



Curriculum Document

Folksworth Church of England Primary School



"The more that you read, the more things you will know. The more that you learn, the more places you'll go."



**'A cord of three strands is not easily broken. ' Ecclesiastes 4:12
Inspiring a love of learning through the
bonds of **family, faith and friendship.****

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Curriculum Design, Intent and Implementation

School Context

Folksworth Church of England Primary School is a small village school on the border between the Cambridgeshire and Peterborough Local Authorities. It is approximately seven miles from the centre of Peterborough. The school is a Church of England School and is part of the Diocese of Ely. It has close links with the local church.

The intake of the school is split with 50% of pupils being from the catchment area of Folksworth, Washingly and Morborne and 50% from further afield, usually Stilton, Yaxley and Hamptons. Whilst disadvantaged numbers are lower than average we have seen an increasing range of needs over time in terms of behaviour, emotional needs, social skills and varying starting points for learning.

We have low numbers of pupils from ethnic minorities and few pupils who speak English as an additional language. As a school we believe it is important that children show understanding and tolerance towards other cultures and beliefs. As the school is situated so closely to the culturally diverse City of Peterborough we include opportunities for learning about other cultural diversity wherever possible.

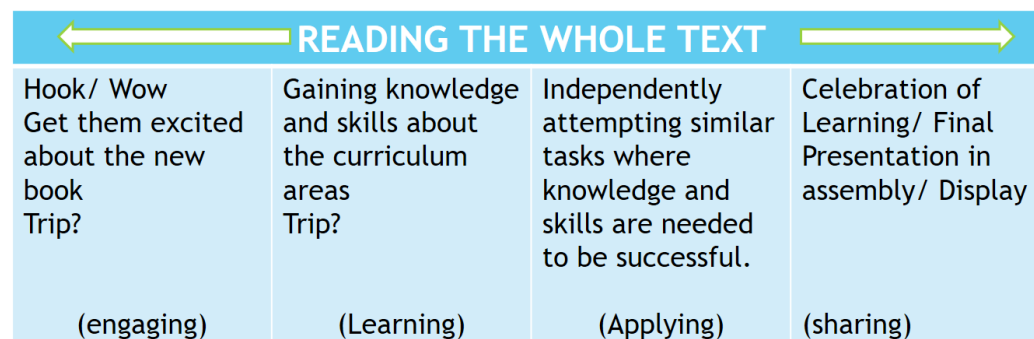
Curriculum Intent

- To encourage a love of learning. This should be evident in pupils' engagement throughout lessons and by additional child initiated learning that takes place outside of the school day.
- To foster a love of books and reading in a context where children often prefer to engage in other activities such as digital gaming and watching television outside of the school day.
- An immersive curriculum where children have opportunities to participate in real life experiences delivered through practical activities, visitors, and offsite visits and residential.
- A curriculum which develops the character and skills needed for the next stages of education and beyond. Ensuring that children have collaboration and problem solving skills that can be applied to a range of situations. To have the technological understanding and skills for their futures.
- To develop tolerance and understanding of a range of cultures and beliefs in order to succeed as well rounded citizens in a diverse society.



Implementation

- At Folksworth C of E Primary School we have chosen a knowledge-engaged approach to delivering our curriculum. This is a balance between delivering knowledge and developing the skills as we believe that knowledge and skills are intrinsically linked. Teaching is cross curricular in order to make the learning as relevant and meaningful as possible.
- Every half term the children read a whole text which becomes the class topic. Whilst there are relevant knowledge and skills that must be delivered through this topic it is up to the teacher to plan how and when this is taught. We follow a four step approach as set out in the diagram below.



- We are developing the use of technology for learning and collaboration through a range of Applications including Microsoft One Note and Teams to engage and equip learners to succeed in their next stage of education and beyond.
- We offer as many opportunities to increase cultural capital as possible through off site visits, residentials and experiences within school through outside agencies where appropriate.
- To support learning outside of the school day we have invested in specially designed Home Learning Journals to support and offer additional structures.
- We offer learning workshops throughout the year to support parents in their understanding of how curriculum areas are taught, for example, phonics and mathematical calculations.
- We teach knowledge and understanding of the key World Faiths supported by visits wherever possible.

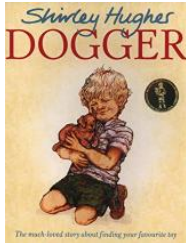




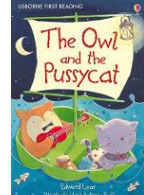

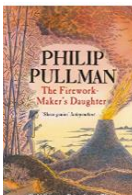


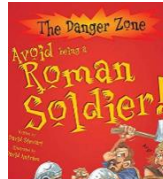

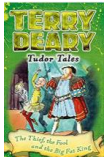
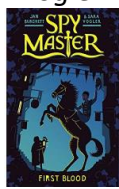

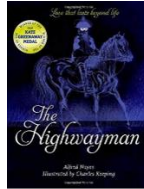

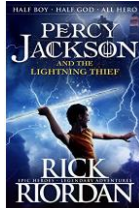


Curriculum Map



2019 -20	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Paddington at the Tower <i>Michael Bond</i> 	Toby and the Great Fire of London <i>Margaret Nash & Jane Cope</i> 	The Jolly Postman <i>Janet & Allan Ahlberg</i> 	The Magic Faraway Tree <i>Enid Blyton</i> 	The Lighthouse Keepers' Lunch <i>Ronda & David Armitage</i> 	George's Marvellous Medicine <i>Roald Dahl</i> 
Years 3 & 4	Charlie and The Chocolate Factory <i>Roald Dahl</i> 	Demon Dentist <i>David Walliams</i> 	Beowulf <i>Rob Lloyd Jones and Victor Tavares</i> 	The Saga of Erik The Viking <i>Terry Jones</i> 	Poems to Perform <i>Julia Donaldson</i> 	The Time Travelling Cat and the Egyptian Goddess <i>Julia Jarman</i> 
Years 5 & 6	Cosmic <i>Frank Cottrell Boyce</i> 	The Nowhere Emporium <i>Ross MacKenzie</i> 	Private Peaceful <i>Michael Morpurgo</i> 	Goodnight Mr Tom <i>Michelle Magorian</i> 	Rain Player <i>David Wisniewski</i> 	Macbeth (A Shakespeare Story) <i>Andrew Matthews and Tony Ross</i> 



2020-21	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Dogger <i>Shirley Hughes</i> 	The Owl Who was Afraid of the Dark <i>Jill Tomlinson</i> 	The Tiger who came to tea <i>Judith Kerr</i> 	Handa's Surprise <i>Eileen Browne</i> 	The Day the Crayons Quit <i>Drew Daywalt & Oliver Jeffers</i> 	The Owl and the Pussycat <i>Edward Lear</i> 
Years 3 & 4	Stig of the Dump <i>Clive King</i> 	The Firework Maker's Daughter <i>Philip Pullman</i> 	The Iron Man <i>Ted Hughes</i> 	Run Wild <i>Gill Lewis</i> 	Avoid Being a Roman Soldier <i>David Stewart</i> 	The Thieves of Ostia <i>Caroline Lawrence</i> 
Years 5 & 6	Tudor Tales: The Thief, the Fool and the Big Fat King <i>Terry Deary</i> 	The Spy Master: First Blood <i>Jan Burchett & Sara Vogler</i> 	The Storm Keeper's Island <i>Catherine Doyle</i> 	The Highwayman <i>Alfred Noyes</i> 	Beasts of Olympus: Beastkeeper <i>Lucy Coats & David Roberts</i> 	Percy Jackson and the Lightning Thief <i>Rick Riordan</i> 

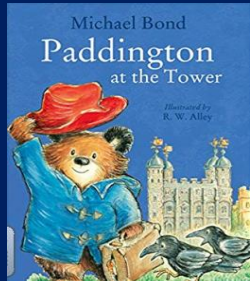


Topic Overviews



Year 1/2

Paddington at the Tower



The irresistible, classic bear from Darkest Peru, who was found on Paddington station, causes havoc while out sight-seeing!

When Paddington visits the Tower of London he makes sure he has enough marmalade sandwiches to sustain him - a whole suitcase in fact!

Unfortunately, it is not only bears who like sandwiches as Paddington is soon to discover...

Independent Outcomes

Organise a Royal Garden Party. Prepare bunting and food.
Share facts about London.

