. Show a target to indicate where I'd like to pass to. Know where space is and try to move into it. Understand the need to get away from an opponent. Mark another player and defend when needed. 	<p><u>Racket Skills</u></p> <ul style="list-style-type: none"> Tap the shuttlecock off racquet (tapping it up off the racket). Tap the shuttlecock into a target area. Stand in a ready position holding a racquet correctly (up in line with net). Begin to practise an overhead clear and lift shot. Begin to attempt to serve the shuttlecock straight from hands. <p><u>Invasion Games – Rugby</u></p> <ul style="list-style-type: none"> Move holding a rugby ball Know where to score a try and how to position the ball to score a try Move into spaces to avoid defenders Make a backward pass to team mates, using the direction most comfortable Know to tag team mates when to defend 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> To develop basic pool safety skills and confidence in water. To develop travel in vertical or horizontal position and introduce floats. To develop push and glides, any kick action on front and back with or without support aids. To develop entry and exit, travel further, float and submerge. To develop balance, link activities and travel further on whole stroke. To show breath control. Introduction to deeper water. Treading water <p><u>OAA</u></p> <ul style="list-style-type: none"> Plan and orientate around obstacles for example PE apparatus /tables/chairs 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> To develop basic pool safety skills and confidence in water. To develop travel in vertical or horizontal position and introduce floats. To develop push and glides, any kick action on front and back with or without support aids. To develop entry and exit, travel further, float and submerge. To develop balance, link activities and travel further on whole stroke. To show breath control. Introduction to deeper water. Treading water <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> Use a greater number of own ideas for movement in response to a task. Combine arm actions with skips/leaps/steps/jumps & spins in travel Travel while using various hand apparatus,(ribbon/hoop/rope/ball) 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> Run in different directions and at different speeds, using a good technique. Improve throwing technique. Reinforce jumping techniques. Understand the relay and passing the baton. Choose and understand appropriate running techniques. Compete in a mini competition, recording scores. <p><u>Cricket</u></p> <ul style="list-style-type: none"> Throw and catch under pressure. Use fielding skills to stop the ball effectively. Learn batting control. Learn the role of backstop. Play in a tournament and work as team, using tactics in order 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> Run in different directions and at different speeds, using a good technique. Improve throwing technique. Reinforce jumping techniques. Understand the relay and passing the baton. Choose and understand appropriate running techniques. Compete in a mini competition, recording scores. <p><u>Rounders</u></p> <ul style="list-style-type: none"> Be able to play simple rounders games Apply some rules to games. Develop and use simple rounders skills using different size bats, batting tees, and different size balls.

		<p><u>Invasion Games - Football</u></p> <ul style="list-style-type: none"> • Begin to dribble a ball making small touches • Begin to send a football to someone on team. • Keep a ball under control. • Know where space is and try to move into it. • Mark another player and defend when needed. 	<ul style="list-style-type: none"> • Begin to work cooperatively with others to solve challenges. 	<ul style="list-style-type: none"> • Know principles of balance and apply them on floor & apparatus 	<p>to beat another team.</p> <ul style="list-style-type: none"> • Play in a tournament and work as team, using tactics in order to beat another team 	
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Year Group: 4

	HT1	HT2	HT3	HT4	HT5	HT6
Unit of Study	Anglo-Saxons		Earth Matters		Ancient Egypt	
Writing	<u>Genre:</u> Recount – diary Letter Newspaper report Narrative – historical fiction Haiku poem		<u>Genre:</u> Persuasive letter Balanced argument – discussion (letter) Play script Free verse poem Autobiography		<u>Genre:</u> Instructions Non-chronological report Biography Narrative - myths Narrative – adventure story Setting description	
Curriculum Text	<u>Text:</u> Anglo-Saxon boy		<u>Text:</u> The Lorax		<u>Text:</u> Life in Ancient Egypt	
Maths	<u>Strands:</u> Place Value Addition Subtraction Measurement – length & perimeter Multiplication Division <u>Times tables:</u> Six Twelve		<u>Strands:</u> Place Value Addition Subtraction Measurement – length & perimeter Multiplication Division <u>Times tables:</u> Seven Nine Eleven		<u>Strands:</u> Decimals Measurement – money Measurement – time Statistics Properties of shape Position & Direction <u>Times tables:</u> All	
Science	<u>Living Things And Their Habitats</u> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 	<u>Animals Including Humans</u> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, 	<u>Sound</u> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features 	<u>Electricity</u> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light 	<u>States of Matter</u> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	

	<ul style="list-style-type: none"> recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>identifying producers, predators and prey.</p>	<p>of the object that produced it</p> <ul style="list-style-type: none"> find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases. 	<p>in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <ul style="list-style-type: none"> recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. 	
Art	<p><u>Media: Painting Observational Drawings</u></p> <ul style="list-style-type: none"> improve mastery of art and design techniques, including drawing and painting develop a painting from a drawing create imaginative work from a variety of sources e.g. observational drawing, mix and match colours to create atmosphere and light effects be able to identify primary secondary, complementary and contrasting colours work with complementary colours 				<p><u>Media: Clay</u></p> <ul style="list-style-type: none"> improve their mastery of art and design techniques plan, design and make models from observation or imagination <p><u>Skill: 3D Sculpture</u></p> <ul style="list-style-type: none"> join clay adequately and construct a simple base for extending and modelling other shapes create surface patterns and textures in a malleable material
DT			<p><u>Technology: Food</u></p> <ul style="list-style-type: none"> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 	<p><u>Technology: Mechanisms</u></p> <ul style="list-style-type: none"> understand and use mechanical systems in their products <p><u>Knowledge: Making products work</u></p>	

