



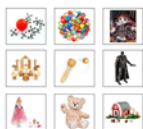









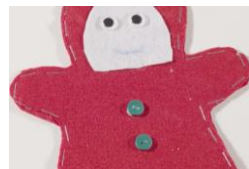










YEAR 1	AUTUMN 1 Mighty Me	AUTUMN 2 Our World	SPRING 1 Wonderful weather	SPRING 2 Toys	SUMMER 1 Explore and Discover	SUMMER 2 Where is Shanghai?
SCIENCE	<p><u>Animals including humans</u></p> <p>Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense</p> 	<p><u>Scientific enquiry</u></p>	<p><u>Everyday Materials (Spring 1)</u></p> <p>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.</p> 		<p><u>Animals including humans</u></p> <p>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)</p>	<p><u>Plants</u></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> 
	<p><u>Seasonal changes:</u> observe seasonal changes across the four seasons; observe and describe weather associated with the seasons and how day length varies</p>					
HISTORY	<p><u>How am I making History? (Autumn 1)</u></p> <p>Look at personal chronology and find out about the past within living memory. Examine photographs and ask questions. Begin to look at a simple timeline extending back to before they were born.</p>		<p><u>How have toys changed? (Spring 2)</u></p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. Learn how teddy bears have changed and ‘interview’ an old teddy bear before</p>		<p><u>How have explorers changed the world? (Summer 1)</u></p> 	



	<p>Study changes in the way of life since their grandparents. Compare childhood now and childhood in the past.</p>		<p>Consider what toys may be like in the future.</p> 		<p>Find out about events and people beyond living memory. Think about explorers and what makes them significant. Create a timeline and investigate which parts of the world they explored. Comparing explorers and discuss ways in which these significant people could be remembered.</p>	
GEOGRAPHY	<p><u>What is it like here? (Autumn 2)</u></p> <p>Locate where they children live an aerial photograph, Recognise features within a local context. Create maps using classroom objects before drawing simple maps of the school grounds. Follow simple routes around the school grounds and carry out an enquiry as to how their playground can be improved.</p> 		<p><u>What is the weather like in the UK? (Spring 1)</u></p> <p>Look at the countries and cities that make up the UK. Keep a daily weather record. Find out more about hot and cold places in the UK.</p> 		<p><u>What is it like in Shanghai? (Summer 2)</u></p> <p>Use a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Compare the human and physical features of Shanghai to features in the local area. Make a simple map using data collected through fieldwork.</p> 	
PHSE	<p><u>Me and my Relationships</u></p> <p>Name a variety of different feelings and explain how these might make me behave.</p>	<p><u>Valuing Difference</u></p> <p>Recognise, value and celebrate difference. Say ways in which people are similar as well as different.</p>	<p><u>Keeping Safe</u></p> <p>Say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).</p>	<p><u>Being My Best</u></p> <p>Name a few different ideas of what I can do if I find something difficult.</p>	<p><u>Growing and Changing</u></p> <p>Identify an adult I can talk to at both home and school if I need help. Tell you some things I can do now</p>	<p><u>Rights and Respect</u></p> <p>Give some examples of how I look after myself and my environment - at school or at home.</p>




	<p>Think of some different ways of dealing with 'not so good' feelings. Know when I need help and who to go to for help. Tell somebody some different classroom rules.</p>	<p>Say why things sometimes seem unfair, even if they are not.</p> 	<p>Give examples of how I keep myself healthy. Say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</p>	<p>Say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</p> 	<p>that I couldn't do when I was a toddler. Tell you what some of my body parts do. Identify parts of the body that are private.</p>	<p>Say some ways that we look after money. Managing money *Enterprise</p> 
ART	<p><u>Drawing: Make your mark</u></p> <p>Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.</p> 	<p><u>Painting and mixed media: Colour splash</u></p> <p>Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.</p>	<p><u>Sculpture and 3D: Paper play</u></p> <p>Creating simple three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.</p> 			






DESIGN TECHNOLOGY	<u>Structures: Constructing a windmill</u> Autumn 2		<u>Textiles: Puppets</u>		<u>Cooking and nutrition: Fruit and vegetables</u>	
	Inspired by the song, 'Mouse in a windmill' design and construct a windmill for a client (mouse) to live in. Explore various types of windmill, how they work and their key features.		Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating.		Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and accompanying packaging.	
						
	<u>Mechanisms: Christmas DT week</u> Explore slider mechanisms and the movement they output, to design, make and evaluate a moving Christmas card from a range of templates.					
COMPUTING	<u>Technology around us</u>	<u>Creating media – Digital painting</u>	<u>Creating media – Digital writing</u>	<u>Data and information – Grouping data</u>	<u>Moving a robot</u>	<u>Introduction to animation</u>
	 Develop their understanding of technology and how it can help us.	Use 2Paint on Purple Mash to develop their understanding of a range of tools used for digital painting.	Use 2Write or 2Publish on Purple Mash to develop their understanding of the various aspects of using a computer to create and manipulate text.	Label, group and search (important aspects of data and information).	 Use BeeBots to explore using individual commands, both with other learners and as part of a computer program.	Use Scratch Jr to explore the way a project looks by investigating sprites and backgrounds.
MUSIC	<u>Hey You!</u> Learn about the differences between	<u>Rhythm in the way we walk.</u>	<u>In The Groove</u> Learn about different styles of	<u>Round and Round</u> All the learning is focused around one	<u>Your Imagination</u> Listen and Appraise the song Your	<u>Reflect, rewind and replay</u>





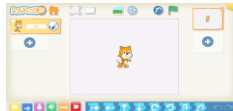
	<p>pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. Sing, play, improvise and compose with this song. Listen and appraise other Old-School Hip Hop tunes.</p>	<p>All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). Listen & appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing</p>	<p>music - Blues, Baroque, Latin, Bhangra, Folk and Funk linked to the song 'In the Groove'</p>	<p>song: Round And Round, a Bossa Nova Latin style. An integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked</p>	<p>Imagination (and other songs about using your imagination). Play instruments, compose new lyrics for the song.</p>	<p>Consolidation unit Revisit songs and musical activities. Look at the 'History of Music' and the beginnings of the Language of Music</p>
<p>R.E.</p>	<p><u>Which books and stories are special?</u></p>  <p>Think about special books and reflect on the meanings or 'morals' in stories, including religious and non-religious tales and fables. Investigate special books and writings for religious believers, in particular the Bible and the Qur'an. Consider why these</p>	<p><u>How do we celebrate special events?</u></p> <p>Think about the ways in which we celebrate special events and how religions mark festival days, e.g. Harvest festival, Eid ul Fitr and Sukkot. Create their own class celebration.</p>	<p><u>What does it mean to belong to a church or a mosque?</u></p> <p>Learn about what it means to belong to a church or mosque. Learn what they might see in a mosque or church building, and what the people do when they go there. Begin to understand that there are differences and similarities between churches and mosques, but that not all churches or</p>	<p><u>How and why do we care for others?</u></p> <p>Learn about what caring means to different pupils and people from different faith backgrounds. Develop skills in reflection and communication and the unit explores themes of self-esteem and empathy.</p> 	<p><u>Who brought messages about God and what did they say?</u></p> <p>Listen to stories from both the Old and New testament. Name some of the early figures in the Old Testament, retelling stories and talking about figures such as Noah, Abraham, Isaac, Jacob and Joseph. Listen to and retell stories about the birth of Jesus from the New testament and think about how Christians believe Jesus is special and call him the 'Son of God'. Make links between the Old Testament Stories and the way Christians behave.</p>	

	are special and how they are respected.		mosques are the same. Learn that churches and mosques are special places for the people who go there.			
P.E. 	<u>Teacher Led PE: Attack/Defend/Shoot</u> Children will practise basic movements, including running, jumping etc, Children will begin to engage in competitive activities. Children will experience opportunities to improve fundamental movement skills. <u>PPA P.E.: Dance</u> Children will respond to a range of stimuli. Children will explore space, direction, levels and speeds. Children will include different body parts within performances.	<u>Teacher Led PE: Hit/Catch/Run (1)</u> Children will be able to hit objects with their hand or a bat. Children will learn to track and retrieve a rolling ball. Children will be able to throw and catch a variety of balls and objects.	<u>Teacher Led PE: Hit/Catch/Run (2)</u> Children will continue to develop sending and receiving skills. Children will begin to learn about the roles of batter /fielder. Children will begin to consider simple tactics. <u>PPA PE: Gymnastics</u> Children will use and link simple gymnastics actions and shapes. Children will apply basic strength to gymnastic actions. Children will begin to carry apparatus safely.	<u>Teacher Led PE: Send/Return (Unit 1)</u> Children will be able to send an object with increased confidence. Children will move towards a moving ball to return it. Children will increase their confidence in both sending and returning a variety of balls.	<u>Teacher Led PE: Run/Jump/Throw (1)</u> Children will begin to link running and jumping movements. Children will learn and refine a range of running styles. Children will develop throwing techniques to throw over longer distances. <u>PPA P.E. Dodgeball/Athletics</u> Children will apply their fundamental movement skills in game play. Children will participate in simple, fun competitions. Children will learn the basic rules of games.	<u>Teacher Led P.E. O.A.A. (Unit 1)</u> Children will follow simple instructions and trails. Children will begin to identify and match simple symbols. Children will work collaboratively.