Text Types

Non-Chronological Report

Science

Working Scientifically
Earth and Space/ Motion and Forces

History

To show an understanding of the concept of nation and a nation's history.
To show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace.
To study the lives of significant individuals in Britain's past who have contributed to our nation's achievements.
(Royal figure)



Geography	<p>To name and identify characteristics of the four countries and capital cities of the UK and its surrounding areas.</p> <p>To use world maps, atlases and globes to identify UK and it's surrounding countries as well as any other countries studied.</p> <p>To use basic geographical vocabulary referring to key physical and human features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human: <u>city, town, village, factory,</u> farm, <u>house, office,</u> port, harbour, <u>shop.</u></p>
Art	Join materials using glue or a stitch. (make bunting)
DT	<p>To design purposeful, functional and appealing products for themselves and others based on design criteria.</p> <p>To generate, develop and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology.</p> <p>(Make London souvenir)</p>
Residential/ Trips	Visit the Tower of London
Outdoor Education	<p>Hold a garden party</p> <p>Plot geographic landmarks</p> <p>Outdoor observations of nature (linked to RE)</p>
PE	Outdoor and Adventurous
Music	Charanga
Computing	<p>Use spacebar, backspace, delete, arrow keys, return.</p> <p>Start to use two hands when typing.</p> <p>Word process short texts to present.</p>
RE	Understanding Christianity: Who made the world? (Christianity)

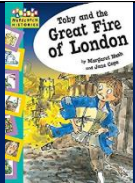


PSHCE	Rights, Rules and Responsibilities Cit5 RR12
Careers and Employability	What would I like to be when I am older? (aspirations)



Year 1/2

Toby and the Great Fire of London

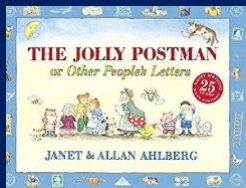
	<p>Toby has forgotten a delivery for Mr Pepys, but as he sets out across London he sees the sky is full of flames!</p>
Independent Outcomes	<p>Make a slide show sharing information about the Great Fire of London. Recreate the Great Fire of London by burning model houses.</p>
Text Type	<p>Historical recount Diary writing</p>
Science	<p>Working Scientifically Earth and Space/ Motion and Forces</p>
History	<p>Know about significant national events beyond living memory. To use dates where appropriate.</p>
Art	<p>Use rolled up paper, straws, card, paper etc. to create a structure.</p>
DT	<p>To build structures, exploring how they can be made stronger, stiffer and more stable.</p>
Outdoor Education	<p>Visit from Fire Service Set fire to houses made to observe how fire can spread. Compare the speed water travels through a hose pipe to how quickly buckets can be filled to put out a fire.</p>
PE	<p>Invasion Games</p>
Music	<p>Charanga</p>
Computing	<p>Talk about websites they have been on. Explore a website by clicking the arrows, menus and hyperlinks.</p>



	<p>Choose a suitable subject and collect some information.</p> <p>Create a basic slideshow with this information.</p> <p>Present the information to a group.</p> <p>Make decisions about whether or not statements found on the internet are true or not.</p> <p>Identify devices that can be used to search the internet.</p> <p>Identify when inappropriate content is accessed and act appropriately.</p>
RE	Understanding Christianity: What is the good news Jesus brings? (Christianity)
PSHCE	My Emotions MMR ME12 Anti-Bullying MMR7 AB12

Year 1/2

The Jolly Postman



Join the Jolly Postman on his rounds as he delivers cards and letters to various fairy-tale characters. He has a letter of apology for the three bears from Goldilocks, a postcard from Jack for the giant, a solicitor's letter on behalf of Little Red Riding-Hood for the wolf who ate grandma, and more! This classic and innovative story includes six envelopes with pull-out letters and cards

Independent Outcomes	Design a BeeBot mat as the Jolly Postman to deliver letters. Make up a fairy tale linked to the route.
Text Types	Fairy Tales Letter Writing
Science	Working Scientifically Materials
Geography	To use basic geographical vocabulary referring to key physical and human features including beach, cliff, coast, forest, hill , mountain, sea, ocean, river, soil, valley , vegetation, season and weather. Human: city, town, village , factory, farm, house , office, port, harbour, shop. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. To use simple fieldwork and observational skills to study the geography of the school and its grounds. To study the key features of the school's surrounding environment. To devise a simple map using basic symbols and a key. To describe routes on a map.
PE	Gymnastics
Music	Charanga
Computing	Email

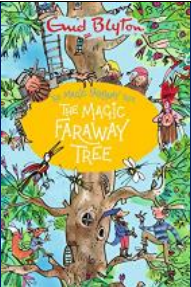


	<p>Recognise an email address. Find the @key on the keyboard. Contribute to a class e-mail. Open and select to reply to an e-mail as a class.</p> <p>Bee-Bots Give commands including straight forwards / backwards / turn one at a time. Explore what happens when a sequence of instructions is given. Give a set of instructions to follow out a task. Give a set of instructions to form simple geometric shapes. Improve / change their sequence of commands. Identify what things count as personal information. Recognise that a variety of devices can be used to connect a number of people.</p> <p>Online Safety Consider other people's feelings on the internet. Revise school internet safety rules.</p>
RE	How and why are people remembered on their birthdays? (World Faiths and Humanism)
PSHCE	Diversity and Communities Cit4 DC12
Outdoor Education	Write and post letters to relatives. Post them at the post box. Map out where replies come from. Village walk looking at the geography of Folksworth. Look at post boxes in Folksworth and the collection times. Plan a route for the postman.



Year 1/2

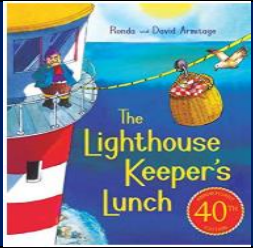
The Magic Faraway Tree

	<p>Join Joe, Beth and Frannie as they take their cousin Rick on a an adventure he'll never forget – up the Magic Faraway Tree! Along with their friends Moon-Face, Saucepan Man and Silky the fairy, the children tumble from the fun of the Land of Toys to the thrill of trying to escape the Land of Dreams. Will they ever make it home for tea?</p> <p><i>Anything's possible in THE MAGIC FARAWAY TREE!</i></p>
Independent Outcome	Create own land to present. Holiday brochure.
Text Types	Fantasy stories (settings) Description.
Science	Working Scientifically Materials
Art	Use repeating or overlapping shapes. Mimic print from the environment. Use objects to create prints. Press, roll, rub and stamp to make prints.
Residential/ Trips	Gudwara Visit
Outdoor Education	Woodland Walk Role play the lands at the top of the Faraway Tree.
PE	Dance
Music	Charanga
RE	How do the stories from the Gurus and the concept of Seva affect Sikh children? Gudwara Visit (Sikhism)
PSHCE	Drug Education HSL8 DE12



Year 1/2

The Lighthouse Keeper's Lunch



Once there was a lighthouse keeper called Mr. Grinling. At night time he lived in a small white cottage perched high on the cliffs, and in the daytime he rowed out to his lighthouse to clean and polish the light. Every day Mr Grinling tucks into delicious lunch, prepared by his wife, Mrs Grinling. But Mr Grinling isn't the only one who enjoys the tasty food, so Mrs Grinling has to think of a way to stop the greedy seagulls from stealing the lighthouse keeper's lunch.

Independent Outcome	Complete a challenge to get a picnic across the water tray without getting it wet. Writing own version of the Grace Darling Story.
Text Types	Historical stories Biography of Grace Darling
Science	Working Scientifically Plants
History	To study the lives of significant individuals in Britain's past who have contributed to our nation's achievements. (Grace Darling)
Geography	To use basic geographical vocabulary referring to key physical and human features including <u>beach, cliff, coast,</u> forest, hill, mountain, <u>sea, ocean,</u> river, soil, valley, vegetation, season and weather. Human: city, town, village, factory, farm, house, office, <u>port, harbour,</u> shop.
Art	Use plaiting
DT	Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. To evaluate their ideas and products against design criteria. To explore and use mechanisms (levers, sliders, wheels and axles in their products.

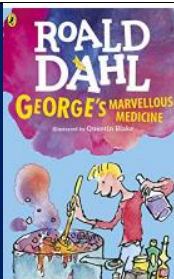


PE	Athletics
Music	Charanga
RE	What are the ultimate questions? (World Faiths)
PSHCE	Personal Safety HSL9 PS12
Outdoor Education	Find ways to communicate standing long distances apart – signs/ codes Measuring distances and comparing to lighthouse – how far can you see into the distance? How tall is a lighthouse compared to a tree?