		<ul style="list-style-type: none"> • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking <p><u>Knowledge: Nutrition</u></p> <ul style="list-style-type: none"> • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. • understand and apply the principles of a healthy and varied diet • know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world • know that seasons may affect the food available • know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate • know that to be active and healthy, food and drink are needed to provide energy for the body 	<ul style="list-style-type: none"> • understand that materials have both functional properties and aesthetic qualities • the correct technical vocabulary for the projects they are undertaking • how to reinforce and strengthen a 3D framework <p><u>Evaluating Existing Products</u></p> <ul style="list-style-type: none"> • how well have products have been designed • why materials have been chosen • what methods of construction have been used • how well products work • how well do products achieve their purposes • how well do products meet user needs and wants • who designed and made the products • where products were designed and made • when products were designed and made
Music	<p><u>Skill: Composition</u></p> <ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions of music <p><u>Knowledge: Developing Musical Ideas</u></p> <ul style="list-style-type: none"> • Compose and perform melodies • Create accompaniments for tunes using drones or melodic ostinati 	<p><u>Skill: Performance</u></p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Sing a range of songs in tune with expression, as part of a group or individually. • Perform with an awareness of tempo and dynamic. • Know that sense of occasion affects performance. 	
History	<p><u>Skill: Historical Enquiry and Interpretation</u></p> <ul style="list-style-type: none"> • look at available evidence • begin to evaluate the usefulness of different sources and provide an account • use text books and historical knowledge 		<p><u>Skill: Understanding The Past</u></p> <ul style="list-style-type: none"> • use evidence to reconstruct life in time studied • identify key features and events • look for links and effects in time studied

	<ul style="list-style-type: none"> • compare accounts of events from different sources. Fact or fiction • understand that sources can contradict each other • use sources to answer questions about the past • use evidence to build up a picture of a past event • choose relevant material to present a picture of one aspect of life in time past • ask a variety of questions • use the library/e-learning for research <p><u>Knowledge: Britain's settlement by Anglo-Saxons and Scots</u></p> <ul style="list-style-type: none"> • Roman withdrawal from Britain • Scots invasions • Alfred the Great • King Ethelbert • Anglo-Saxon invasions, settlements and kingdoms: place names, village life, homes and farming • Anglo-Saxon art and culture: stories, food, music, jewellery, feasting 		<ul style="list-style-type: none"> • offer a reasonable explanation for some events • develop a broad understanding of ancient civilisations • use terms related to the period and begin to date events • understand more complex terms e.g. BCE/AD • Present findings and communicate knowledge and understanding in different ways • Provide an account of a historical event based on more than one source <p><u>Knowledge: the achievements of the earliest civilizations – Ancient Egypt</u></p> <ul style="list-style-type: none"> • pharaohs • pyramids, sphinx, tombs • mythology • life & culture: homes, food, jobs, clothes, jewellery, the 3 Rs.
<p>Geography</p>	<p><u>Knowledge: Locational Knowledge</u></p> <ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • Linking with History, compare land use maps of UK from past with the present, focusing on land use. 	<p><u>Skill: Human and Physical Geography</u></p> <ul style="list-style-type: none"> • describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><u>Skill: Fieldwork</u></p>	

		<ul style="list-style-type: none"> • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p><u>Knowledge: Locational Knowledge</u></p> <ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 		
Computing	<p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> • use Microsoft word including inserting tables and columns • use Microsoft excel to store information and use basic formula functions including SUM • use Microsoft powerpoint including animation sequences 	<p><u>Graphics & Video – IMovie & green screen</u></p> <ul style="list-style-type: none"> • produce a short film for a specific purpose 	<p><u>Online Awareness – networks and reliability of online sources</u></p> <ul style="list-style-type: none"> • understand the reliability of websites • appreciate how search results are organised and ranked • understand phishing and the consequences in sharing information • understand how to identify fraudulent information online. <p><u>Coding – Code Club & Scratch (whack-a-witch)</u></p> <ul style="list-style-type: none"> • understand the code behind an online game • manipulate coding to edit the outcomes of a game • create a code to begin building an online game. 	
RE	<p><u>Strand: What does it mean to be a Hindu in Britain today?</u></p> <ul style="list-style-type: none"> • Describe some examples of what Hindus do to show 	<p><u>Strand: Why is Jesus inspiring to some people</u></p> <ul style="list-style-type: none"> • Make connections between some of Jesus’ teachings and 	<p><u>Strand: Why do some people think that life is a journey and what significant experiences mark this</u></p> <ul style="list-style-type: none"> • Suggest why some people see life as a journey and identify some of the key milestones on this journey 	<p><u>Strand: What can we learn from religions in deciding what is right and wrong</u></p> <ul style="list-style-type: none"> • Find out at least two teachings from religions about how to live a good life