YEAR 2	AUTUMN 1 Wonderful World	AUTUMN 2 Remember November	SPRING 1 Flying High	SPRING 2 Flying High	SUMMER 1 Castles	SUMMER 2 We're all going on a summer holiday
SCIENCE 2023-2024	<p><u>Animals including humans</u></p> <p>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)</p>	<p><u>Animals including Humans</u></p> <p>Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> 	<p><u>Scientific enquiry linked to previous learning</u></p>		<p><u>Plants</u></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> 	<p><u>Plants</u></p> <p>Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
SCIENCE 2024-2025	<p><u>Animals including Humans</u></p> <p>Notice that animals, including humans, have offspring which grow into adults</p>	<p><u>Scientific enquiry linked to previous learning</u></p>	<p><u>Uses of everyday materials</u></p> <p>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</p>		<p><u>Plants</u></p> <p>Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants</p>	<p><u>All living things and their habitats</u></p> <p>Explore and compare the differences between things that are living, dead, and</p>

	Learn about a significant event beyond living memory		Learn about the individuals who contributed to the history of flight. 		Identify how and why William the Conqueror built castles, including the key features. Investigate what monarchs were like in the past	
GEOGRAPHY	<u>Why is our world wonderful? (Autumn 1)</u> Learn about the world's wonders. Learn the names and locations of the world's oceans. Consider what is unique about the local area. 		<u>Would you prefer to live in a hot or a cold place? (Spring 1)</u> Understand the basic concept of climate zones and mapping out hot and cold places globally. Look at features in the North and South Poles and Kenya. Compare weather and features in the local area. Learn the four compass points. Learn the names and locate the continents of our world.		<u>What is it like to live by the coast? (Summer 2)</u> Name and locate continents and oceans of the world. Revisit countries and cities of the UK and surrounding seas. Learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism. 	
PHSE	<u>Me and my Relationships</u> Explain some ways that I can get help, if I am being bullied and what I can do if someone teases me. Suggest rules that will help to keep us happy and friendly and what will help	<u>Valuing Difference</u> Recognise, value and celebrate difference. Say how I could help myself if I was being left out.	<u>Keeping Safe</u> Give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. Give other examples of touches that are ok or not ok (even if they haven't	<u>Being My Best</u> Name different parts of the body that are inside me and help to turn food into energy.	<u>Growing and Changing</u> Identify different stages of growth (e.g. baby, toddler, child, teenager, adult). Explain who helps us grow (people who look after us) and what things I can now do myself	<u>Rights and Respect</u> Cooperation and self-regulation. Give examples of when I've used some of these ideas to help me when I am not settled. Managing money

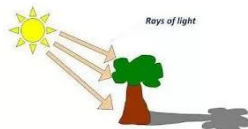
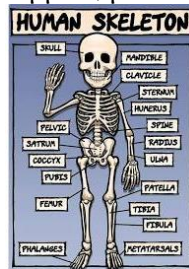
	<p>me keep to these rules. Discuss some classroom rules we have made together. Give lots of ideas about being what makes a good friend and also explain how to be a good friend. Most of the time I can express my feelings in a safe, controlled way.</p>	<p>Give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.</p>  <p>Identify people who are special to me.</p>	<p>happened to me) and I can identify a safe person to tell if I felt 'not OK' about something. Explain that medicines can be helpful or harmful, and say some examples of how they can be used safely</p>	<p>Know what I need to get energy. Know what I need to get energy. Know what I need to do to stay healthy.</p>  <p>Explain how setting a goal or goals will help me to achieve what I want to be able to do. Growth mindset.</p>	<p>that I couldn't when I was younger. Give examples of how it feels when you have to say goodbye to someone or something (e.g. move house). Understand that there are unsafe secrets and secrets that are nice surprises. Identify which parts of the human body are private. Explain that a person's genitals help them to make babies when they are grown up.</p>	<p>*Enterprise*</p> 
ART	<p><u>Drawing: Tell a story</u></p> <p>Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.</p>	<p><u>Painting and mixed media: Life in colour</u></p> <p>Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.</p> 	<p><u>Sculpture and 3D: Clay houses</u></p> <p>Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.</p> 			

DESIGN TECHNOLOGY	<u>Cooking and Nutrition: A Balanced Diet</u> Name the main food groups and identify foods that belong to each group, describe the taste, texture and smell of a given food, construct a wrap that combines flavours, meets the design brief and their plan. 		<u>Structures: Baby Bear's chair</u> Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use.		<u>Mechanisms: Make a castle with a moving drawbridge</u> Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving drawbridge. 	
	<u>Textiles: Christmas DT week: Pouches</u> 					
COMPUTING	<u>IT around us</u> Look at information technology at school and beyond, in settings such as shops, hospitals, and libraries.	<u>Creating media – Digital photography</u> Learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos.	<u>Creating media – Making music</u>  Use ChromeMusicLab on a computer to create music. Listen to a variety of pieces of music and consider how music can makes you think and feel.	<u>Data and information – Pictograms</u> Learners will use the J2Data website resources to begin to understand what data means and how this can be collected in the form of a tally chart.	<u>Robot algorithms</u> Use instructions in sequences and use logical reasoning to predict outcomes. Use BeeBots to give commands in different orders to investigate how the order affects the outcome.	<u>An introduction to quizzes</u>  Recaps learning from the Year 1 ScratchJr unit 'Programming B – Programming animations'.
	<u>MUSIC</u>	<u>Hands, Feet, Heart</u> A song written for children to celebrate	<u>Ho Ho Ho</u> Learning is focused around one song: Ho Ho Ho - a	<u>I Wanna Play In A Band</u>	<u>Zootime</u> A Reggae Song for children.	<u>Friendship Song</u> Listen and Appraise the Friendship Song and other songs




	<p>and learn about South African Music. The learning is focused around one song: Hands, Feet, Heart.</p> <p>Explore the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p>Sing, play, improvise and compose with this song.</p> <p>Listen and appraise different styles of South African music.</p>	<p>Christmas song. Listen & appraise other styles of music.</p> <p>Continue to embed the interrelated dimensions of music through games, singing and playing.</p>	<p>A Rock song written especially for children.</p> <p>Learn about singing and playing together in an ensemble.</p> <p>Sing, play, improvise and compose with this song.</p> <p>Listen and appraise classic Rock songs.</p>	<p>The learning is focused around one song: Zootime.</p> <p>An integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>about friendship.</p> <p>Play instruments over the song and improvise singing.</p>	<p>Consolidation unit</p> <p>Revisit songs and musical activities.</p> <p>Look at the 'History of Music' and the beginnings of the Language of Music</p>
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<p>R.E.</p>	<p><u>How is new life welcomed?</u></p>  <p>Learn how babies are welcomed into families. Think about how it is important to welcome people and especially new babies. Study initiation rites including infant baptism and the aqiqah and be aware that there are other rituals and ceremonies as well, including non-religious ceremonies. Think about promise and compare the different ways in which people welcoming new life.</p>	<p><u>How can we look after the planet?</u></p> <p>Learn about different beliefs on the origins of the world. Consider the ways in which religious and non-religious individuals and organisations show care and concern for the planet. Develop children's understanding of all people as belonging to groups and sharing a group identity, which may be expressed through actions and beliefs.</p>  <p>Learn about their environment and how to care for it.</p>	<p><u>What did Jesus teach and how did he live?</u></p>  <p>Learn the life and teachings of Jesus by exploring and responding to questions. Consider what is a 'calling' and what was Jesus' special role. Focus on how beliefs affect how Christians live their lives, which Christians may explain to children in terms of the command to 'love one another'. Through play, storytelling, simple drama, art and craft, speaking and listening activities, think about some stories of Jesus and suggest meanings for the stories. Reflect on the importance of Jesus' teachings for Christians today. By learning about some stories of Jesus, and particularly about how Jesus healed and cared for people, explore how Jesus lived and how he wanted others to live.</p>	<p><u>How and why do people pray?</u></p> <p>An introduction to how Christians and Muslim pray. Children should develop an understanding of the importance of prayer to those who belong to that religion.</p> 	<p><u>How can we make good choices?</u></p> <p>Explore how people always face moral choices, starting with a what makes a happy classroom, and why rules are important. Study moral codes from Christianity, Judaism and Islam including the Ten Commandments and the Five Pillars. Look at non-religious stories and consider what makes the best rules for life?</p>
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<p>P.E.</p>	<p><u>Teacher Led PE: Attack/Defend/Shoot</u></p> <p>Children will send and receive a ball using their feet. Children will refine ways to control their body and a range of equipment. Children will recall and being to link a combination of skills e.g. dribbling and passing.</p>	<p><u>Teacher Led PE: Hit/Catch/Run (1)</u></p> <p>Children will develop hitting skills with a variety of bats. Children will practice feeding/bowling skills. Children will hit and run to score points in games; beginning to work collaboratively.</p> <p><u>PPA PE: Dance</u></p> <p>Children will describe and explain how performers can transition from shapes and balances. Children will challenge themselves to move imaginatively in response to music. Children will work as part of a group to create and perform collaboratively.</p>	<p><u>Teacher Led PE: Hit/Catch/Run (2)</u></p> <p>Children will continue to work on developing ways to score in different game play.</p>	<p><u>Teacher Led PE: Send/Return (1)</u></p> <p>Children will be able to track the path of a ball over a net. Children will begin to hit and return a ball with some consistency. Children will play modified net/wall games including throwing, catching and sending over a net.</p> <p><u>PPA PE: Gymnastics</u></p> <p>Children will describe and explain how performers can transition and link elements. Children will perform basic actions with control at different speeds and levels. Children will develop flexibility in a range of shapes and balances.</p>	<p><u>Teacher Led PE: Run/Jump/Throw</u></p> <p>Children will throw and handle a variety of objects. Children will develop power, agility, coordination, balance. Children will negotiate obstacles showing increased control.</p>	<p><u>Teacher Led P.E. O.A.A</u></p> <p>Children will work as a team to give/follow instructions. Children will solve problems collaboratively. Children will use a key to identify objects/symbols.</p> <p><u>PPA P.E. Dodgeball/Athletics</u></p> <p>Children will continue to build on their learnt skills in game play. Children will use a ball with accuracy and be involved in tactical play. Children will develop their collaborative and team playing skills.</p>
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YEAR 3	AUTUMN 1 Sticks and Stones	AUTUMN 2 Travellers and Settlers	SPRING 1 Celts and Romans	SPRING 2 Earthquakes and Volcanoes	SUMMER 1 Explorers and Adventurers	SUMMER 2 Pyramids and Pharaohs
SCIENCE	<u>Rocks & Soils</u> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter	<u>Light & Shadow</u> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows change. 	<u>Forces & Magnets</u> Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and	<u>Animals inc humans</u> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.  <u>Scientific enquiry linked to previous learning</u>	<u>How does your garden grow? (Plants)</u> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	