Year 1/2

George's Marvellous Medicine

	<p>George Kranky's Grandma is a miserable grouch. George really hates that horrid old witchy woman. One Saturday morning, George is in charge of giving Grandma her medicine. <i>So-ho! Ah-ha! Ho-hum!</i> George knows exactly what to do. A magic medicine* it will be. One that will either cure her completely . . . or blow off the top of her head.</p>
Independent Outcome	<p>Create own recipe for a medicine (food based), write instructions and an explanation of what it will do then make it.</p>
Text Types	<p>Explanatory text Instructions</p>
Science	<p>Working Scientifically Living Things and Their Habitats</p>
History	<p>To study the lives of significant individuals in Britain's past who have contributed to our nation's achievements. (Florence Nightingale and Edith Cavell)</p>
PE	<p>Striking and Fielding Games</p>
Music	<p>Charanga</p>
Computing	<p>Record sound at and away from a computer. Use software to record sounds. Change sounds recorded. Save, retrieve and edit sounds.</p>
RE	<p>What is important for Jewish people? (Judaism)</p>
PSHCE	<p>Managing Change MMR8 MC12</p>

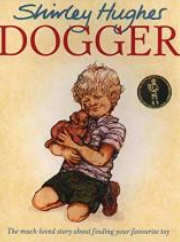


Careers and Employability	Aspirations Afternoon (investigating careers)
Outdoor Education	Mixing potions.



Year 1/2

Dogger

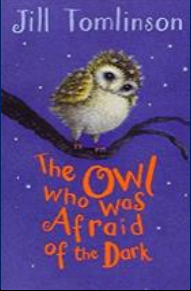
	<p>When Dave loses his favourite toy, Dogger, he is desolate. But then Dogger turns up at the school summer fair, and everything seems all right - until someone else buys him before Dave can get the money!</p>
Independent Outcome	<p>Designing and making own special toy.</p>
Text Types	<p>Stories with familiar settings.</p>
Science	<p>Working Scientifically Animals Including Humans</p>
History	<p>Find out about changes in living memory. (old toys) To use words and phrases such as: a long time ago, recently, when my parents were young, years, decades and centuries to describe the passing of time. To place artefacts on a time line. To label timelines with words or phrases such as past, present, older, newer. To recount changes that have occurred in their own lives. To use dates where appropriate.</p>
Art	<p>Draw lines of different size or thickness. Colour own work neatly, following the lines. Show pattern and texture by adding dots and lines.</p>
DT	<p>To design purposeful, functional and appealing products for themselves and others based on design criteria. To generate, develop and communicate their ideas through talking, drawing, templates, mock ups and, where appropriate, information and communication technology. To select from a range of tools and equipment to perform practical tasks (cutting, joining, finishing.)</p>



	<p>To select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics.</p> <p>To evaluate their ideas and products against design criteria.</p> <p>To explore and use mechanisms (levers, sliders, wheels and axles in their products</p> <p>.</p>
Residential/ Trips	<p>Walk around local area</p> <p>Visit from people who help us e.g. school nurse, emergency services</p>
PE	Outdoor and Adventurous
Music	Charanga
Computing	Use ICT to generate ideas for their work.
RE	Understanding Christianity: What do Christians believe God is like? (Christianity)
PSHCE	Beginning and Belonging MMR4 BB12
Careers and Employability	What would I like to be when I am older? (aspirations)



The Owl Who Was Afraid of the Dark


	<p>Plop, the Baby Barn Owl, is like every Barn Owl there ever was, except for one thing – he is afraid of the dark. "Dark is nasty" he says and so he won't go hunting with his parents. Mrs Barn Owl sends him down from his nest-hole to ask about the dark and he meets a little boy waiting for the fireworks to begin, an old lady, a scout out camping, a girl who tells him about Father Christmas, a man with a telescope and a black cat who takes him exploring. He realizes that through these encounters that dark is super after all.</p>
Independent Outcome	Create a habitat for a clay creature they have made. Explanation text about habitat, weather, hibernation food etc.
Text Types	Explanation Description
Science	Working Scientifically Motion and Forces
Geography	To understand seasonal and daily weather patterns in the UK.
Art	Clay work Use techniques such as rolling, cutting, moulding and carving. (Y2) Use rolled up paper, straws, paper, card and clay as materials. (Y1)
Residential/ Trips	Ramsey Raptor Centre
PE	Invasion Games
Music	Charanga
RE	Understanding Christianity: Why does Christmas matter to Christians?



	(Christianity)
PSHCE	Family and Friends MMR6 FF12 Anti Bullying MMR 7 AB12

Year 1/2

The Tiger Who Came to Tea

	<p>The doorbell rings just as Sophie and her mummy are sitting down to tea. Who could it possibly be? What they certainly don't expect to see at the door is a big furry, stripy tiger!</p>
Independent Outcome	<p>Writing own stories. Create a film with a fact file about the chosen animal.</p>
Text Types	<p>Story writing Wanted poster Factfile</p>
Science	<p>Working Scientifically Waves: Light and Sound</p>
Geography	<p>To understand location of hot and cold areas of the world in relation to the Equator and North and South Poles.</p>
Residential/ Trips	<p>Animal experience in school/ Hammerton Zoo</p>
PE	<p>Gymnastics</p>
Music	<p>Charanga</p>
Computing	<p>Capture video. Discuss which videos to keep and which to delete. Arrange clips to create a short film. Add a title and credits.</p>

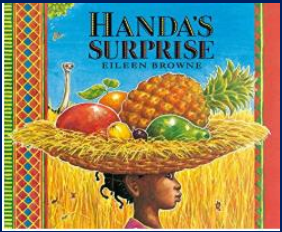


RE	Understanding Christianity: Why does Easter matter to Christians? (Christianity)
PSHCE	Working Together Cit3 WT12 Financial Capability EW1 FC12



Year 1/2

Handa's Surprise



A modern classic named one of the best culturally diverse picture books in the UK, this is the story of Handa, who's part of the Luo tribe in south-west Kenya. Handa decides to take seven pieces of delicious fruit to her friend, Akeyo, who lives in the neighbouring village. But as Akeyo wonders, *I wonder what fruit Akeyo will like best?*, a series of sneaky animals steal something from Handa's basket, which she's carrying on her head... When Handa reaches Akeyo, will she have anything left to offer her friend?

Independent Outcome	Design and make a fruit salad and dip. Write a recipe.
Text Types	Stories from other cultures Fables Instructions
Science	Working Scientifically Waves: Light and Sound
History	To know about events beyond living memory globally. Nelson Mandela / Rosa Parks
Geography	To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non-European country. To use world maps, atlases and globes to identify UK and its surrounding countries as well as any other countries studied.
Art	Use dip dye techniques Use weaving to create patterns. Use a combination of shapes. Include lines and textures.

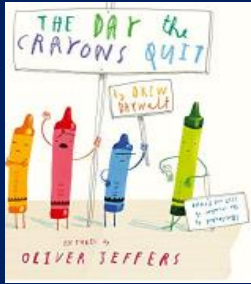


DT	Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. To select from and use a wide range of materials and components including construction materials, textiles and ingredients , according to their characteristics.
Residential/ Trips	Church visit
PE	Dance
Music	Charanga
Computing	Data Know that images give information. Say what a pictogram is showing. Put data into a pictogram. Sort objects and pictures into lists or simple tables. Make a simple Y/N diagram to sort information. Create and search a branching database.
RE	What makes a church a special place for Christian people? Church visit (Christianity)
PSHCE	Sex and Relationships Education HSL6 SR1/ HSL 10 SR2



Year 1/2

The Day the Crayons Quit



Poor Duncan just wants to colour in. But when he opens his box of crayons, he only finds letters, all saying the same thing: We quit.

Beige is tired of playing second fiddle to Brown, Blue needs a break from colouring in all that water, while Pink just wants to be used. Green has no complaints, but Orange and Yellow are no longer speaking to each other.

The battle lines have been drawn. What is Duncan to do?

Independent Outcome

Prepare Art Gallery.
Write letters to invite guests.

Text Types

Persuasive writing
Discussion
Letter writing

Science

Working Scientifically
Plants

Art

Use thick and thin brushes
Make secondary colours from primary colours.
Add white to make tints and black to make tones.
Create colour wheels.
Digital media – Use a wide range of tools to create different textures, lines, tones, colours and shapes.
Describe the work of notable artists, artisans and designers from the impressionist movement.
Use some ideas of artist studies to create pieces.