	<p>their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life</p> <ul style="list-style-type: none"> • Describe some ways in which Hindus express their faith through puja, aarti and bhajans • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others 	<p>the way Christians live today</p> <ul style="list-style-type: none"> • Describe how Christians celebrate Holy Week and Easter Sunday • Identify the most important parts of Easter for Christians and say why they are important • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter • Present their own ideas about the most important attitudes and values to have today, making links with Christian values 	<ul style="list-style-type: none"> • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people • Link questions and answers about how believers show commitment with their own ideas about community, belonging and belief • Explain similarities and differences between ceremonies of commitment • Discuss and present their own ideas about the value and challenge of religious commitment in Britain today 	<ul style="list-style-type: none"> • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions • Make connections between stories of temptation and why people can find it difficult to be good • Give examples of ways in which some inspirational people have been guided by their religion • Discuss their own and others' ideas about how people decide right and wrong • Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity
PSHE	<p><u>Families and friendships</u></p> <ul style="list-style-type: none"> • positive friendships, including online <p><u>Safe relationships</u></p> <ul style="list-style-type: none"> • responding to hurtful behaviour • managing confidentiality • recognising risks online <p><u>Respecting ourselves and others</u></p> <ul style="list-style-type: none"> • respecting differences and similarities • discussing difference sensitively 	<p><u>Belonging to a community</u></p> <ul style="list-style-type: none"> • what makes a community • shared responsibilities <p><u>Media literacy and digital resilience</u></p> <ul style="list-style-type: none"> • how data is shared and used <p><u>Money and work</u></p> <ul style="list-style-type: none"> • making decisions about money • using and keeping money safe 	<p><u>Physical health and Mental wellbeing</u></p> <ul style="list-style-type: none"> • maintaining a balanced lifestyle • oral hygiene and dental care <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> • physical and emotional changes in puberty • external genitalia • personal hygiene routines • support with puberty <p><u>Keeping safe</u></p>	

					<ul style="list-style-type: none"> • medicines and household products • drugs common to everyday life 	
BV		Rule of Law	Individual Liberty	Mutual Respect	Tolerance of others	Democracy
MFL	<u>Unit Knowledge: Encore!</u> <ul style="list-style-type: none"> • To revise ways of describing people • To describe somebody's nationality • To describe people using various adjectives 	<u>Unit Knowledge: Quelle heure est-il?</u> <ul style="list-style-type: none"> • To talk about activities • To tell the time • To talk about what time you do activities 	<u>Unit Knowledge: Les fetes</u> <ul style="list-style-type: none"> • To talk about festivals & dates • To talk about presents at festivals • To count from 31-60 • To give & understand • instructions 	<u>Unit Knowledge: Ou vas-tu?</u> <ul style="list-style-type: none"> • To talk about going to French cities • To give & understand basic directions • To talk about the weather • To talk about the weather • & places in France 	<u>Unit Knowledge: On mange!</u> <ul style="list-style-type: none"> • To go shopping for food • To ask how much something costs • To talk about activities at a party • To give opinions about food & various activities 	<u>Unit Knowledge: Le cirque</u> <ul style="list-style-type: none"> • To discuss francophone countries & the languages we speak • To identify different items of clothing • To describe items of clothing
PE	<u>Gymnastics</u> <ul style="list-style-type: none"> • Share ideas and give positive criticism/advice to self & others. • Create & perform matching/mirroring sequences explaining how it could be improved • Perform at least 3 different rolls tuck, pencil, teddy • Link a roll with travel and balance using floor and apparatus with good body control <u>Invasion Games – Netball (Endball)</u>	<u>Invasion Games - Rugby</u> <ul style="list-style-type: none"> • Move with speed (and change of) with the ball and without • Use speed and space to avoid defenders • Pass backwards and in both directions and sometimes on the move • Tag the person who has the ball, but can mark a player who doesn't have the ball • Begin to make a high pop pass to avoid a defender <u>OAA</u>	<u>Dance</u> <ul style="list-style-type: none"> • Respond imaginatively to stimuli related to character/music/story • Perform clear & fluent dances that show sensitivity to idea/stimuli • Make up dance within a small group <u>Racket Skills – Badminton</u> <ul style="list-style-type: none"> • Tap the shuttlecock back and forth to a partner over a small space. • Begin to tap a shuttlecock over a net. 	<u>Fitness</u> <ul style="list-style-type: none"> • Describe how the body reacts at different times and how this affects performance. • Explain why exercise is good for your health. • Know some reasons for warming up and cooling down. <u>Competitive Games – Basketball</u> <ul style="list-style-type: none"> • Use a chest pass and shoulder pass to support team in scoring • Make decisions regarding which is the best pass to us 	<u>Athletics</u> <ul style="list-style-type: none"> • Select and maintain a running pace for different distances. • Practise throwing with power and accuracy. • Throw safely and with understanding. • Demonstrate good running technique in a competitive situation. • Explore different footwork patterns • Understand which technique is most effective when jumping for distance. • Utilise all the skills learned in this unit 	<u>Athletics</u> <ul style="list-style-type: none"> • Select and maintain a running pace for different distances. • Practise throwing with power and accuracy. • Throw safely and with understanding. • Demonstrate good running technique in a competitive situation. • Explore different footwork patterns • Understand which technique is most effective when jumping for distance. • Utilise all the skills learned in this unit

	<ul style="list-style-type: none"> • Use a chest pass and shoulder pass to support team in scoring. • Make decisions regarding which is the best type of pass to use. • Begin to use a bounce pass, which only bounces once. • Identify space to move into and show a clear target to receive a pass. • Mark another player and begin to attempt interceptions. • Know where positions are allowed on a court. 	<ul style="list-style-type: none"> • Orientate a map consistently and accurately • Follow a simple orienteering course and simple point to point orienteering course on school grounds recording controls. • Work cooperatively with other to solve challenges 	<ul style="list-style-type: none"> • Bring racquet to meet the shuttlecock before the it starts to drop • Start to perfect the overhead clear and lift shot. • Begin to perfect the low backhand serve and long forearm serve. • Practise hitting the serve diagonally across the court. 	<ul style="list-style-type: none"> • Use both hands where needed to dribble around a defender • Make passes where necessary to avoid losing possession • Identify space to move into and show a clear target to receive a pass • Mark another player and begin to attempt to intercept • Play conditioned games in teams of no more than 5 a side 	<p>in a competitive situation.</p> <p><u>Rounders</u></p> <ul style="list-style-type: none"> • Develop the range of rounders batting and fielding skills that can apply in a competitive context • Choose and use a range of simple tactics in isolation and in a modified and conditioned game. • Identify different fielding positions in rounders and the roles of those positions. 	<p>in a competitive situation.</p> <p><u>Cricket</u></p> <ul style="list-style-type: none"> • To develop the range of Cricket skills they can apply in a competitive context • To choose and use a range of simple tactics in isolation and in a game context • To consolidate existing skills and apply with consistency
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Year Group: 5