Scientific enquiry linked to previous learning

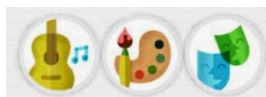
			identify some magnetic materials.		
HISTORY	<p><u>British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age? (Autumn 1)</u></p> <p><i>NC: changes in Britain from the Stone Age to the Iron Age</i> Look at the chronology of mankind, in Britain’s story. The role of the archaeologist and how artefacts help us to understand pre-history Use archaeological evidence to find out the difference between the stone, bronze and iron ages and where they fit in History.</p> 	<p><u>British history 2: Why did the Romans settle in Britain? (Spring 1)</u></p> <p><i>NC: the Roman Empire and its impact on Britain</i> Investigating why the Romans invaded Britain and the reaction of the Celts Understand why the Roman army was so successful. Learn how the Romans changed life in Britain.</p> 	<p><u>What did the ancient Egyptians believe? (Summer 2)</u></p> <p><i>NC: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one.</i></p> <p>Find out about Egyptian belief. Make inferences about beliefs about the afterlife using primary sources. Investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings.</p> 		
GEOGRAPHY	<p><u>Are all settlements the same? (Autumn 2)</u></p> <p>Explore different types of settlements, land use, and the difference between urban and rural. Describe the different human and physical features in their local area. Make land use comparisons with New Delhi.</p>	<p><u>Why do people live near volcanoes? (Spring 2)</u></p> <p>Learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. Study the formation and distribution of mountains, volcanoes and earthquakes. Use Mount Etna to identify how human interaction shapes a volcanic landscape.</p>	<p><u>Who lives in Antarctica? (Summer 1)</u></p> <p>Learn about how latitude and longitude link to climate and the physical and human features of polar regions. Study with links to the explorer, Shackleton.</p>		

						
PHSE	<p><u>Me and my Relationships</u></p> <p>Identify people who they have a special relationship</p>  <p>with. To usually accept the views of others and understand that we don't always agree with each other. Give lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.</p>	<p><u>Valuing Difference</u></p> <p>Recognise and respect diversity. Give examples of different community groups and what is good about having different groups. Talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p>	<p><u>Keeping Safe</u></p> <p>Say what I could do to make a situation less risky or not risky at all. Say why medicines can be helpful or</p>  <p>harmful. Tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.</p>	<p><u>Being My Best</u></p> <p>Give a few examples of things that I can take responsibility for in relation to my health and give an example of something that I've done which shows this. Explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</p>	<p><u>Growing and Changing</u></p> <p>Name a few things that make a positive relationship and some things that make a negative relationship. Tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away. Identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.</p>	<p><u>Rights and Respect</u></p> <p>Say some ways of checking whether something is a fact or just an opinion. Say how I can help the people who help me, and how I can do this. I can give an example of this. Managing money. *Enterprise*</p> 







ART	<p><u>Painting and mixed media: Prehistoric painting</u></p> <p>Discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces.</p> 	<p><u>Drawing: Growing artists</u></p> <p>Developing an understanding of shading and drawing techniques to create botanical inspired drawings.</p> 	<p><u>Sculpture and 3D: Abstract shape and space</u></p> <p>Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro.</p> 
DESIGN TECHNOLOGY	<p><u>Cooking and nutrition: Eating seasonally</u></p> <p>Learn about various fruits and vegetables, and when, where and why they are grown in different seasons. Discover the relationship between colour and health benefits.</p>  <p><u>Textiles: Christmas DT week - Mini cushions</u></p> 	<p><u>Structures: Constructing a castle (Roman Fort)</u></p> <p>Identify and learn about the key features of a Roman fort, before designing and making a recycled-material Roman fort.</p>  <p><u>Electrical systems: Electric poster</u></p> <p>Introduction to various forms of 'Information design' Develop an electric museum display based on the Romans.</p>	<p><u>Mechanical systems: pneumatic toys</u></p> <p>Explore pneumatic systems, then apply this understanding to design and make a pneumatic toy.</p> 

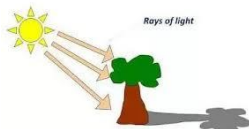
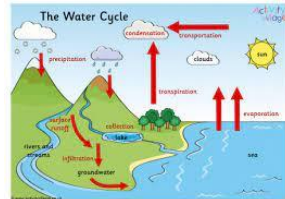
COMPUTING	<u>Connecting computers</u> Develop understanding of digital devices, with an initial focus on inputs, processes, and outputs. Compare digital and non-digital devices.	<u>Creating media – Animation</u>  Use a range of techniques to create a stop frame animation using iMotion on the school iPads .	<u>Creating media – Desktop publishing</u> Become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages.	<u>Branching databases</u> Use the J2Data website and its resources to develop an understanding of what a branching database is and how to create one.	<u>Sequence in music</u>  Explore the concept of sequencing in programming through Scratch . It begins with an introduction to the programming environment, which will be new to most learners.	<u>Events and actions</u> Explore the links between events and actions, while consolidating prior learning relating to sequencing. Begin by using Scratch moving a sprite in four directions (up, down, left, and right).
MUSIC	<u>Let Your Spirit Fly.</u> All the learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	<u>Glockenspiel Stage 1.</u> Introduction to learning about the language of music through playing the glockenspiel. Explore and develop playing skills through the glockenspiel or the recorder.	<u>Three Little Birds.</u> An integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, listen and appraise other Reggae songs.	<u>Dragon Song</u> A song about kindness, respect, friendship, acceptance and happiness. Listen and appraise folk songs from around the world as well as singing and performing.	<u>Bringing us Together.</u> A disco song about friendship, peace, hope and unity. Sing and improvise, as well as explore dimensions of music such as pulse, rhythm and pitch. Listen to and appraise other well-known disco songs.	<u>Reflect, rewind and replay.</u> Consolidation unit Revisit songs and musical activities. Look at the ‘History of Music’ and the beginnings of the Language of Music