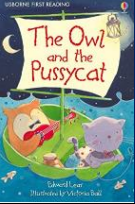


Residential/ Trips	Burghley Sculpture Park
PE	Athletics
Music	Charanga
Computing	Use ICT to generate ideas for their work. Use various tools such as brushes, pens, rubber stamps, shapes. Save, retrieve and print work.
RE	How does Khalsa influence the lives of Sikh people? (Sikhism)
PSHCE	Managing Risk HSL4 MR12 Safety Contexts HSL5 SC12



Year 1/2

The Owl and the Pussycat

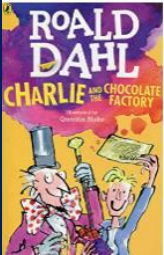
	<p>Join the Owl and the Pussy Cat on a magical adventure as they go to sea in a beautiful pea green boat. Edward Lear's much-loved nonsense rhyme is wonderfully brought to life by Victoria Ball's charming illustration.</p>
Independent Outcome	<p>Planning a journey – planning the route, making a boat, writing a list of what to take.</p>
Text Types	<p>Poetry – free verse/ nonsense poems Instruction writing Biography of Christopher Columbus</p>
Science	<p>Working Scientifically Plants</p>
History	<p>To study the lives of significant individuals in Britain's past who have contributed to our nation's achievements. (Christopher Columbus)</p>
Geography	<p>To name and locate the seven continents and five oceans. To use simple compass directions and simple directional language.</p>
Art	<p>Use a combination of materials that are cut, torn and glued. Sort and arrange materials Mix materials to create texture.</p>
DT	<p>To select from a range of tools and equipment to perform practical tasks (cutting, joining, finishing.)</p>
PE	<p>Striking and Fielding</p>



Music	Charanga
Computing	Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.
RE	What is important for Muslims? (Islam)
PSHCE	Healthy Lifestyles HSL7 HL12
Careers and Employability	Aspirations Afternoon (investigating careers)



Charlie and the Chocolate Factory

	<p>Mr Willy Wonka is the most extraordinary chocolate maker in the world. And do you know who Charlie is? Charlie Bucket is the hero. The other children in this book are nasty little beasts, called: Augustus Gloop - a great big greedy nincompoop; Veruca Salt - a spoiled brat; Violet Beauregarde - a repulsive little gum-chewer; Mike Teavee - a boy who only watches television. Clutching their Golden Tickets, they arrive at Wonka's chocolate factory. But what mysterious secrets will they discover?</p> <p>Our tour is about to begin. Please don't wander off. Mr Wonka wouldn't like to lose any of you at this stage of the proceedings...</p>
Independent Outcome	<p>Create a Roald Dahl Biography Create a chocolate advert Write a story using the creativity and style of Roald Dahl.</p>
Text Types	<p>Non Chronological Reports Adventure Stories Persuasion</p>
Science	<p>Working Scientifically Magnetism</p>
Geography	<p>To interpret a range of geographical information. To use 8 points of a compass and 4 figure grid references. To use simple symbols and key on OS maps</p>



Art	<p>Develop Ideas Develop ideas and starting points. Collect information, sketches and resources. Adapt and refine ideas as they progress Explore ideas in a variety of ways Comment on art works, using visual language.</p> <p>Painting Use a number of brush techniques, using thick brushes and thin brushes to produce shapes, textures, patterns and lines Use watercolours to produce washes for backgrounds then add details Experiment creating mood with colour. Mix colours effectively (create two contrasting pictures. One of Charlie's house and one of the inside of the factory, to contrast mood and colour)</p> <p>Take inspiration from the greats Replicate some of the techniques used by notable artists, artisans and designers Create original pieces that are influenced by the study of others pop art. A portrait in the style of Andy Warhol.</p>
Residential/ Trips	Cadburys World/ Chocolate Making Workshop/ Roald Dahl's House
Outdoor Education	Compass work Mapping Temperature recording
PE	Outdoor and Adventurous
Music	Charanga
Computing	<p>Presentation (PowerPoint) Create a title slide and choose a style. Change the layout of a slide.</p>

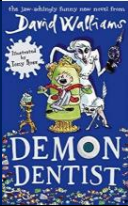


	<p>Insert a picture/text/graph from the internet or personal files. Decide upon and use effective transitions. (about visit to Roald Dahl museum)</p> <p>Blogging Navigate to view their class blog. Understand that it can be updated from a range of devices. Comment on their class blog. (create a class blog to be updated regularly throughout the year)</p>
German	Unit 7: All Aboard
RE	Understanding Christianity: What is it like to follow God? (Christianity)
PSHCE	Rights, Rules and Responsibilities Cit8 RR34
Careers and Employability	What would I like to be when I am older? (aspirations)



Year 3/4

Demon Dentist

	<p>Darkness had come to the town. Strange things were happening in the dead of night. Children would put a tooth under their pillow for the tooth fairy, but in the morning they would wake up to find... a dead slug; a live spider; hundreds of earwigs creeping and crawling beneath their pillow. Evil was at work. But who or what was behind it...?</p>
<p>Independent Outcome</p>	<p>Create a film of Demon Dentist including film narrative. Create minibeasts models (DT)</p>
<p>Text Types</p>	<p>Film narrative Fantasy Discussion</p>
<p>Science</p>	<p>Working Scientifically Magnetism</p>
<p>Art</p>	<p>Develop Ideas Develop ideas and starting points. Collect information, sketches and resources. Adapt and refine ideas as they progress Explore ideas in a variety of ways Comment on art works, using visual language. Collage Select and arrange materials for a striking effect Ensure work is precise. Use overlapping</p>



	Digital Media Create images, video and sound recording and explain why they were created. (linked to video creation in computing.)
DT	Design To research to design products that are fit for a purpose, aimed at particular individuals or groups. To generate, develop, and communicate their ideas through discussion, annotated sketches and information and communication technology. Technical Knowledge To develop their understanding of how to strengthen, stiffen and reinforce structures. Make To select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing). To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate To investigate a range of existing products. To evaluate their ideas and products against the design criteria and consider the views of others to improve their work.
Residential/ Trips	Visit from a Dentist
Outdoor Education	Mini beast survey Travel times Lines of latitude Scale drawing of outdoor environment
PE	Invasion Games
Music	Charanga
Computing	Video (Windows Movie Maker) Capture video for a purpose. Choose which clips to keep and which to discard. Trim and arrange clips to convey meaning. Add titles, credits, slide transitions, special effects.

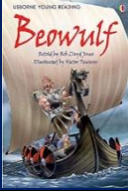


	Create a video of demon dentist.
German	Unit 8: Pocket Money
RE	Understanding Christianity: What sort of world did Jesus want? (Christianity)
PSHCE	My Emotions MMR10 ME34 Anti Bullying MMR12 AB34



Year 3/4

Beowulf

	<p>The classic story written over a thousand years ago retold for children ready to tackle longer and more complex stories. Fearsome monsters stalk the moors of ancient Denmark, murdering anyone they catch. But then a warrior comes from overseas. His name is Beowulf. He kills monsters... Each scene is atmospherically brought to life with Victor Tavares illustrations.</p>
Independent Outcome	<p>Dying and stitching a piece of cloth Write a historical Anglo-Saxon story</p>
Text Types	<p>Historical Fiction Fantasy</p>
Science	<p>Working Scientifically</p> <p>Materials</p> <p>The Earth (Rocks and Atmosphere)</p>
History	<p>To have knowledge of Britain's settlement by Anglo-Saxons and Scots (<i>eg. Anglo Saxon invasions, settlements, kingdoms, art and culture</i>)</p>
Geography	<p>To investigate location and places.</p>



	To locate the worlds countries, focussing on Europe, concentrating on environmental regions, key physical and human characteristics and major cities.
Art	Textiles Colour Fabric Shape and stitch materials Develop Ideas Develop ideas and starting points. Collect information, sketches and resources. Adapt and refine ideas as they progress Explore ideas in a variety of ways Comment on art works, using visual language.
Residential/ Trips	Norwich Museum
Outdoor Education	Lines of latitude and longitude Sound exploration
PE	Gymnastics
Music	Charanga
Computing	Online Safety Question validity of what they see on the internet. Use a browser address bar not just search box and shortcuts. Think before sending and comment on consequences of sending/posting. Recognise online behaviours that would be unfair. Recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles) Make judgements in order to stay safe, whilst communicating with others online. Tell an adult if anything worries them online. Identify dangers when presented with scenarios, social networking profiles etc. Articulate examples of good and bad behaviour online.
German	Unit 9: Tell Me a Story
RE	What moral guidance do sacred texts provide? (World Faiths)