	HT1	HT2	HT3	HT4	HT5	HT6
Unit of Study	Vikings		Mayans		WW1	
Writing	<u>Genre:</u> Instructions Recount – report Newspaper report Narrative – adventure story Free verse poetry		<u>Genre:</u> Non-chronological report Persuasive letter Balanced argument – discussion (speech) Play script Sonnet poem		<u>Genre:</u> Character description Free verse poetry Newspaper report Biography Letter	
Curriculum Text	<u>Text:</u> Viking Boy		<u>Text:</u> Mayan Civilization Ancient Maya		<u>Text:</u> Private Peaceful	
Maths	<u>Strands:</u> Place Value Addition Subtraction Statistics Multiplication Division Measurement – perimeter & area <u>Times tables:</u> All		<u>Strands</u> Multiplication Division Fractions Decimals Percentages <u>Times tables:</u> All		<u>Strands</u> Decimals Properties of shape Position & Direction Measurement – Converting Units <u>Times tables:</u> All	
Science	<u>Properties and Changing Materials</u> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating 		<u>Forces</u> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act 	<u>Earth & Space</u> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as 	<u>Living Things and Their Habitats</u> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. 	<u>Animals Including Humans</u> <ul style="list-style-type: none"> describe the changes as humans develop to old age. understand the timeline that indicates stages in the growth and development of humans.

	<ul style="list-style-type: none"> • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. • find out about how chemists create new materials 	<p>between moving surfaces</p> <ul style="list-style-type: none"> • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>approximately spherical bodies</p> <ul style="list-style-type: none"> • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<ul style="list-style-type: none"> • find out about the work of naturalists and animal behaviourists 	<ul style="list-style-type: none"> • learn about the changes experienced in puberty
Art		<p><u>Media: Painting</u></p> <ul style="list-style-type: none"> • improve their mastery of art and design techniques • Develop a painting from a drawing • Carry out preliminary studies, trying out different media and materials and mixing appropriate colours • Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music • Mix and match colours to create atmosphere and light effects • Be able to identify primary secondary, complementary and contrasting colours • Work with complementary colours <p><u>Knowledge: Art in history</u></p> <ul style="list-style-type: none"> • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<p><u>Media: Collage</u></p> <ul style="list-style-type: none"> • to improve their mastery of art and design techniques • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects <p><u>Knowledge: Paul Nash</u></p> <ul style="list-style-type: none"> • about great artists, architects and designers in history. 		
DT	<p><u>Technology: Structures</u></p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p><u>Knowledge: Generating and Developing Ideas</u></p>				

	<ul style="list-style-type: none"> • model their ideas using prototypes and pattern pieces • use annotated sketches, cross-sectional drawings to develop and communicate their ideas • generate innovative ideas, drawing on research • identify the strengths and areas for development in their ideas and products 		
Music	<p><u>Skill: Developing musical ideas</u></p> <ul style="list-style-type: none"> • Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively • Compose and perform developed melodies • Read/ work out the musical stave: minim, crotchet, semi-breve, quaver, dotted crotchet and rest. <p><u>Knowledge: Notation</u></p> <ul style="list-style-type: none"> • use and understand staff and other musical notations 	<p><u>Skill: Performance</u></p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Sing a separate part in a group performance, keeping in time with the group, e.g. sing or play a part in a round. • Perform with an awareness of tempo, dynamic and musical style. • Know that sense of occasion affects performance. • Identify where to place emphasis and accents in a song to create effects (duration). • Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. 	
History	<p><u>Skill: Chronological understanding</u></p> <ul style="list-style-type: none"> • describe, know and sequence key events of time studied • use relevant terms and periods labels • make comparisons between different times in history • Understand how our knowledge of the past is constructed from a range of sources • examine causes and results of great events and the impact on people <p><u>Knowledge: The Viking struggle for England</u></p>	<p><u>Skill: Comparing historical periods</u></p> <ul style="list-style-type: none"> • relate current studies to previous studies • make comparisons between different times in history • compare life in early and late times studied • compare an aspect of life with the same aspect in another period <p><u>Knowledge: a non-European society that provides contrasts with British history: Maya Civilisations</u></p>	<p><u>Skill: Historical Organisation</u></p> <ul style="list-style-type: none"> • use appropriate terms, matching dates to people and events • record and communicate knowledge in different forms· • work independently and in groups to present findings showing initiative • Present findings and communicate knowledge and understanding in different ways • compare accounts of events from different sources. Fact or fiction?

	<ul style="list-style-type: none"> • Viking invasion of Britain • Viking raids and warriors: Danegel, Repton, York, Wessex, Lindsfarne • Viking life: heiracy, homes, longships, farming, trade, mythology • Norman takeover 	<ul style="list-style-type: none"> • The Spanish invasion of Mesoamerica • Time periods of Maya Civilisation: pre-classic, classic and post-classic • Hieroglyphs • Logograms • Mayan Codices • The Mayan number system and calendar (including Tzolkin, the long count and Dresden codex) • Architecture and landmarks: Chichen Itza, Mayan plazas, Templo Mayor • The end of the Mayan civilisation 	<ul style="list-style-type: none"> • offer some reasons for different versions of events • evaluate usefulness of different sources <p><u>Knowledge: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <ul style="list-style-type: none"> • Cause • Allies • The western front, trenches and conscription • The home front, women's role, propaganda and rationing • Events and battles: Somme, Verdun, Amiens
Geography			<p><u>Skill: Fieldwork and Map Skills</u></p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <p><u>Knowledge: Locational Knowledge</u></p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
Computing	<p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> • use Microsoft excel to store and manipulate data including bar graphs & pie charts • use Google Forms to create a survey and analyse results 	<p><u>Audio – Audacity</u></p> <ul style="list-style-type: none"> • record and play sounds using recording software • import sound files in to recording software • edit sound clips 	<p><u>Stop Motion Animation – cloudanimation/animate-it</u></p> <ul style="list-style-type: none"> • create and develop characters for animation purposes • use equipment to record still shots