<p>R.E.</p>	<p><u>How do Jews remember God's covenant with Abraham and Moses?</u></p> <p>Learn what it is like to be Jewish and explore Jewish beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about Moses as a key leader in the Jewish tradition; about the Torah as sacred text; about the great festivals of Pesach, and the weekly celebration of Shabbat, illustrating how Jewish people try to live. Explore religious artefacts and texts and build their enquiry skills, asking and reflecting on a range of questions.</p>	<p><u>How do people express spirituality?</u></p> <p>Explore creative ways in which spirituality may be demonstrated. Experiment with a range of creative arts as they explore how religious communities and individuals express beliefs and emotions. This unit includes music, visual arts and dance.</p>	<p><u>What do Christians believe about a good life?</u></p> <p>Learn about the importance of the Bible for Christians – what it is and how it helps Christians to live their lives. Explore Jesus' teachings about rules and behaviour in relation to a variety of Bible stories and parables. Reflect on the influence of Bible stories on individuals and communities. Think about what it means to lead a good life.</p>	<p><u>What do creation stories tell us about our world?</u></p> <p>Explore a range of creation stories from Christianity, Judaism, Islam and Sikhism. Consider how these stories have impacted upon the faiths in the past, and how relevant they are today. Compare and contrast the different creation stories.</p>	<p><u>Who can inspire us?</u></p> <p>Explore the concept of leadership and will be an introduction to Jesus, The Prophet Muhammad and Moses as important leaders for Christians, Muslims and Jews. Learn about the specific characteristics of specific leaders, why they are inspirational and how they taught key elements of the faith through stories. Study a modern-day leader, analysing the impact they have had on society.</p>
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<p>P.E.</p>	<p><u>Teacher Led P.E. Dodgeball (Twinkl)</u></p> <p>Children will focus on attacking and defending skills. Children will learn different methods and techniques specific to game play. Children will be able to discuss the rules of dodgeball and compete in competitive play.</p>	<p><u>PPA PE: Dance</u></p> <p>Children will practise and put together a performance. Children will perform using facial expressions. Children will include a prop in performance.</p> <p><u>PPA PE: Tag Rugby</u></p> <p>Children will handle a rugby ball with confidence. Children will evade attackers using footwork and body control. Children will link skills to perform as a team within the basic game principles.</p>	<p><u>Teacher Led PE: Netball</u></p> <p>Children will perform basic netball skills: passing/catching using recognised throws. Children will learn to attack/defend using speed and agility. Children will learn and implement the basic rules of netball.</p>	<p><u>Teacher Led PE: Tennis</u></p> <p>Children will identify and describe some rules of tennis. Children will learn forehand hitting, developing accuracy. Children will begin to “rally”, working cooperatively with a partner.</p>	<p><u>PPA PE: Gymnastics</u></p> <p>Children will modify actions using different pathways, directions and shapes. Children will relate strength and flexibility to actions. Children will begin to use basic compositional ideas; reflect and improve.</p> <p><u>PPA PE: Cricket</u></p> <p>Children will develop a range of skills in striking/fielding. Children will use skills in isolation and in competition. Children will be able to strike a bowled ball with accuracy.</p>	<p><u>Teacher Led PE: Athletics (x3)</u></p> <p>Children will control movement in response to instructions. Children will demonstrate agility and speed. Children will jump for height and distance. Children will throw with speed and power and apply appropriate force.</p> <p><u>OAA (x3)</u></p> <p>Children will work with others to solve problems. Children will use different strategies to solve problems. Children will both lead others and be led. Children will know the difference between competitive and collaborative activities.</p>
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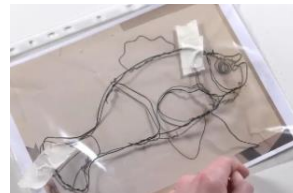




<p>MFL</p> <p>Niveau Bleu</p>	<p>Meet <i>Nounours</i>, Albert.</p>  <p>Learn greetings and classroom instructions. Learn numbers 1-3. Look at map of France and introduce children to place names in Paris.</p> 	<p>Practise greetings and classroom greetings. Learn numbers 0,4,5 and 6. Look at map of the UK. Introduce the</p> <p><i>le Royaume-Uni</i></p>  <p>countries and capital cities in the UK. Revise use of capital letters. Introduce concept of a bilingual dictionary.</p>	<p>Learn new classroom instructions. Learn numbers 7-10. Look at use of capital letters for names of landmarks/monuments. Learn the conjunction 'ou'</p>  <p><i>le Sacré-Cœur</i></p>	<p>Learn the names of Paris landmarks.</p> <p>Sentence Building</p> <p>Look at the adverb 'à' and the verb 'il y a' so that children can learn how to say, read and write a simple sentence...</p> <p><i>À Paris, il y a le Centre Pompidou</i></p> 	<p>Learn the names of different places in a town (common and proper nouns). Learn to say how old they are. (Introduce idea that in French, we say 'What age do you have?' using the verb avoir). Introduce 'circumflex' accent above 'â' in âge. Learn to say where they live.</p>	<p>Learn names of places in London. Recall vocabulary from pictures and practise reading aloud by listening to a model.</p>  <p>Introduce acute accent é. Give spoken and written descriptions of a place.</p>
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YEAR 4	AUTUMN 1 Exploring the Rainforest	AUTUMN 2 Children through the Ages	SPRING 1 Settlement	SPRING 2 Invaders and Settlers	SUMMER 1 Food Glorious Food	SUMMER 2 The Vikings
SCIENCE 2023-2024	<p><u>How does your garden grow? (Plants)</u></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed</p>	<p><u>Light & Shadow</u></p> <p>Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows change.</p> 	<p><u>Forces & Magnets</u></p> <p>Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. 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.</p>	<p><u>Sound</u></p> <p>Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p><u>States of Matter</u></p> <p>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.</p>  <p><u>Scientific enquiry linked to previous learning</u></p>	




	formation and seed dispersal.				
SCIENCE 2024-2025	<p><u>Living Things and their Habitats</u></p> <p>Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><u>Animals including Humans</u></p> <p>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, identifying producers, predators and prey.</p>	<p><u>Electricity</u></p> <p>Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p><u>Sound</u></p> <p>Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p><u>States of Matter</u></p> <p>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.</p> <div data-bbox="1532 711 1816 914" data-label="Diagram"> <p>The diagram illustrates the water cycle with various processes labeled: evaporation (from the sea), transpiration (from trees), condensation (forming clouds), precipitation (as rain or snow), and runoff (into rivers and oceans or as groundwater). The sun is shown driving the process.</p> </div> <p><u>Scientific enquiry linked to previous learning</u></p>

HISTORY	<p><u>How have children's lives changed? (Autumn 2)</u></p> <p>Investigate the changes in children's lives through time. Children learn how children's spare time, health and work have changed. Explore the most crucial change – work – in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact.</p> 	<p><u>British history 3: How hard was it to invade and settle in Britain? (Spring 2)</u></p> <p><i>NC: Britain's settlement by Anglo-Saxons and Scots</i></p> <p>Develop an understanding of why people invaded and settled. Learn about Anglo-Saxon beliefs and the spread of Christianity. Assess the contribution of the Anglo-Saxons to modern Britain.</p> 	<p><u>Were the Vikings raiders, traders or settlers? (Summer 2)</u> <i>(builds on the chronology of settlements in Britain)</i></p>  <p>Investigate whether the Vikings were raiders, traders or settlers. Explore why, when and how they came to Britain. Understand the consequences of the Anglo-Saxon and Viking struggle for Britain. Investigate Viking life. Extract and interpret information from sources.</p>
GEOGRAPHY	<p><u>Why are rainforests important to us? (Autumn 1)</u></p> <p>Develop an understanding of biomes, ecosystems and tropics. Map features of the Amazon rainforest and learn about its layers Investigate how communities in Manaus use the Amazon's resources. Discuss the global human impact on the Amazon Carry out fieldwork to compare and contrast two types of forest.</p> 	<p><u>2023-2024</u> <u>Are all settlements the same? (Spring 1)</u></p> <p>Explore different types of settlements, land use, and the difference between urban and rural. Describe the different human and physical features in their local area. Make land use comparisons with New Delhi.</p>  <p><u>2024-2025</u> <u>What are rivers and how are they used?</u></p> <p>Learn about rivers and their place in the water cycle.</p>	<p><u>Where does our food come from? (Summer 1)</u></p> <p>Look at the distribution of the world's biomes. Map food imports from around the world. Learning about trading fairly, Focusing on Côte d'Ivoire and cocoa beans. Exploring where the food for the children's school dinners comes from. Write a balanced argument of 'local versus global'.</p>








			Name and locate the world's major rivers. Understand how rivers are used.			
PHSE	<u>Me and my Relationships</u> Explain what we mean by a 'positive, healthy relationship'. Give a lot of examples of how I can tell a person is feeling worried just by their body language. Say what I could do if someone was upsetting me or if I was being bullied. Explain what being 'assertive' means and give a few examples of ways of being assertive.	<u>Valuing Difference</u> Say a lot of ways that people are different, including religious or cultural differences.  Explain why it's important to challenge stereotypes that might be applied to me or others.	<u>Keeping Safe</u> Give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. Say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. Give examples of positive and negative influences, including things that could influence me when I am making decisions.	<u>Being My Best</u> Give a few examples of different things that I do already that help to me keep healthy. Give different examples of some of the things that I do already to help look after my environment. 	<u>Growing and Changing</u> Label some parts of the body that only boys have and only girls have. List some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). Explain why some people get married. 	<u>Rights and Respect</u> Explain how a 'bystander' can have a positive effect on negative behaviour they witness by working together to stop or change that behaviour. Explain how reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. Discuss decisions and choices about spending money. Managing money *Enterprise*
ART	<u>Drawing: Power prints</u>		<u>Painting and mixed media: Light and dark</u>		<u>Sculpture and 3D: Mega materials</u>	