"The more that you read, the more things you will know. The more that you learn, the more places you'll go." — Dr. Seuss,



Year 3/4

The Saga of Erik the Viking

	<p>This is the tale of a Viking warrior by the name of Erik. But Erik is no ordinary Viking. With his trusty band of men he sets sail in search of the land where the sun goes at night – but he finds much more! The Sea Dragon, Dogfighters and giants combine to make his voyage a great saga of thrilling adventures.</p>
<p>Independent Outcome</p>	<p>Write a recount Write a myth Using DT skills to create an electrical system.</p>
<p>Text Types</p>	<p>Historical Fiction Myths Recounts</p>
<p>Science</p>	<p>Working Scientifically Materials The Earth (Rocks and Atmosphere)</p>
<p>History</p>	<p>To understand chronology. To place events, artefacts and historical figures on a time line using dates. To understand the concept of change over time, representing this, along with evidence, on a time line. To use dates and terms to describe events. To</p> <p>Communicate historically. To use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. To use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>



Geography	<p>To investigate location and places.</p> <p>To understand geographical similarities and differences through a study of a region of UK with a region of a European Country.</p> <p>To interpret a range of geographical information.</p> <p>To use maps, atlases, globes, digital mapping to locate countries studied.</p>
DT	<p>Make</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing). To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate</p> <p>To investigate a range of existing products.</p> <p>To evaluate their ideas and products against the design criteria and consider the views of others to improve their work.</p> <p>Technical knowledge</p> <p>To explore and use electrical systems in their products (series circuits incorporating switches, bulbs and buzzers)</p>
Residential/ Trips	Mosque Visit
Outdoor Education	Exploring electricity
PE	Dance
Music	Charanga
Computing	<p>Internet research</p> <p>Type a URL to find a website.</p> <p>Add websites to a favourites list.</p> <p>Use a search engine to find a range of media, e.g. images, texts.</p> <p>Think of search terms to use linked with questions they wish to answer.</p> <p>Talk about the reliability of information on the internet, e.g. the difference between fact and opinion. (use this for studying a different European Country in geography)</p>
German	Unit 10: Our Sporting Lives

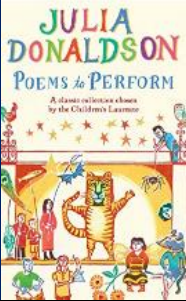


RE	Why is prayer important to Muslims? Mosque Visit (Islam)
PSHCE	Drug Education HSL DE34



Year 3/4

Poems to Perform


	<p>From the author of <i>The Gruffalo</i>, Julia's passionate belief that performance can help children enjoy reading and grow in confidence is informed by her own experience both as a child and now, working with groups of children to bring stories, poems and songs to life.</p> <p>The poems range from classics by Edward Lear, W H Auden and Eleanor Farjeon to contemporary work by Michael Rosen, John Agard and Clare Bevan. Illustrated throughout with exquisite, expressive lino-cuts by Clare Melinsky, this is a book for teachers, parents, children: anyone who loves great poetry.</p>
Independent Outcome	<p>Write and perform a poem to an audience Create a print Write and send an email</p>
Text Types	<p>Visual poetry Instructions Discussion</p>
Science	<p>Working Scientifically Plants</p>
Geography	<p>To understand physical and human processes. To describe and understand key aspects of physical geography; climate zones, rivers and mountains. To experience fieldwork. To use fieldwork to observe measure and record human and physical features in the local area. To communicate geographically. To create maps using symbols and keys of the local area.</p>
Art	Develop Ideas



	<p>Develop ideas and starting points. Collect information, sketches and resources. Adapt and refine ideas as they progress Explore ideas in a variety of ways Comment on art works, using visual language.</p> <p>Print Make printing blocks (coiled string on a block)</p>
Outdoor Education	<p>Measuring water/ puddles Filtering water Solar kettle Water cycle Performing poems in context</p>
PE	Athletics
Music	Charanga
Computing	<p>Emails Log into an email account, open, create and send an email. Attach files to an email. Download and save files from an email. Email more than one person and reply to all. Contact another school about our local area.</p>
German	Unit 11: Carnival of the Animals
RE	Understanding Christianity: When Jesus left what was the impact of Pentecost? (Christianity)
PSHCE	<p>Personal Safety HSL16 PS34</p>



The Time Travelling Cat and the Egyptian Goddess

	<p>Topher and his father are trying to get over the death of Topher's mother, an Egyptologist, when they take in a stray cat. This cat bears an uncanny resemblance to a cat ornament given to Topher by his mother and so they name it 'Ka', meaning 'double'. Topher becomes very attached to Ka and is puzzled by her mysterious absences. One day when he is playing a computer game with an Egyptian theme, Ka jumps on the keys and spells out the name Bubastis, which was the centre of cat worship in Ancient Egypt. Could Ka really be leading a double life and what is she trying to tell Topher?</p>
Independent Outcome	<p>Create a weaving Create a computer game Write a fantasy story</p>
Text Types	<p>Playscripts Fantasy</p>
Science	<p>Working Scientifically Living Things and Their Habitats</p>
History	<p>To build an overview of world history. To know about the achievements of early civilisations eg Ancient Egypt. To communicate historically. To use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. To use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>
Geography	<p>To investigate location and places. To identify position of Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn To interpret a range of geographical information. To use maps, atlases, globes, digital mapping to locate countries studied.</p>
Art	Develop Ideas

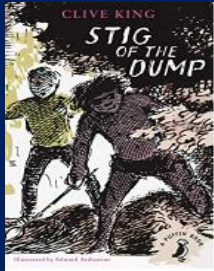


	<p>Develop ideas and starting points. Collect information, sketches and resources. Adapt and refine ideas as they progress Explore ideas in a variety of ways Comment on art works, using visual language.</p> <p>Textiles Create weavings</p>
Residential/ Trips	New Walk Museum, Leicester
Outdoor Education	Global geography Food chains
PE	Striking and Fielding Games
Music	Charanga
Computing	<p>Scratch (Programming) Navigate a Scratch programming environment. Create a background and a sprite for a game. Add inputs to control their sprite. Use conditional statements within the program to control the sprite (if...then...)</p>
Languages	Unit 12: What is the Weather Like?
RE	Why do some people go on a spiritual journey? (World Faiths and Humanism)
PSHCE	Managing Change MMR13 MC34
Careers and Employability	Aspirations Afternoon (investigating careers)



Year 3/4

Stig of the Dump



Clive King's *Stig of the Dump* is a much-loved modern classic. It is the story of Barney and his best friend, cave-man Stig.

Barney is a solitary little boy, given to wandering off by himself. One day he is lying on the edge of a disused chalk-pit when it gives way and he lands in a sort of cave. Here he meets 'somebody with a lot of shaggy hair and two bright black eyes' wearing a rabbit skin and speaking in grunts. He names him Stig. Of course nobody believes Barney when he tells his family all about Stig, but for Barney cave-man Stig is totally real. They become great friends, learning each others ways and embarking on a series of unforgettable adventures.

Independent Outcome	<p>Create an animation of Stig.</p> <p>Write a playscript version linked to Stig of the Dump.</p>
Text Types	<p>Adventure</p> <p>Playscripts</p>
Science	<p>Working Scientifically</p> <p>Animals Including Humans</p>
History	<p>To investigate and interpret British History.</p> <p>To know about changes in Britain from the Stone Age to the Iron Age. (eg. Bronze age religion – Stonehenge)</p> <p>To understand chronology.</p> <p>To place events, artefacts and historical figures on a time line using dates.</p> <p>To understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>To use dates and terms to describe events.</p> <p>To communicate historically.</p>



	To use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. To use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
Geography	To understand physical and human processes. To describe and understand key aspects of human geography: types of settlement and land use
Art	Develop Ideas Develop ideas and starting points. Collect information, sketches and resources. Adapt and refine ideas as they progress Explore ideas in a variety of ways Comment on art works, using visual language. Sculpture Create and combine shapes to create recognisable forms. Use clay and other mouldable materials
Residential/ Trips	Peterborough Museum
Outdoor Education	Exploring rocks, fossils and soil.
PE	Outdoor and Adventurous
Music	Charanga
Computing	Animation (I Can animate APP) Plan what they would like to happen in their animation. Take a series of pictures to form an animation. Move items within their animation to create movement on playback. Edit and improve their animation. Using the sculpted figures create an animation of Stig of the Dump.
German	Unit 1: All about Me
RE	Understanding Christianity: What do Christians learn from the Creation story (Christianity)

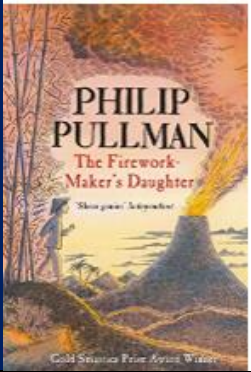


PSHCE	Beginning and Belonging MMR9 BB34
Careers and Employability	What would I like to be when I am older? (aspirations)



Year 3/4

The Firework Maker's Daughter



What Lila wants to be more than anything else in the world is . . . a Firework-Maker!