	<ul style="list-style-type: none"> • use messaging services as a communication tool • use Google Sites to create a basic webpage 	<ul style="list-style-type: none"> • enhance sound recordings with effects 	<ul style="list-style-type: none"> • sequence stills to create a short animation. 	
RE	<p><u>Strand: What does it mean to be a Muslim in Britain today</u></p> <ul style="list-style-type: none"> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils • Make connections between the key functions of the mosque and the beliefs of Muslims • Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life • Comment thoughtfully on and consider what it means to be a Muslim in modern Britain taking their own and other's perspectives into account. 	<p><u>Strand: Why do some people think God exists?</u></p> <ul style="list-style-type: none"> • Outline clearly a Christian understanding of what God is like, using examples and evidence • Express thoughtful ideas about the impact of believing or not believing in God on someone's life • Present different views on why people believe in God or not, including their own ideas • Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently • Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using 	<p><u>Strand: If God is everywhere why go to a place of worship</u></p> <ul style="list-style-type: none"> • Select and describe the most important functions of a place of worship for the community • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers • Present ideas about the importance of people in a place of worship, rather than the place itself • Outline how and why places of worship fulfil special functions in the lives of believers • Comment thoughtfully on the value and purpose of places of worship in religious communities 	<p><u>Strand: What would Jesus do? Can we live by the values of Jesus in the 21st Century?</u></p> <ul style="list-style-type: none"> • Outline Jesus' teaching on how his followers should live • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today • Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus • Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas

		evidence and examples				
PSHE	<u>Families and friendships</u> <ul style="list-style-type: none"> managing friendships and peer influence <u>Safe relationships</u> <ul style="list-style-type: none"> physical contact and feeling safe <u>Respecting ourselves and others</u> <ul style="list-style-type: none"> responding respectfully to a wide range of people recognising prejudice and discrimination 	<u>Belonging to a community</u> <ul style="list-style-type: none"> protecting the environment compassion towards others <u>Media literacy and digital resilience</u> <ul style="list-style-type: none"> how information online is targeted different media types, their role and impact <u>Money and work</u> <ul style="list-style-type: none"> identifying job interests and aspirations what influences career choices workplace stereotypes 		<u>Physical health and Mental wellbeing</u> <ul style="list-style-type: none"> healthy sleep habits sun safety medicines, vaccinations, immunisations and allergies <u>Growing and changing</u> <ul style="list-style-type: none"> personal identity recognising individuality and different qualities mental wellbeing <u>Keeping safe</u> <ul style="list-style-type: none"> keeping safe in different situations, including responding in emergencies and first aid 		
BV		Rule of Law	Individual Liberty	Mutual Respect	Tolerance of others	Democracy
MFL	<u>Unit Knowledge: Salut Gustave!</u> <ul style="list-style-type: none"> To greet people & give personal information To ask & talk about brothers and sisters To say what people have & don't have (avoir) To say what people are like (être) 	<u>Unit Knowledge: A l'école</u> <u>To name school subjects</u> <ul style="list-style-type: none"> To talk about likes & dislikes at school To ask & say the time To talk about timings of the school day 	<u>Unit Knowledge: La nourriture</u> <ul style="list-style-type: none"> To ask politely for food items To describe how to make a sandwich To express opinions about food To talk about healthy & unhealthy food 	<u>Unit Knowledge: En ville</u> <ul style="list-style-type: none"> To name places in a town To ask the way & give directions To say where you are going To give the time & say where you are going 	<u>Unit Knowledge: En vacance</u> <ul style="list-style-type: none"> To ask & say where you're going on holiday To express opinions about holidays To talk about what you're going to do on holiday To talk about holiday plans 	<u>Unit Knowledge: Chez moi</u> <ul style="list-style-type: none"> To name rooms in the house To describe rooms in the house To say what people do at home To say what people do & where
PE	<u>Invasion Games – Basketball</u> <ul style="list-style-type: none"> Use all three passes- chest, bounce and shoulder correctly 	<u>Gymnastics</u> <ul style="list-style-type: none"> Combine own work with that of others, identifying strengths & weaknesses. 	<u>Dance</u> <ul style="list-style-type: none"> Show/fluency/control in chosen dances in response to stimuli Perform fluent dances with 	<u>Racket Skills – Badminton</u> <ul style="list-style-type: none"> Understand which shot should be performed when attacking and 	<u>Swimming</u> <ul style="list-style-type: none"> To develop basic pool safety skills and confidence in water. 	<u>Swimming</u> <ul style="list-style-type: none"> To develop basic pool safety skills and confidence in water.