	<p>Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.</p> 		<p>Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.</p> 		<p>Exploring how different materials can be shaped and joined and learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp, children create their own sculptures.</p> 	
DESIGN TECHNOLOGY	<p><u>Structure: Pavilions</u></p> <p>Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion.</p> 		<p><u>Mechanical systems: Making a slingshot car</u></p> <p>Using a range of materials, design and make a car with a working slingshot mechanism and house the mechanism using a range of nets.</p> 		<p><u>Cooking and Nutrition: Adapting a Recipe</u></p> <p>Work in groups to adapt an existing biscuit recipe, whilst considering the cost of the ingredients and other expenses against a set budget.</p> 	
	<p><u>Textiles: Christmas DT week – Fastenings</u></p> <p>Sew an envelope shaped purse or wallet</p>	<p><u>The Internet</u></p> <p>Apply knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure.</p>	<p><u>Creating media – Audio editing</u></p> <p>Examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones).</p>	<p><u>Creating media – Photo editing</u></p>  <p>Develop an understanding of how digital images can be changed and edited using Pinta, and how they can</p>	<p><u>Data and info – Data logging</u></p> <p>Consider how and why data is collected over time. Consider the senses humans use to experience the environment and how computers can use special input devices called sensors</p>	<p><u>Repetition in shapes</u></p> <p>Use repetition and loops within programming. Create programs by planning, modifying, and testing commands to create shapes and patterns.</p>







			then be resaved and reused.	to monitor the environment.		
MUSIC	<p><u>Stop!</u></p> <p>All the learning is focused around one song: Stop! - a rap/song about bullying. Learn about the interrelated dimensions of music through games, singing and composing</p>	<p><u>Glockenspiel Stage 2.</u></p> <p>Introduction to the learning about the language of music through playing the glockenspiel. Explore and develop playing skills through the glockenspiel.</p>	<p><u>Mamma Mia.</u></p> <p>Learning in this unit is focused around this one song. Musical Activities – explore the interrelated dimensions of music through:</p> <ul style="list-style-type: none"> a. Warm Up Games b. Flexible Games c. Learn to Sing the Song d. Play Instruments and improvise with the Song. 	<p><u>Lean On Me.</u></p> <p>Learning is focused around one song: Lean On Me. Integrated approach to music where games the dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	<p><u>Blackbird</u></p> <p>Listen to and learn about this song and others by The Beatles. Musical Activities - build on knowledge and understanding about the interrelated dimensions of music through warm-up games (including vocal warm-ups). Learn to Sing the Song, play instruments with the song and perform.</p>	<p><u>Reflect, Rewind and Replay</u></p> <p>Consolidation unit Revisit songs and musical activities. Look at the ‘History of Music’ and the beginnings of the Language of Music</p>




R.E.	<p><u>How are important events remembered in ceremonies?</u></p>  <p>Explore festivals of light from Judaism, Sikhism, Hinduism, Paganism, Chinese New Year and Ancient Civilisations. Consider how some festivals use light as a representation of hope, joy, remembrance and reflection.</p>	<p><u>What faiths are shared in our community?</u></p> <p>Learn about different places of worship in the local and wider community and their significance to believers. This unit will be enriched by visits to different places of worship where possible, or alternatively, visits from members of faith communities who will come into school to discuss what happens in their place of worship and why it is important to them.</p>	<p><u>How do the five pillars of Islam guide Muslims through life?</u></p> <p>Learn about Muslim beliefs and practices, including the belief in Allah and the importance of the Prophet Muhammad. Develop learning about the Five Pillars of Islam as a way of focusing on key beliefs for Muslims. Learn about some key teachings and consider how these affect the values and lives of believers. Learn specific religious language related to Islam.</p> 		<p><u>Why are Gurus at the heart of Sikh belief and practice?</u></p>  <p>Explore the concept of 'guru' in Sikhism as an introduction to Sikh religious belief and practice. Link the significance of Sikh scripture, the Guru Granth Sahib, to ten Sikh gurus. Explore the concept of 'guru' as a religious teacher before introducing Guru Nanak, focussing specifically on his experience of God and subsequent teachings about God and social justice. Look at the idea of Guru succession, which Guru Nanak instigated at the end of his life. Examines the creation, treatment, role and significance of the Guru Granth Sahib – the Sikh holy book.</p>	
P.E.	<p><u>Teacher Led P.E: (4 YEW) Hockey</u></p> <p>Children will perform basic hockey skills. Children will increase their speed and endurance in game play. Children will develop tactics and</p>	<p><u>Teacher Led PE: Basketball</u></p> <p>Children will demonstrate basic skills such as dribbling, throwing, and shooting with increased confidence. Children will develop a range of ball handling skills.</p>	<p><u>Teacher Led P.E:(4 ROW) Tag Rugby</u></p> <p>Children will perform basic tag rugby skills. Children will increase speed and endurance in game play. Children will implement rules and develop tactics in</p>	<p><u>Teacher Led P.E (4 YEW) Badminton</u></p> <p>Children use forehand & backhand shots. Children explore and use different badminton skills. Children will practice some trick shots in isolation.</p>	<p><u>Teacher Led PE: Athletics (x3)</u></p> <p>Children will investigate different ways of completing running, jumping and throwing activities. Children will measure, time and compare runs, jumps and throws.</p>	<p><u>Teacher Led PE (4 ROWAN) Cricket</u></p> <p>Children will apply a range of cricket skills. Children will choose and use a range of simple tactics. Children will consolidate and</p>

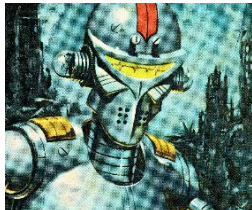





	<p>apply them in competitive situations.</p> <p>PPA P.E.: (4 ROWAN) <u>Hockey</u></p> <p>See above.</p> <p>PPA PE: (4 ROWAN) <u>Dance</u></p> <p>Children will work to include freeze frames in routines.</p> <p>Children will practise and perform a variety of different formations in dance.</p> <p>Children will sequence actions to show “flow”.</p>	<p>Children will use footwork rules in a game situation and explore basic marking skills.</p>	<p>competitive situations.</p> <p>PPA P.E. (4 YEW) <u>Tag Rugby</u></p> <p>See above</p> <p>PPA P.E.: (4 YEW) <u>Dance</u></p> <p>Children will work to include freeze frames in routines.</p> <p>Children will practise and perform a variety of different formations in dance.</p> <p>Children will sequence actions to show “flow”.</p>	<p>PPA P.E. (4 ROWAN) <u>Badminton</u></p> <p>See above</p> <p>PPA PE: (4 ROWAN) <u>Gymnastics</u></p> <p>Children will become increasingly competent in performing skills.</p> <p>Children will use compositional ideas and sequences.</p> <p>Children will perform in time with a partner and group.</p>	<p><u>OAA (x3)</u></p> <p>Children will work well in a group with defined and understood roles.</p> <p>Children will plan and refine strategies to solve problems.</p> <p>Children will identify the relevance of and use maps, compass, and symbols.</p> <p>Children will identify what they do well and suggest what they could do to improve.</p>	<p>apply existing skills with consistency.</p> <p>PPA P.E. (4 YEW) <u>Cricket</u></p> <p>See above</p> <p>PPA PE: (4 YEW) <u>Gymnastics</u></p> <p>Children will become increasingly competent in performing skills.</p> <p>Children will use compositional ideas and sequences.</p> <p>Children will perform in time with a partner and group.</p>
MFL Niveau Blanc	<p>Teach silent consonant ‘s’ in Paris.</p> <p>Learn new vocabulary: <i>Bonjour, Au revoir, madame, monsieur,</i></p>	<p>Teach the exception to the rule with silent final consonant – ‘ours’.</p> <p>Learn new masculine animal names and</p>	<p>Introduce feminine animal nouns.</p> <p>Explain that, in French, all nouns have a gender.</p>	<p>Grammar focus – learn adverbial phrases of place: <i>dans la mer, dans les bois.</i></p> <p>Discuss French homophones <i>la mère/la mer.</i></p>	<p>Learn questions words and answers. Where is...? What is your favourite animal? Do you like...?</p>	<p>Learn new vocabulary that you might find in a garden. Learn about possessive adjectives and gender:</p>