But firework-making is not just about being able to make Crackle-Dragons and Golden Sneezes. There is also one special secret: every Firework-Maker must make a perilous journey to face the terrifying Fire-Fiend!

Not knowing that she needs special protection to survive the Fire-Fiend's flames, Lila sets off alone. Her friends, Chulak and Hamlet - the King's white elephant - race after her. But can they possibly reach her in time?

Independent Outcome

Create a textile firework picture.
Create a picture in the style of the expressionist movement.
Create a story app.

Text Types

Historical stories.
Explanation.

Science

Working Scientifically
Motion and Forces




Art	Textiles Use basic cross stitch and back stitch Quilt, pad and gather fabric (Create a picture of fireworks) Take inspiration from the greats. Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by the study of others from the Expressionist Movements.
Outdoor Education	Firework display/ sparklers Reflecting light Exploring shadows
PE	Invasion Games
Music	Charanga
Computing	2Create a story APP Create a new book aimed at a target audience. Combine text, images and sound on each page. Add information about the author and title for publishing.
German	Unit 2: Songs and Games
RE	What do people believe about the creation of our world? (World Faiths + Humanism)
PSHCE	Family and Friends MMR11 FF34 Anti-Bullying MMR12 AB34



Year 3/4

The Iron Man

	<p>Mankind must put a stop to the dreadful destruction by the Iron Man and set a trap for him, but he cannot be kept down. Then, when a terrible monster from outer space threatens to lay waste to the planet, it is the Iron Man who finds a way to save the world.</p>
<p>Independent Outcome</p>	<p>Write a film narrative for the Iron Man Create a layered print inspired by the natural environment Apply knowledge of gears and pulleys to complete a DT task</p>
<p>Text Types</p>	<p>Fantasy story Film narrative</p>
<p>Science</p>	<p>Working Scientifically Waves: Light and Sound</p>
<p>Art</p>	<p>Develop Ideas Develop ideas and starting points. Collect information, sketches and resources. Adapt and refine ideas as they progress Explore ideas in a variety of ways Comment on art works, using visual language.</p> <p>Print</p>




	Use layers of two or more colours Replicate patterns observed in the natural or build environment
DT	Technical knowledge To explore and use mechanical systems in their products (gears, pulleys, cams, levers and linkages)
Residential/ Trips	Think Tank
Outdoor Education	Practical demonstrations of forces and magnets Exploring patterns
PE	Gymnastics
Music	Charanga
Computing	Data Choose information to put into a data table. Recognise which information is suitable for their topic. Design a questionnaire to collect information. Sort and organize information to use in other ways. Create a search a branching database. Create a database from information I have selected.
German	Unit 3: Celebrations
RE	What is important to Jews about being part of God's family? (Judaism)
PSHCE	Working Together Cit6 WT34 Financial Capability EW2 FC34



Year 3/4

Run Wild

	<p>Izzy and Asha need a space to call their own, away from difficult families, the Skull brothers and the trouble they bring. But the derelict building site where they stake their claim already belongs to something else, a wilderness they never expected and an injured wolf that desperately needs their help. Can they reconnect to the wild and save the wolf? Or is their pack too weak to fight much stronger powers? A stunning tale of our lost connection to nature and the wild that hides in us all, from renowned storyteller Gill Lewis</p>
Independent Outcome	<p>Create an animal sculpture Write a non-chronological report</p>
Text Types	<p>Adventure stories Non-Chronological report Persuasive letter</p>
Science	<p>Working Scientifically Waves: Light and Sound</p>
Geography	<p>To investigate location and places. To name and locate countries and cities in UK, geographical regions and some topographical features (hills, mountains, coasts, rivers) To interpret a range of geographical information. To use maps, atlases, globes, digital mapping to locate countries studied.</p>
Art	Develop Ideas

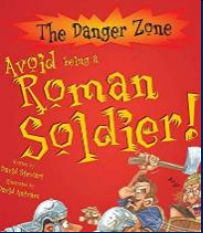


	<p>Develop ideas and starting points. Collect information, sketches and resources. Adapt and refine ideas as they progress Explore ideas in a variety of ways Comment on art works, using visual language.</p> <p>Sculpture Include texture that conveys feeling, expression and movement (Y3) Add materials to provide interesting detail (Y4) Make a sculpture of the animal.</p>
Outdoor Education	<p>Explore living things and their habitats Map topographical features in sand. Investigate a range of playground games</p>
PE	Dance
Music	Charanga
Computing	<p>Graphics Acquire, store and combine images from cameras or the internet for a purpose. Use the print screen function to capture an image. Select certain areas of an image and resize, rotate and invert the image. Edit pictures using a range of tools in a graphics program.</p>
German	Unit 4: Portraits
RE	Understanding Christianity: Why do Christians call the day Jesus died Good Friday? (Christianity)
PSHCE	<p>Sex and Relationships Education HSL13 SR3/ HSL17 SR4</p>



Year 3/4

Avoid Being a Roman Soldier!

	<p>The humorous cartoon-style illustrations and narrative approach encourage readers to get emotionally involved with the characters, aiding their understanding of what life would have been like being a Roman Soldier. Informative captions, a complete glossary and an index make this title an ideal introduction to the conventions of non-fiction texts for young readers.</p>
Independent Outcome	<p>Sketch a plant. Write a myth in a cartoon style. Conduct a science investigation</p>
Text Types	<p>Myths Adventure Discussion</p>
Science	<p>Working Scientifically Electricity</p>
History	<p>To investigate and interpret British History. To study the Roman Empire and its impact on Britain Y4: within this To carry out a depth study of an aspect of the local history or how a locality has changed over time (beyond 1066) by looking at the Roman town of Durobrivae.</p>
Geography	<p>To interpret a range of geographical information. To use maps, atlases, globes, digital mapping to locate countries studied.</p>

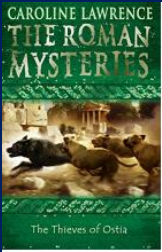


Art	<p>Develop Ideas Develop ideas and starting points. Collect information, sketches and resources. Adapt and refine ideas as they progress Explore ideas in a variety of ways Comment on art works, using visual language.</p> <p>Drawing Use different hardness's of pencils to show line, tone and texture Annotate sketches to explain and elaborate ideas Sketch lightly (no need for rubber for mistakes) Use shading to show light and shadow Use hatching and cross hatching to show tone and texture</p>
Residential/ Trips	Stibbington/ Flag Fen Roman Day
Outdoor Education	Growing plants Explore local area – mapping Roman army battle formations Outdoor cooking
PE	Athletics
Music	Charanga
German	Unit 5: The Four Friends
RE	Understanding Christianity: What is the Trinity? (Christianity)
PSHCE	Managing Risk HSL11 MR34 Safety Contexts HSL12 SC34



Year 3/4

The Thieves of Ostia

	<p>Flavia Gemina is a natural at solving mysteries. The daughter of a ship's captain living in Ostia, the port of Rome, in AD79, she and her three friends, Jonathan, a Jewish boy (and secretly a Christian); Nubia, an African slave girl; and Lupus, a mute beggar boy, must work together to discover who is beheading the watchdogs that guard people's homes, and why.</p> <p>A talented storyteller, Caroline Lawrence has created a delightfully readable and accessible series that children will want to read time and time again.</p>
Independent Outcome	<p>Create a collage Plan and make a healthy menu Write a Roman newspaper</p>
Text Types	<p>Historical fiction Non Chronological reports Instructional/ Procedural</p>
Science	<p>Working Scientifically Electricity</p>
History	<p>To understand chronology. To place events, artefacts and historical figures on a time line using dates. To understand the concept of change over time, representing this, along with evidence, on a time line. To use dates and terms to describe events. To communicate historically. To use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. To use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>
Art	Collage