	<ul style="list-style-type: none"> • Use a range of speeds within a game to support a team in scoring • Lose a defender to receive a pass using arm body ball technique (ball furthest away from opponent) • Change direction (turn) and hands when dribbling around defenders • Defend a player and make successful interceptions when playing in team games • Begin to learn how to perform a set shot and a lay up • Play full 5 a side games <p><u>Invasion Games – Rugby</u></p> <ul style="list-style-type: none"> • Be able to evade and tag opponents. • Be able to pass and receive a pass at speed. • Be able to pass and receive a pass at speed in a game situation. • Refine attacking and defending skills. 	<ul style="list-style-type: none"> • Include change of speed, direction and shape in movements. • Follow a set of ‘rules’ to produce a sequence, possibly made by peers. • Create mirror/matching/cannon pair sequence varying dynamics/levels/direction etc. <p><u>Invasion Games – Netball</u></p> <ul style="list-style-type: none"> • Use all three passes (chest, shoulder & bounce) correctly. • Use a range of speeds within a game to support a team in scoring. • Begin to use square (across the court) & straight (up & down the court) passes to achieve pace. • Lose a defender to receive a pass. • Defend a player and make some successful interceptions (snatch & catch) when playing as a team. 	<p>characteristics of different styles/eras</p> <ul style="list-style-type: none"> • Adapt & refine(in pair/group), dances that vary direction, space & rhythm <p><u>OAA</u></p> <ul style="list-style-type: none"> • Follow simple course using 8 points on the compass and mark on a map the positions of the ground • Overcome barriers in new activities physical and mental • Begin to use maps and diagrams to orientate around a course 	<p>defending-overhead clear (attack) lift for defensive play.</p> <ul style="list-style-type: none"> • Start to learn more attacking shots such as a drop shot, and smash. • Play rallies with a partner over a small space. • Begin to play conditioned badminton games with a partner and in doubles. • Serve the shuttlecock correctly beginning to purposely aim for space to score. • Understand all court markings for singles and doubles games. <p><u>Striking & Fielding – Cricket</u></p> <ul style="list-style-type: none"> • To link together a range of skills and use in combination • To collaborate as a team to choose, use and adapt rules in games • To recognise how some aspects of fitness apply to cricket e.g. power, 	<ul style="list-style-type: none"> • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on whole stroke. • To show breath control. • Introduction to deeper water. • Treading water <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Use correct technique to run at speed. • Develop the ability to run for distance. • Throw with accuracy and power. • Identify and apply techniques of relay running. 	<ul style="list-style-type: none"> • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on whole stroke. • To show breath control. • Introduction to deeper water. • Treading water <p><u>Striking & Fielding - Rounders</u></p> <ul style="list-style-type: none"> • Link together a range of skills and use in combination. • Collaborate as a team to choose, use and adapt rules in games. • Throw and catch under pressure.
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	<ul style="list-style-type: none"> •Develop tactics as a team. •Apply learned skills in a game of tag rugby. 			flexibility and cardiovascular endurance	<ul style="list-style-type: none"> • Explore different footwork patterns. • Understand which technique is most effective when jumping for distance. • Learn how to use skills to improve the distance of a pull throw. • Demonstrate good techniques in a competitive situation. 	<ul style="list-style-type: none"> • Use fielding skills to stop the ball effectively. • Learn batting control. • Learn the role of backstop. • Play in a tournament and work as team, using tactics in order to beat another team. • Play in a tournament and work as team, using tactics in order to beat another team
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Year Group: 6

Year 6	HT1	HT2	HT3	HT4	HT5	HT6
Unit of Study	WW2		Ancient Greece		Bata	
Writing	<u>Genre:</u> Recount – diary Letter Persuasive letter Free verse poetry		<u>Genre:</u> Instructions Non-chronological report Balanced argument – discussion (letter) Narrative – adventure story Narrative – myths		<u>Genre:</u> Biography Newspaper report Narrative – mystery/science-fiction story Setting description	
Curriculum	<u>Text:</u> Friend or Foe		<u>Text:</u> Who Let The Gods Out		<u>Text:</u>	
Maths	<u>Strands</u> Place Value Addition Subtraction Multiplication Division Fractions Position & Direction <u>Times tables:</u> All		<u>Strands</u> Decimals Percentages Algebra Measurement – converting units Measurement – perimeter, area, volume Ratio Statistics <u>Times tables:</u> All		<u>Strands</u> Properties of shape Revision of all strands <u>Times tables:</u> All	

<p>Science</p>	<p><u>Electricity</u></p> <ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram. 	<p><u>Light</u></p> <ul style="list-style-type: none"> • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans 	<p><u>Living Things And Their Habitat</u></p> <ul style="list-style-type: none"> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics. 	<p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
<p>Art</p>	<p><u>Media: Drawing</u></p> <ul style="list-style-type: none"> • improve their mastery of art and design techniques • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. 				

	<ul style="list-style-type: none"> • Experiment with wet media to make different marks, lines, patterns, textures and shapes • Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. • Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing • Use different techniques for different purposes i.e. shading, hatching within their own work <p><u>Media: Collage</u></p> <ul style="list-style-type: none"> • Use a graphics package to create and manipulate new images • Import an image (scanned, retrieved, taken) into a graphics package • Understand that a digital image is created by layering • Create layered images from original ideas (sketch books etc.) <p><u>Knowledge: Henry Moore</u></p> <ul style="list-style-type: none"> • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Question and make thoughtful observations about starting points and select ideas to use in their work. 		
DT		<p><u>Technology: Textiles</u></p> <ul style="list-style-type: none"> • that a single fabric shape can be used to make a 3D textiles product • accurately assemble, join and combine materials and components 	<p><u>Knowledge: Mechanisms</u></p> <ul style="list-style-type: none"> • understand and use mechanical systems in their products <p><u>Knowledge: Electrical Systems</u></p> <ul style="list-style-type: none"> • understand and use electrical systems in their products [for example, series circuits