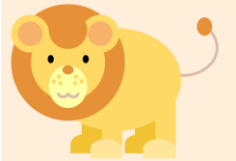
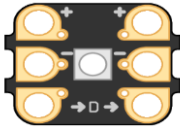
	<p><i>nounours</i>. Learn to say your name and ask 'What is your name'.</p> <p>Learn more classroom phrases</p> <p>Revise numbers 0-10 and learn 11 and 12.</p> <p>Learn masculine animal names (nouns) and the indefinite article 'un' plus the conjunction 'ou'.</p> <p>un poisson</p> 	<p>the colours bleu, rouge, jeune et vert.</p> <p>Learn to ask 'What is there in the garden?'.</p> <p><i>Dans le jardin, il y a un escargot et un ours.</i></p> <p>Look at pictures of gardens in Paris.</p> <p>les Jardins du Trocadéro</p> 	<p>une abeille une souris</p>   <p>Revise nouns and pronouns. Introduce the term 'cognate' – a word in one language related to the origin of a word in another i.e. <i>parc</i> or <i>café</i>.</p> <p>Practise using a speaking frame and a writing frame to help create sentences with correct syntax.</p>	<p>Introduce feminine place names in Paris.</p> <p>la Place de la Concorde</p> 	<p>Revise grammatical terms: verbs, nouns (incl. plural form), pronouns, negative adverbs (<i>je n'aime pas...</i>) and elision – the omission of a sound or syllable when speaking (<i>c'est</i>).</p> <p>Learn more place names in Paris – (le, la and l').</p> <p>L'île de la Cité</p> 	<p><i>my = mon, ma, mes;</i> <i>your = ton, ta, tes.</i></p> <p>Understand the negative adverb and indefinite article rule: il n'y a pas de chaises or il n'y a pas d'arbres (elision when the noun starts with a vowel).</p> <p>Use a speaking frame to ask: What is there in the garden? And to answer: In the garden, there is or there is not..... Use the conjunction 'et' in their sentences.</p> 
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YEAR 5	AUTUMN 1 Terrific Tudors	AUTUMN 2 Space Explorers	SPRING 1 Great Greeks	SPRING 2 Water World	SUMMER 1 Victorian Ilkley	SUMMER 2 Hostile Earth?
SCIENCE	<p><u>Forces</u></p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> 	<p><u>Earth and Space</u></p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p><u>Living Things and their Habitats</u></p> <p>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.</p> 	<p><u>Animals, including Humans</u></p> <p>Describe the changes as humans develop to old age.</p> <p><u>Scientific enquiry linked to previous learning</u></p>	<p><u>Materials - Properties and changes</u></p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes 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.</p>	
HISTORY	<p><u>British history 5: What was life like in Tudor England? (Autumn 1)</u></p> <p><i>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>		<p><u>What did the Greeks ever do for us? (Spring 1)</u></p> <p><i>NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p>		<p><u>What does the census tell us about our local area? (Summer 1)</u></p> <p><i>NC: a local history study Victorians</i> Investigate local history during the Victorian period</p>	

	 <p>Comparing Henry VIII and Elizabeth I. Learn about the changing nature of monarchy. Examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor. Children learn what life was like for people in Tudor times.</p>	<p>Investigate the city-states of Athens and Sparta and identify similarities and differences between them. Learning about democracy. Identify the achievements of Ancient Greek philosophers. Assess the legacy of the Ancient Greeks.</p> 	<p>Carry out an enquiry using census and factory records. Learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events. Plan their own historical enquiry, they research a local family or street.</p> 
GEOGRAPHY	<p><u>What is life like in the Alps? (Autumn 2)</u></p> <p>Consider the climate of mountain ranges and why people choose to visit the Alps. Focus on Innsbruck and looking at the human and physical features that attract tourists Investigate tourism in the local area. Map recreational land use Present findings to compare the Alps to their own locality.</p> 	<p><u>Why Do Oceans Matter? (Spring 2)</u></p> <p>Explore the importance of our oceans. Look at how they have changed over time. Focus on the Great Barrier Reef, specifically addressing climate change and pollution.</p> 	<p><u>Would you like to live in the desert? (Summer 2)</u></p> <p>Investigate hot desert biomes. Learn about the physical features of a desert. Understand how humans interact with this environment.</p> 

PHSE	<p><u>Me and my Relationships</u></p> <div></div> <p>Give a range of examples of our emotional needs and explain why they are important. Explain why these qualities are important. Give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p>	<p><u>Valuing Difference</u></p> <p>Give examples of different faiths and cultures and positive things about having these differences. Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. Recognise that some people can get bullied because of the way they express their gender.</p>	<p><u>Keeping Safe</u></p> <p>Give examples of things that might influence a person to take risks online. I can explain that I have a choice. Understand the norms of drug use (cigarette and alcohol) Say an approximate</p> <div></div> <p>percentage of people aged 11-15 years old that smoke in the UK and I can give reasons why some people think it's a lot more than this. Describe some of the health risks caused by vaping and that there are potential health risks of vaping that are not yet fully known. Online safety.</p>	<p><u>Being My Best</u></p> <p>Give an example of when I have had increased independence and how that has also helped me to show responsibility. Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. Learn the basics of first-aid, for example dealing with common injuries, including head injuries.</p>	<p><u>Growing and Changing</u></p> <p>Explain what resilience is and how it can be developed. List ways that I can prepare for changes (e.g. to get the facts, talk to someone). Identify when I need help and can identify trusted adults in my life who can help me. Recap the changes that children go through during puberty.</p>	<p><u>Rights and Respect</u></p> <p>Give examples of some of the rights and related responsibilities I have as I grow older, at home and school. Give a few different examples of things that I am responsible for to keep myself healthy. Explain that local councils have to make decisions about how money is</p> <div></div> <p>spent on things we need in the community. Give examples of some of the things they have to allocate money for. *Enterprise*</p>
ART	<p><u>Drawing: I need space</u></p>	<p><u>Painting and mixed media: Portraits</u></p>		<p><u>Craft and design: Architecture</u></p>		

	<p>Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image.</p> 	<p>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p> 	<p>Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid, creatively presenting research on artist Hundertwasser and exploring the symbolism of monument design.</p> 			
DESIGN TECHNOLOGY	<p><u>Mechanical systems: Pop-up book</u></p> <p>Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.</p>  <p><u>Textiles: Christmas DT week</u> <u>Cross stitch and keyring baubles</u></p> 	<p><u>Cooking and nutrition: What could be healthier?</u></p> <p>Discover the farm to fork process, understand the key welfare issues for rearing cattle. Compare the nutritional value of existing sauces and develop a healthier recipe.</p> 	<p><u>Structures: Bridges</u></p> <p>Test and analyse various types of bridge to determine their strength and stability. Explore material properties and sources, before marking, sawing and assembling a wooden truss bridge.</p>			
COMPUTING	<p><u>Creating media – Vector drawing</u></p>	<p><u>Selection in quizzes</u></p> <p>Develop knowledge of 'selection' and 'conditions'.</p>	<p><u>Sharing information</u></p> <p>Develop an understanding of computer systems</p>	<p><u>Data and info – Flat-file databases</u></p> <p>Learn how a flat-file database can be</p>	<p><u>Selection in computing</u></p>	<p><u>Creating media – Video editing</u></p>

	 <p>Learn that vector images are made up of shapes. Use the different drawing tools and learn how images are created in layers.</p>	Use 'if... then... else...' statements to select different outcomes depending on whether a condition is 'true' or 'false'.	and how information is transferred between systems and devices.	used to organise data in records. Use tools within a database to order and answer questions about data.	 <p>Use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment.</p>	Learn how to create short videos in groups. Develop the skills of capturing, editing, and manipulating video.
MUSIC	<p><u>Livin' On A Prayer.</u></p> <p>All the learning is focused around this song: An integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Learn to sing, play, improvise and compose with this song. Listen and appraise other classic rock songs.</p>	<p><u>Classroom Jazz 1.</u></p> <p>All the learning is focused around two tunes and improvising: Three Note Bossa and Five Note Swing</p>	<p><u>Make You Feel My Love.</u></p> <p>Focused around this song by Adele (written by Bob Dylan). An integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Learn to sing, play, improvise and compose with this song. Listen and appraise other Pop Ballads.</p>	<p><u>Fresh Prince of Bel-Air.</u></p> <p>Listen and appraise song and other Hip Hop tunes. Learn to sing the song, play instruments with the song as well as improvise and compose.</p>	<p><u>Dancing in the Street.</u></p> <p>Work based around this song by Martha and the Vandellas. Listen to and learn about Motown music, as well as learn to sing the song and improvise to it with voices and instruments.</p>	<p><u>Reflect, Rewind and Replay.</u></p> <p>Consolidate the learning that has occurred during year 5. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>