	Use coiling, overlapping, tessellation, mosaic and montage
DT	Cooking and Nutrition Understand and apply the principles of a healthy and varied diet. Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. Become competent in a range of cooking techniques (for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes) Understand the source, seasonality and characteristics of a broad range of ingredients.
Outdoor Education	Roman banquet Telling stories around a fire
PE	Striking and Fielding
Music	Charanga
Computing	Text Get quicker at typing with both hands. Use a variety of font styles and colours. Align text left, right and centre. Roman newspapers.
German	Unit 6: Growing Things
RE	What are the special religious texts? (World Faiths)
PSHCE	Healthy Lifestyles HSL14 HL34
Careers and Employability	Aspirations Afternoon (investigating careers)



Year 5/6

Cosmic

	<p>Liam is too big for his boots. And his football strip. And his school blazer. But being super-sized height-wise has its advantages: he's the only eleven-year-old to ever ride the G-force-defying Cosmic rollercoaster – or to be offered the chance to drive a Porsche. Long-legged Liam makes a giant leap for boy-kind by competing with a group of adults for the chance to go into space. Is Liam the best boy for the job? Sometimes being big isn't all about being a grown-up.</p>
Independent Outcome	<p>Write a science fiction story. Build a rocket. Write a non-chronological report about space.</p>
Text Types	<p>Science Fiction Non-chronological reports Letters</p>
Science	<p>Working Scientifically Earth and Space Motion and Forces Energy</p>
DT	<p><u>Design Focus</u> To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Create a design criteria</p> <p><u>Evaluate Focus</u> To investigate and analyse a range of existing products. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>




	<p>To understand how key events and individuals in design and technology have helped shape the world (Year 6).</p> <p>Technical Knowledge Focus</p> <p>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures (Year 5).</p> <p>To understand and use mechanical systems in their products (gears, pulleys, cams, levers and linkages) (Year 5).</p> <p>To understand and use electrical systems in their products (series circuits incorporating switches, bulbs, buzzers and motors) (Year 6).</p> <p>To apply their understanding of computing to programme, monitor and control their products (Year 6).</p>
Residential/ Trips	National Space Centre (Leicester)
Outdoor Education	Building rockets and testing them. Modelling the solar system.
PE	Outdoor and Adventurous
Music	Charanga
Computing	<ul style="list-style-type: none"> • Create data collection forms and enter data accurately from these. • Know how to check for and spot inaccurate data. • Know which formulas to use when I want to change my spreadsheet model. • Make graphs from the calculations on my spreadsheet. • Sort and filter information. • Understand that changing the numerical data effects a calculation.
German	Unit 19: Our School
RE	What key beliefs influence people's faith and how do people live out their lives? (World Religions and Humanism)
PSHCE	Rights, Rules and Responsibilities Cit11 RR56
Careers and Employability	What would I like to be when I am older? (aspirations)



Year 5/6

The Nowhere Emporium

	<p>When the mysterious Nowhere Emporium arrives in Glasgow, orphan Daniel Holmes stumbles upon it quite by accident. Before long, the 'shop from nowhere' -- and its owner, Mr Silver -- draw Daniel into a breathtaking world of magic and enchantment. Recruited as Mr Silver's apprentice, Daniel learns the secrets of the Emporium's vast labyrinth of passageways and rooms -- rooms that contain wonders beyond anything Daniel has ever imagined. But when Mr Silver disappears, and a shadow from the past threatens everything, the Emporium and all its wonders begin to crumble. Can Daniel save his home, and his new friends, before the Nowhere Emporium is destroyed forever?</p>
Independent Outcome	<p>Write a fantasy/ mystery story. Build a scale model of the Nowhere Emporium. Build a computer generated/ VR model of the Nowhere Emporium.</p>
Text Types	<p>Fantasy/ mystery</p>
Science	<p>Working Scientifically Earth and Space Motion and Forces Energy</p>
Art	<p>Objective 2: Painting</p> <ul style="list-style-type: none"> • Sketch lightly before painting to combine line and colour • Create a colour palette based upon colours observed in the natural or built world • Use the qualities of water colour or acrylic paints to create visually interesting pieces • Combine colours, tones and tints to enhance the mood of a piece • Use brush techniques and the qualities of paint to create texture • Develop a personal style of painting, drawing upon ideas from other artists




	Objective 2: Collage <ul style="list-style-type: none"> • Mix textures • Combine visual and tactile qualities • Use ceramic mosaic materials and techniques
Residential/ Trips	Hindu Mandir
Outdoor Education	Fossil hunt
PE	Invasion Games
Music	Charanga
Computing	Graphics <ul style="list-style-type: none"> • Use to create a 3D representation of an existing building. • Use the tools available to design their own fit for purpose building. • Change the style, colour and texture of the walls. • Change the viewpoint angle whilst designing the building to gain insight to its look from a variety of angles.
German	Unit 20: Our World
RE	What can stories and images of deities tell us about Hindu beliefs? To include Mandir Visit (Hinduism)
PSHCE	My Emotions MMR15 ME56 Anti-Bullying MMR17 AB56



Year 5/6

Private Peaceful

	<p>Told in the voice of Private Tommo Peaceful, the story follows twenty-four hours at the front, and captures his memories of his family and his village life by no means as tranquil as it appeared.</p> <p>Full of vivid detail and engrossing atmosphere, leading to a dramatic and moving conclusion, Private Peaceful is both a compelling love story and a deeply moving account of the First World War.</p>
Independent Outcome	<p>Recounts of war. Build a trench. PowerPoint presentation.</p>
Text Types	<p>Recounts Instructional/ procedural</p>
Science	<p>Working Scientifically Materials</p>
History	<p>To study an aspect or theme in British history beyond 1066. (<i>eg WWII</i>)</p> <p>To use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy.



	<p>To use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>To use original ways to present information and ideas.</p>
Geography	<p>To locate the world's countries including Russia, North and South America concentrating on environmental regions, key physical and human characteristics, and major cities.</p> <p>To use maps, atlases, globes, digital mapping to locate countries studied</p>
Art	<p>Objective 2: Drawing</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects • Use a choice of techniques to depict movement, perspective, shadows and reflection • Choose a style of drawing suitable for the work • Use lines to represent movement
Residential/ Trips	Stibbington Evacuation Day
Outdoor Education	<p>Dig a trench.</p> <p>Knot tying.</p> <p>Outdoor cooking</p>
PE	Gymnastics
Music	Charanga
Computing	<p>Online Safety</p> <p>Judge when and when not to answer a question online.</p> <ul style="list-style-type: none"> • Be a good online citizen and friend. • Articulate what constitutes good behaviour online. • Use different sources to double check information found online. • Find 'report' and 'flag' buttons in commonly used sites and name sources of help (childline, cybermentors etc) • Click-CEOP button and explain to parents what it is for.



	<ul style="list-style-type: none"> • Discuss scenarios involving online risk. State the source of information found on the Internet. <p>Act as a role model for younger pupils</p> <p>Presentation (Powerpoint)</p> <ul style="list-style-type: none"> • Work independently to create a multi slide presentation that includes speaker's notes. • Use transitions and animations to improve the quality of the presentation. • Include sounds and moving graphics in the slides. <p>Present to a large group or class using the notes made.</p>
German	Unit 21: Creating a Café
RE	Understanding Christianity: What would Jesus do? (Christianity)
PSHCE	Diversity and Communities Cit10 DC56



Year 5/6

Goodnight Mister Tom



The story of young Willie Beech, evacuated to the country as Britain stands on the brink of the Second World War. A sad, deprived child, he slowly begins to flourish under the care of old Tom Oakley - but his new-found happiness is shattered by a summons from his mother back in London. As time goes by Tom begins to worry when Willie doesn't answer his letters, so he goes to London to find him, and there makes a terrible discovery.