		<ul style="list-style-type: none"> accurately apply a range of finishing techniques, including those from art and design 	<ul style="list-style-type: none"> incorporating switches, bulbs, buzzers and motors] use learning from science to help design and make products that work use learning from mathematics to help design and make products that work
Music			<p><u>Skill: Performance</u></p> <ul style="list-style-type: none"> Sing an individual role in a group performance, from memory or by reading notation, singing solos, accompaniments or directing the group. Perform own part in a round or other split part. Maintain a harmony (singing higher or lower than the main melody) in a song. <p><u>Knowledge: develop an understanding of the history of music.</u></p> <ul style="list-style-type: none"> Describe different purposes of music in history
History	<p><u>Skill: Historical Interpretation</u></p> <ul style="list-style-type: none"> use relevant dates and terms find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period studied link sources and work out how conclusions were arrived at consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to different conclusions 	<p><u>Skill: Historical Organisation and Communication</u></p> <ul style="list-style-type: none"> bring knowledge gathering from several sources together in a fluent account use a variety of ways to communicate Make accurate use of specific dates and terms. Provide an account of a historical event based on more than one source Note connections, contrasts and trends over time and show developing appropriate use of historical terms. <p><u>Knowledge: Ancient Greece – a study of Greek life and achievements and their influence on the western world</u></p>	<p><u>Skill: Knowledge of the past</u></p> <ul style="list-style-type: none"> write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied recognise primary and secondary sources use a range of sources to find out about an aspect of time past. suggest omissions and the means of finding out <p><u>Knowledge: A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</u></p> <ul style="list-style-type: none"> Life in East Tilbury before Bata The development of the Bata factory

	<p><u>Knowledge: An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <ul style="list-style-type: none"> • Cause and outbreak • Winston Churchill • Battle of Britain • D Day • The Blitz • Home Front: 'dig for victory' 'make do and mend', rationing • Evacuation • Holocaust and Anne Frank • VE day 	<ul style="list-style-type: none"> • Greek time periods: Greek dark ages, Archaic period, Classical period, Hellenistic period • Greek mythology • The Olympics • Alexander the Great • Greek life: clothing, food, alphabet, education, art, pottery • Democracy • Architecture • Greek Army • Influence on the western world 	<ul style="list-style-type: none"> • The impact of the Bata factory on the local area • Bata community - the garden city, Bata School, sport and youth provision • Modern day East Tilbury and the connections with Bata 	
Geography	<p><u>Skill: Map Skills</u></p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 		<p><u>Skill: Fieldwork</u></p> <ul style="list-style-type: none"> • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	
Computing	<p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> • use Microsoft excel for organise, refine and present data including conditional formatting. • use messaging services as a communication tool including adding attachments. • use Google Sites to create a webpage of more than one page, adding videos, images, sound and hyperlinks 	<p><u>3D Modelling</u></p> <ul style="list-style-type: none"> • compare working digitally with 2D and 3D objects, shapes and products • create and manipulate digital 3D object • create and build a digital 3D model 	<p><u>Animation – Kodu</u></p> <ul style="list-style-type: none"> • create a virtual world and game experience 	
RE	<p><u>Strand: What do religions say when life gets hard?</u></p>	<p><u>Strand: Is it better to express your beliefs in arts and</u></p>	<p><u>Strand: What matters most to Christians and Humanists</u></p>	<p><u>Strand: What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?</u></p>

	<ul style="list-style-type: none"> • Express ideas about how and why religion can help believers when times are hard, giving examples • Outline Christian, Hindu and/or nonreligious beliefs about life after death • Explain some similarities and differences between beliefs about life after death • Explain some reasons why Christians and Humanists have different ideas about an afterlife • Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving example • Interpret a range of artistic expressions of afterlife, offering and explaining 	<p><u>architecture or in charity and generosity?</u></p> <ul style="list-style-type: none"> • Find out about religious teachings, charities and ways of expressing generosity • Describe and make connections between examples of religious creativity (buildings and art) • Show understanding of the value of sacred buildings and art • Suggest reasons why some believers see generosity and charity as more important than buildings and art • Outline how and why some Humanists criticise spending on religious buildings or art 	<ul style="list-style-type: none"> • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples • Describe some Christian and Humanist values simply • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view • Give examples of similarities and differences between Christian and Humanist values • Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning 	<ul style="list-style-type: none"> • Describe what Ahimsa, Grace or Ummah mean to religious people • Respond sensitively to examples of religious practice with ideas of their own • Make connections between beliefs and behaviour in different religions • Outline the challenges of being a Hindu, Christian or Muslim in Britain today • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions • Explain similarities in ways in which key beliefs make a difference to life in two or three religions
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	different ways of understanding					
PSHE	<u>Families and friendships</u> <ul style="list-style-type: none"> • attraction to others • romantic relationships • civil partnership and marriage <u>Safe relationships</u> <ul style="list-style-type: none"> • recognising and managing pressure • consent in different situations <u>Respecting ourselves and others</u> <ul style="list-style-type: none"> • expressing opinions and respecting other points of view, including discussing topical issues 		<u>Belonging to a community</u> <ul style="list-style-type: none"> • valuing diversity • challenging discrimination and stereotypes <u>Media literacy and digital resilience</u> <ul style="list-style-type: none"> • evaluating media sources • sharing things online <u>Money and work</u> <ul style="list-style-type: none"> • influences and attitudes to money • money and financial risks 		<u>Physical health and Mental wellbeing</u> <ul style="list-style-type: none"> • what affects mental health and ways to take care of it • managing change, loss and bereavement • managing time online <u>Growing and changing</u> <ul style="list-style-type: none"> • human reproduction and birth • increasing independence • managing transition <u>Keeping safe</u> <ul style="list-style-type: none"> • keeping personal information safe regulations and choices • drug use and the law • drug use and the media 	
BV		Rule of Law	Individual Liberty	Mutual Respect	Tolerance of others	Democracy
MFL	<u>Unit Knowledge: Le week-end</u> <ul style="list-style-type: none"> • To ask & talk about regular activities • To say what you don't do To ask & say what other people do • To talk about what you like/dislike doing 	<u>Unit Knowledge: Les vêtements</u> <ul style="list-style-type: none"> • To ask & say what clothes you'd like • To give opinions about clothes • To say what clothes you wear • To ask & talk about prices • (including 60-80) 	<u>Unit Knowledge: Ma journée</u> <ul style="list-style-type: none"> • To ask & talk about daily routine • To talk about times of daily routine • To ask & talk about breakfast • To talk about details of a typical day 	<u>Unit Knowledge: Les transports</u> <ul style="list-style-type: none"> • To talk about forms of transport • To ask & talk about where you're going & how you get there • To talk about plans for a trip • To buy tickets at the station 	<u>Unit Knowledge: Le sport</u> <ul style="list-style-type: none"> • To talk about which sports you like • To say what you think of different sports • To give reasons for preferences • To talk about a sporting event 	<u>Unit Knowledge: On va faire la fête!</u> <ul style="list-style-type: none"> • To revise forms of transport, places & immediate future plans • To revise descriptions of people & clothes • To revise opinions of food & clothes • To order food in a café
PE	<u>Invasion Games – Netball</u> <ul style="list-style-type: none"> • Know which pass is best to use and when in a game. 	<u>Invasion Games – Rugby</u> <ul style="list-style-type: none"> • Be able to evade and tag opponents. 	<u>Fitness/OAA</u> <ul style="list-style-type: none"> • Follow a simple route on a map • Identify different key features 	<u>Dance</u> <ul style="list-style-type: none"> • Create & perform dances in a variety of styles consistently 	<u>Athletics</u> <ul style="list-style-type: none"> • Investigate running styles and changes of speed. 	<u>Athletics</u> <ul style="list-style-type: none"> • Investigate running styles and changes of speed.