<p>R.E.</p>	<p><u>What values are shown in codes for living?</u></p> <p>Think about our own values, with special reference to the values of Christians, Humanists, Jews and Muslims. Learn how stories communicate values, and the ways in which values make a difference to our lives. Work towards an understanding of the values peoples share, and the fact that not all values are shared. Consider what can be learnt from Christian, Jewish, Muslim and Humanist ideas.</p> 	<p><u>Why are some places and journeys special?</u></p> <p>Explore the special journeys that people make, including pilgrimages and spiritual journeys as well as metaphorical journeys through faith. Look at where these journeys are to and why and what people learn from them. Learn about the sacrifices that people make in order to carry out the journeys and how this enriches people's lives.</p> 	<p><u>Should we forgive others?</u></p> <p>Explore concepts of forgiveness and reconciliation in Christianity. Support pupils to understand how the stories of forgiveness in the New Testament are, for Christian people, a guide to their values and commitments. Understand the significance of the death and resurrection of Jesus in relation to the forgiveness of the sins of Christians. Begin to understand the importance of forgiveness in Christian theology and practice and to think for themselves about questions to do with forgiveness reconciliation and values. Consider what can be learned from Christian examples and teaching referring to their own experiences, beliefs and values.</p> 	<p><u>What do Christians believe about the old and new covenants?</u></p> <p>Explore some of the different covenants (agreements) between God and various key figures in Bible in both the Old and New Testament, including Abraham, Moses, David and Jesus. Explore core beliefs of Christians regarding these covenants and their importance. Make also makes comparisons to different faiths' views of these people.</p> 
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P.E.	<p><u>PPA P.E: Dance</u></p> <p>Children will perform different styles of dance fluently and clearly. Children will refine and improve dances. Children will adapt compositions to include the use of space, rhythm and expression.</p>	<p><u>Teacher Led PE: Netball</u></p> <p>Children will use all the passes taught tactically in game play. Children will increase speed and agility. Children will make choices about how/where to shoot and pass.</p>	<p><u>PPA P.E: Gymnastics</u></p> <p>Children will create longer and more complex sequences and develop symmetry. Children will compare & critique performances, identifying areas to improve. Children will take the lead in a group to instruct and perform</p>	<p><u>Teacher Led PE: Tennis</u></p> <p>Children will be introduced to volley and overhead shots, applying into games. Children will play with others to score and defend points in competition. Children will further explore tennis service rules.</p>	<p><u>PPA P.E: Athletics</u></p> <p>Children will sustain pace over short and longer distances. Children will run as part of a relay team. Children will perform a range of jumps and throws.</p>	<p><u>Teacher Led PE: OAA</u></p> <p>Children will explore communicating in range of challenging activities. Children will develop and use trust to complete the task and perform under pressure. Children will navigate and solve problems from memory.</p>
	<p><u>PPA PE: Hockey</u></p> <p>Children will combine basic hockey skills to apply them in a game. Children will play effectively in different positions. Children will increase strength and power of passes.</p>		<p><u>PPA PE: Football</u></p> <p>Children will be able to show basic control skills. Children will send and receive a ball with accuracy, building attacking play. Children will implement the basic rules of football.</p>		<p><u>PPA PE: Rounders</u></p> <p>Children will recognise how fitness applies to rounders. Children will collaborate with a team to choose, use and adapt to games. Children will link together a range of skills and use in combination.</p>	
<p>MFL</p> <p>Niveau Rouge</p>	<p>Learn numbers 13-21. Learn how to question using inversion. <i>Quelle</i></p>	<p>Learn numbers 22-39 and time phrases – et demi/et demie et quart.</p>	<p>Develop knowledge of France. Learn ordinal (tells us the position) and</p>	<p>Learn letter-writing conventions.</p>	<p>Learn the days of the week and the number 50.</p>	<p>Look at infinitive verbs (the unconjugated form) and conjugated</p>

heure est-il? Or Il est quelle heure?

Tell the time to the hour.
Revise clauses and sentence types.
Compare to English grammar.
Revise cognates and teach false friend.
Learn masculine place names in a town.



Practise dictionary skills.

Learn adjectives petit and grand and understand that these adjectives **precede** the noun – un petit café.
Learn how to create a compound sentence by joining two main clauses with a coordinating conjunction – *mais*.

cardinal (describes the quantity) numbers. Explain that districts in Paris (un arrondissement) are describe using ordinal numbers – *le troisième arrondissement*.

cinéma	cinéma
cinéma	cinéma
cinéma	cinéma
cinéma	cinéma
cinéma	cinéma
cinéma	cinéma
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cinéma	cinéma
cinéma	cinéma

Develop sentence building using complex sentences, compound sentences and conjunctions.
Learn new feminine place names in a town.



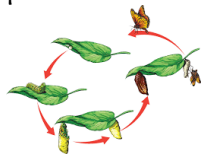
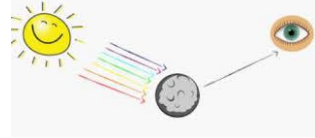
Learn the number 40.










Look at places in le deuxième arrondissement.
Introduce the preposition à (to) and continue to read, speak and write more complex sentences using all the taught grammar.
Je vais à la patinoire à cinq heures. I am going to the ice rink at 5 o'clock.




verbs (a verb that has been changed to communicate a person or a tense.)
Develop knowledge of France exploring the 7th, 8th and 16th arrondissements and the places within them.
Learn types of hobbies using infinitive verbs.
J'aime jouer au tennis.








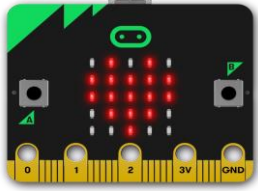
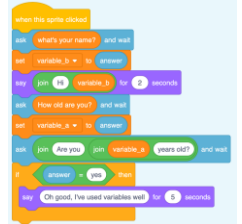
YEAR 6	AUTUMN 1 The Maya	AUTUMN 2 Changes	SPRING 1 High Energy	SPRING 2 World War II	SUMMER 1 Crime and Punishment	SUMMER 2 Transitions
SCIENCE 2023-2024	<u>Forces</u> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	<u>Living Things and their Habitats</u> 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>Scientific enquiry linked to previous learning</u>	<u>Living Things and Their Habitats</u> 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.	<u>Electricity</u> 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.	<u>Light</u> 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.  <u>Scientific enquiry linked to previous learning</u>	
SCIENCE 2024-2025	<u>Evolution and Inheritance</u> Recognise that living things have changed over time and that fossils provide	<u>Living Things and Their Habitats</u> Describe how living things are classified into broad groups according to common observable	<u>Animals including Humans</u> Identify and name the main parts of the human circulatory system, and describe the	<u>Electricity</u> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage	<u>Light</u> 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	



	<p>information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p><u>Scientific enquiry linked to previous learning</u></p>	<p>functions of the heart, blood vessels and blood</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> 	<p>of cells used in the circuit.</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> 
HISTORY	<p><u>How did the Maya civilisation compare to the Anglo-Saxons? (Autumn 1)</u></p> <p><i>NC: a non-European society that provides contrasts with British history</i></p> <p>Compare the Mayas and the Anglo-Saxons. Learn about the Maya civilisation. Investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, examine theories into how the Maya cities declined.</p>	<p><u>What was the impact of World War 2 on the people of Britain? (Spring 2)</u></p> <p><i>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p>Investigating the causes of WW2. Learn about the Battle of Britain. Investigating the impact of the Blitz and evacuation on people's lives. Investigate the impact of the war on women. Evaluate the effectiveness of primary sources.</p>	<p><u>Crime and Punishment (Summer 1)</u></p> <p><i>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; changes in an aspect of social history, from the Anglo-Saxons to the present.</i></p> <p>Explore how British law and punishment has changed since Anglos-Saxons. Gain a clear understanding as to why we have the laws we have today</p>		


						
GEOGRAPHY	<p><u>Why does population change?</u> (Autumn 2)</p> <p>Investigate why certain parts of the world are more populated than others. Explore birth and death rates. Discuss social, economic and environmental push and pull factor. Learn about the population in Britain and its impacts.</p> 		<p><u>Where does our energy come from?</u> (Spring 1)</p> <p>Learn about renewable and non-renewable energy sources. Learn where they come from and their impact on society, the economy and the environment.</p> 		<p><u>Can I carry out an independent fieldwork enquiry?</u> (Summer 2)</p> <p>Develop their own enquiry question. Analyse data. Observe, measure, record and present their own fieldwork study of the local area.</p> 	
PHSE	<p><u>Me and my Relationships</u></p> <p>Give examples of negotiation and compromise. Explain bystander behaviour by giving examples of what bystanders do</p>	<p><u>Valuing Difference</u></p> <p>Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. Explain the difference between a passive bystander and an</p>	<p><u>Keeping Safe</u></p> <p>Explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</p>	<p><u>Being My Best</u></p> <p>Tell you how I can overcome problems and challenges on the way to achieving my goals. Give examples of an emotional risk and a physical risk.</p>	<p><u>Growing and Changing</u></p> <p>Give an example of a secret that should be shared with a trusted adult. Tell you some emotional changes</p>	<p><u>Rights and Respect</u></p> <p>Explain why people might show certain aspects of themselves and how social media can affect how a person feels about themselves. Explain that what 'environmentally</p>




	<p>when someone is being bullied. Explain what inappropriate touch is and give example.</p>	<p>active bystander and give an example of how active bystanders can help in bullying situations. Challenge gender stereotypes.</p>	<p>Explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws</p>  <p>relating to this. Understand that drugs can have both medical and non-medical uses. Explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p>	<p>Learn the basics of first-aid, for example dealing with common injuries, including head injuries.</p> 	<p>associated with 'puberty' and how people may feel when their bodies change. Know a variety of ways in which the sperm can fertilise the egg to create a baby. Know the legal age of consent and what it means. Give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).</p>	<p>sustainable' living means and give an example of how we can live in a more 'sustainable' way. Learn about democracy in Britain such as elections and how laws are made. Explain the advantages and disadvantages of different ways of saving money.</p>  <p>*Enterprise*</p> <p><u>Transition to secondary school.</u></p>
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ART	<p>Drawing: Make my voice heard From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and ‘chiaroscuro’ children consider audience and impact to create powerful drawings to make their voices heard.</p> 		<p>Painting and mixed media: Artist study Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.</p> 		<p>Sculpture and 3D: Making memories Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.</p> 	
DESIGN TECHNOLOGY	<p><u>Structure: Playgrounds (Autumn 1)</u> Research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria.</p>  <p><u>Textiles: Christmas DT Week Christmas decorations</u> Using a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches, children design, assemble and decorate a Christmas decoration for a gift.</p>		<p><u>Mechanical Systems - Automata</u> Develop a functional automata window display, to meet the requirements in a design brief. Explore and create cam, follower and axle mechanisms to mimic different movements.</p>	<p><u>Cooking and Nutrition - Come Dine with me WW2 style</u> Develop a three-course menu focused on ingredients available at the time, as part of a paired challenge to develop the best class recipes. Explore each key ingredient’s farm to fork process.</p> <p><u>Electrical Systems: Steady Hand Game</u></p>	<p><u>Digital world: Navigating the world</u> Design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain the product to a guest panel.</p> 	
COMPUTING	<p><u>Communication</u> Learn about the World Wide Web</p>	<p><u>Sensing</u> This unit is the final KS2 programming unit</p>	<p><u>Creating media – Web page creation</u></p>	<p><u>Variables in games</u> Explore the concept of variables in</p>	<p><u>Data and info – Spreadsheets</u></p>	<p><u>Creating media – 3D Modelling</u></p>

	<p>as a communication tool and how we find information on the internet, through learning how search engines work.</p>	<p>and brings together elements of all the four programming constructs: sequence, repetition, selection and variables.</p> 	<p>Develop their knowledge and understanding of using a computer to produce 3D models.</p>	<p>programming through games in Scratch. Learn what variables are, and relate them to real-world examples of values that can be set and changed.</p> 	<p>Learn to use spreadsheets. Organise data into columns and rows to create data sets.</p>	<p>Create websites for a chosen purpose. Identify what makes a good web page and use this information to design and evaluate a website using Google Sites.</p>
MUSIC	<p><u>Happy</u></p> <p>The activities are based around this song by Pharrell Williams. An integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p><u>Classroom Jazz 2</u></p> <p>Build on previous learning. The learning is focused around two tunes and improvising:</p> <p>Bacharach Anorak and Meet The Blues.</p>	<p><u>A New Year Carol</u></p> <p>The learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol. Opportunity to research Benjamin Britten's life and to listen to many of his other works</p>	<p><u>You've Got A Friend.</u></p> <p>Look at and sing this and other songs by Carole King. An integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p><u>Music In Me.</u></p> <p>This unit focusing on inspirational women working in music. Try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.</p>	<p><u>Reflect, Rewind and Replay.</u></p> <p>Consolidation of the learning in Year 6. The learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>

R.E.	<u>How do Sikhs show commitment?</u> Develop the knowledge and understanding of Sikhism including worship and practices. Learn about symbols, commitment and service within Sikhism. Reflect on the significance of these concepts in their own lives.	<u>How do Jews remember Kings and Prophets in worship and life?</u> Extend learning about the covenant with God and how Jewish people live and celebrate their faith today. Understand what it is like to be Jewish, explore beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about David as a key leader in the Jewish tradition; about the prophets, about the great festivals of Rosh Hashanah, Purim and Hanukah, illustrate how Jewish people try to live. Explore how religious artefacts and texts can be a source for learning and for beliefs. 	<u>What do Christians believe about Jesus' death and resurrection?</u> Explore how Christians understand the significance of Jesus' death and resurrection, considering passages from the bible, such as: Palm Sunday, Maundy Thursday and the Last Supper, Good Friday and the crucifixion and Easter day and the empty tomb. Explore stories from the Gospels around Holy Week and the Easter story, and study the celebrations of Jesus' death and resurrection, in an attempt to explain links between scripture sources and Christian beliefs. 	<u>How does growing up bring responsibilities and commitments?</u> Reflect on their own beliefs, values and feelings about their own lives and about the world around them. This unit focuses on this personal quest, starting with an exploration of the responsibilities and opportunities that arise as young people grow into adulthood. Investigates religious and secular responses to growing up, including rites of passage. Consider their own values, beliefs and commitments.		
P.E.	<u>Teacher Led PE: Basketball</u> Children will apply aspects of fitness to	<u>PPA P.E: Dance</u> Children will work collaboratively to	<u>Teacher Led PE: Badminton</u> Children will develop a wider	<u>PPA P.E: Gymnastics</u> Children will demonstrate accuracy,	<u>Teacher Led PE: OAA</u> Children will work	<u>PPA P.E: Athletics</u> Children will apply strength and flexibility to

	<p>their game: strength and power. Children will choose and implement a range of strategies to play defensively and offensively. Children will grasp more technical aspects of the game.</p>	<p>include more complex compositional ideas. Children will understand and talk about different styles of dance. Children will use appropriate language and terminology.</p> <p>PPA PE: Football Children will implement a range of strategies to attack and defend. Children will perform a wider range of skills. Children will suggest, plan and lead simple drills. Children will recognise and describe good performances.</p>	<p>range of shots: inc drop and smash. Children will begin to use more sophisticated tactics. Children will begin to play with fluency with a partner.</p>	<p>consistency, and clarity of movement. Children will arrange own apparatus to enhance work and vary compositional ideas. Children will experience flight on and off of high apparatus.</p> <p>PPA PE: Cricket Children will apply and play within cricket rules. Children will attempt a small range of recognised shots. Children will use a range of tactics for attacking & defending. Children will play in the role of bowler, batter and fielder.</p>	<p>collaboratively to complete tasks. Children will undertake more complex tasks and take responsibility for a role. Children will use knowledge of physical activities to suggest design ideas and amendments to games.</p>	<p>throwing, running and jumping. Children will accurately and confidently judge across a variety of activities. Children will work in collaboration to demonstrate improvement.</p> <p>PPA PE: Rounders Children will apply rounders rules consistently. Children will play games using standard rounders pitch layout. Children will use a range of tactics for attacking & defending. Children will play in the role of bowler, batter and fielder.</p>
<p>MFL Niveau Tricolore</p>	<p>Learn the months of the year. Understand capitalisation when writing the date. In French, the months only begin with a capital letter if they</p>	 <p>Revise formal and informal speech. Learn how to say what nationality you are and how to say what</p>	<p>Use a speaking frame to help hold a conversation in French. Talk about school: what time you arrive, how you get to school, what subjects you have</p>	<p>Talk about your family: learn how to introduce a family member, talk about your parents' jobs, say if you have a brother or a sister or if you are an only</p>	<p>Talk about what you like to wear. Use a speaking frame to talk about the weather. Learn how to make a complex</p>	<p>Revise the function of a preposition and a pronoun. Use a vocabulary sheet to describe activities that people do in their leisure time and the activities</p>

	<p>are the first word in the sentence. Learn about informal speech. Practise asking how someone is and varying responses.</p>	<p>languages are spoken in the UK. Compare the English and French alphabet and learn how to spell your name. Understand adjectival agreement for singular and plural nouns and revise dictionary skills.</p>	<p>and what you enjoy doing at playtime. New grammar points include conjugated verbs and the definite article (<i>le, la, l' and les</i>).</p> 	<div> <div>un chien</div>  <div>a dog</div> </div> <p>child, say if you have a pet.</p> <p>Learn the possessive adjectives: <i>mon, ma and mes</i>.</p> <p><i>As-tu un animal?</i> <i>Oui, j'ai un chien.</i></p>	<p>sentence with a main clause saying what I like to wear and a subordinate clause describing the weather. <i>Quand il y a du soleil, j'aime porter un tee-shirt.</i></p> <p>il fait froid</p>  <p>it's cold</p> <p>Be able to count up to 70.</p>	<p>that you like to do in your leisure time. Learn how to say what you are going to do using <i>le future proche – aller + infinitive</i>. Knowledge of France: learn about Bastille Day (<i>le quatorze juillet</i>), the national motto of France (<i>Liberté, égalité, fraternité</i>) and the popular game of boules in particular pétanque.</p>
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