<ul style="list-style-type: none"> • Use a range of square & straight passes to change direction of the ball. • Use landing foot to change direction to lose a defender. • Draw defender away to create space for self or team. • Position body to defend effectively, making successful interceptions. <p><u>Invasion Games – Hockey</u></p> <ul style="list-style-type: none"> • Use speed, changing of direction and Indian dribbling to advance towards team’s goal. • Use a range of passes knowing which one depending on the distance of the pass. • Dribble and change direction by making a square pass (across the pitch) or straight pass 	<ul style="list-style-type: none"> • Running at speed, changing direction at speed. • Play effectively in attack and defence • Score points against opposition • Support player with the ball <p><u>Invasion Games – Basketball</u></p> <ul style="list-style-type: none"> • Know which pass is best to use an when in a competition situation • Use a range of passes accurately to change direction of the ball • Draw a defender away to create space for self or team • Position body to defend effectively, making successful interceptions • Make successful shots on target using the layup technique and set shot • Play full 5 a side games 	<ul style="list-style-type: none"> • Successfully navigate an orienteering map and complete a course in a competitive environment • Adapt to outdoor unfamiliar surroundings • Accept responsibility when working in a team • Understand the importance of warming up and cooling down. • Carry out warm-ups and cool-downs safely and effectively during lessons to peers Identify major muscles and how to stretch them • Understand why exercise is good for health, fitness and wellbeing. • Know ways they can become healthy • Plan and carry out circuit training with peers as well as other various training • Identify different ways of training and 	<ul style="list-style-type: none"> • Be aware of & use musical structure, rhythm & mood & can dance accordingly • Use appropriate criteria & terminology to evaluate performances <p><u>Racket Skills – Badminton</u></p> <ul style="list-style-type: none"> • Use ‘move-hit-recover’ approach within a game showing facing forward on recovery lunging to reach the drop shot. • Show a range of grips. • Use the correct technique when performing various shots • Play and outwit opponents in singles and doubles games. • Serve the shuttlecock accurately making team mates have to move to send it back. 	<ul style="list-style-type: none"> • Practise throwing with power and accuracy. • Throw safely and with understanding. • Demonstrate good running technique in a competitive situation. • Explore different footwork patterns. • Understand which technique is most effective when jumping for • Distance. • Utilise all the skills learned in this unit in a competitive situation. <p><u>Rounders</u></p> <ul style="list-style-type: none"> • Apply consistently rounders rules in conditioned games. • Play small sided games using standard rounders pitch layout. • Use a range of tactics for attacking and defending in role of bowler, batter and fielder. 	<ul style="list-style-type: none"> • Practise throwing with power and accuracy. • Throw safely and with understanding. • Demonstrate good running technique in a competitive situation. • Explore different footwork patterns. • Understand which technique is most effective when jumping for • Distance. • Utilise all the skills learned in this unit in a competitive situation. <p><u>Cricket</u></p> <ul style="list-style-type: none"> • To apply with consistency standard cricket rules in a variety of different styles of games • To attempt a small range of recognised shots in isolation and in competitive scenarios • To use a range of tactics for attacking and defending in role of bowler, batter and fielder
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	<p>(up/down the pitch).</p> <ul style="list-style-type: none"> • Know when to defend and what defence skills could be used. • Seize an opportunity to score, sometimes quite quickly. 		<p>benefits on your body</p> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Select a suitable routine to perform to different audiences, bearing in mind who the audience is. • Transfer sequence above onto suitably arranged apparatus & floor • Perform 6-8 part floor sequence as individual, pair & small group to a piece of music • Demonstrate 3 paired balances in sequence using various skills/actions 	<ul style="list-style-type: none"> • Score games correctly and umpire when not competing. 		
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