Independent Outcome	Art gallery of Blitz paintings. Build Anderson shelters. Letters home as an evacuee.
Text Types	Letters Discussion
Science	Working Scientifically Materials
History	To study an aspect or theme in British history beyond 1066. (eg WWII)
Geography	To use maps, atlases, globes, digital mapping to locate countries studied To locate the world's countries including Russia, North and South America concentrating on environmental regions, key physical and human characteristics, and major cities.
Art	Objective 1: Develop ideas <ul style="list-style-type: none"> • Develop and imaginatively extend ideas and starting points throughout the curriculum • Collect information, sketches and resources and present ideas imaginatively in a sketch book • Use the quality of materials to enhance ideas • Spot potential in unexpected results as work progresses • Comment on artworks with a fluent grasp of visual language



	Objective 2: Print <ul style="list-style-type: none"> • Build up layers of colours • Create an accurate pattern, showing fine detail • Use a range pf visual elements to reflect the purpose of the work
DT	Cooking and Nutrition Understand and apply the principles of a healthy and varied diet Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] Understand the source, seasonality and characteristics of a broad range of ingredients
Residential/ Trips	Residential
Outdoor Education	Build an Anderson shelter. Cooking outdoors.
PE	Gymnastics
Music	Charanga
Computing	Internet Research <ul style="list-style-type: none"> • Use advance search functions in Google (quotations). • Understand websites such as Wikipedia are made by users (link to E-Safety). • Use strategies to check the reliability of information (cross check with another source such as books). • Use their knowledge of domain names to aid their judgment of the validity of websites.
German	Unit 21: Creating a Café
RE	Understanding Christianity: What would Jesus do? (Christianity)

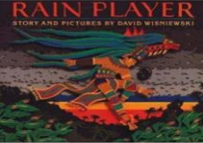


PSHCE	Diversity and Communities Cit10 DC56
Careers and Employability	Big Bang Event, Birmingham



Year 5/6

Rain Player

	<p>The ancient Mayan belief that the future was divinely decreed and could not be changed is the basis for this original tale of a boy who must defeat the Rain God in a ball game to save his people from disaster. Mayan art and architecture were the inspiration for the spectacular cut-paper artwork</p>
<p>Independent Learning Outcome</p>	<p>Share a traditional tale with EYFS. Create an advert to persuade us to help to save the planet.</p>
<p>Text Types</p>	<p>Structured poetry. Traditional tales. Persuasion.</p>
<p>Science</p>	<p>Working Scientifically</p> <p>Plants</p> <p>Evolution and Genetics</p>
<p>History</p>	<p>To study one contrasting non European society <i>eg Mayan civilization</i></p>
<p>Geography</p>	<p>To understand geographical similarities and differences through a study of a region of UK with a region of a European Country and a region within North or South America.</p> <p>To describe and understand key aspects of physical geography: biomes and vegetation belts, volcanoes and earthquakes, the water cycle</p> <p>To describe and understand key aspects of human geography: trade links, distribution of natural resources (energy, food, minerals, water)</p>




	<p>To use maps, atlases, globes, digital mapping to locate countries studied</p> <p>To use 8 points of a compass and 8 figure grid references</p> <p>To use symbols and key on OS maps to build knowledge of UK and wider world</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>
Art	<p>Objective 2: Digital Media</p> <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations) • Give details about the style of some notable artists, artisans and designers with a focus on the cubism and art nouveau movements. • Show how the work of those studied was influential in both society and other artists • Create original pieces that show a range of influences and styles
Outdoor Education	Photography.
PE	Athletics
Music	Charanga
Computing	<p>Sound Recording (Audacity)</p> <ul style="list-style-type: none"> • Collect audio from a variety of resources including own recordings and internet clips. • Create a multi-track recording using effects. • Edit and refine their work to improve outcomes. <p>Animation</p> <ul style="list-style-type: none"> • Plan a multi-scene animation including characters, scenes, camera angles and special effects. • Use stop –go animation software (Ican Animate APP/ Hue animation) with an external camera to shoot animation frames. • Adjust the number of photographs taken and the playback rate to improve the quality of the animation. • Publish their animation and use a movie editing package to edit/refine and add titles.
German	Unit 23: At the Theme Park



RE	How and why do 'religions' help the poor? Fundraising/ Aid, etc. (World Faiths)
PSHCE	Personal Safety HSL23 PS56 Sex and Relationships Education HSL20 SR5 / HSL24 SR6

Year 5/6

Macbeth

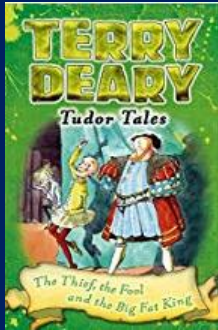
	<p>Out, damned spot! A brilliant retelling of this classic tale of witches, murder and madness. With Notes on Shakespeare and the Globe Theatre and Evil in Macbeth. The tales have been retold using accessible language and with the help of Tony Ross's engaging black-and-white illustrations, each play is vividly brought to life allowing these culturally enriching stories to be shared with as wide an audience as possible.</p>
Independent Outcome	<p>Perform Macbeth. Create a video to share. Make own props/ backdrops.</p>
Text Types	<p>Playscripts</p>
Science	<p>Working Scientifically Living Things and their Habitats</p>
History	<p>To study an aspect or theme in British history beyond 1066. <i>(linked to the life of Shakespeare)</i></p>
Art	<p>Objective 1: Develop ideas</p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas and starting points throughout the curriculum • Collect information, sketches and resources and present ideas imaginatively in a sketch book • Use the quality of materials to enhance ideas • Spot potential in unexpected results as work progresses • Comment on artworks with a fluent grasp of visual language



	Objective 2: Painting <ul style="list-style-type: none"> • Sketch lightly before painting to combine line and colour • Create a colour palette based upon colours observed in the natural or built world (Y5) • Use the qualities of water colour or acrylic paints to create visually interesting pieces • Combine colours, tones and tints to enhance the mood of a piece • Use brush techniques and the qualities of paint to create texture • Develop a personal style of painting, drawing upon ideas from other artists
Outdoor Education	Outdoor performance of Macbeth.
Residential/ Trips	Theatre trip to see a Shakespeare play – Tolethorpe, Stamford
PE	Striking and Fielding Games
Music	Charanga
Computing	Video (Windows Movie Maker) <ul style="list-style-type: none"> • Storyboard and capture videos for a purpose. • Plan for the use of special effects and transitions. • Trim, arrange and edit audio levels to improve quality of their outcome. • Export their video.
German	Unit 24: What is the News?
RE	Is religion what you say or what you do? (World Faiths and Humanism)
PSHCE	Managing Change MMR18 MC56
Careers and Employability	Young Enterprise Project (Linked to End of Term Production)



Tudor Tales: The Thief, the Fool and the Big Fat King



Every day, hapless hopefuls travel to dirty and dangerous Tudor London, trying to seek their fortunes. But what and who is waiting for them when they get there? Tricksters and conmen, like young Eleanor's family, who prey on their naivety. Meanwhile, the fearsome King Henry VIII has some rather cruel ideas of justice... for everyone.

Terry Deary's Tudor Tales explore the infamous world of the Tudors through the eyes of children who could have lived at the time. These stories feature real people and take place in some of the most recognisable Tudor settings. This new edition features notes for the reader to help extend learning and exploration of the historical period.

Independent Outcome	Write a Tudor Tale. PowerPoint presentation about the Tudors. Tudor portraits.
Text Types	Legends. Discussion.
Science	Working Scientifically Animals including Humans
History	<p>To describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>To identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>To understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>To use dates and terms accurately in describing events.</p> <p>To use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period



	<ul style="list-style-type: none"> • era • chronology • continuity • change • century • decade • legacy. <p>To use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p> <p>To use original ways to present information and ideas.</p>
Art	<p>Objective 2: Painting</p> <ul style="list-style-type: none"> • Sketch lightly before painting to combine line and colour • Create a colour palette based upon colours observed in the natural or built world • Use the qualities of water colour or acrylic paints to create visually interesting pieces • Combine colours, tones and tints to enhance the mood of a piece • Use brush techniques and the qualities of paint to create texture • Develop a personal style of painting, drawing upon ideas from other artists
Residential/ Trips	Burghley House, Stamford
Outdoor Education	Tudor cooking/ apple pressing.
PE	Outdoor and Adventurous
Music	Charanga
Computing	<p>Presentation (Powerpoint)</p> <ul style="list-style-type: none"> • Work independently to create a multi slide presentation that includes speakers notes. • Use transitions and animations to improve the quality of the presentation.

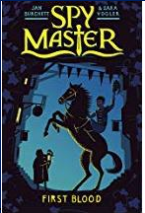


	<ul style="list-style-type: none"> • Include sounds and moving graphics in the slides. <p>Present to a large group or class using the notes made.</p>
German	Unit 13: Enjoy Your Meal!
RE	Understanding Christianity Creation and science: conflicting or complimentary? (Christianity)
PSHCE	Beginning and Belonging MMR14 BB56
Careers and Employability	What would I like to be when I am older? (aspirations)



Year 5/6

Spy Master: First Blood

	<p>When Jack Briars becomes an apprentice to King Henry VIII's spy master, he is disappointed to be given the boring duties of a clerk. But the King's enemies are everywhere. Soon Jack is facing more adventure and intrigue than he bargained for. If he wants to stay alive and in favour, he will need to learn the arts of stealth, disguise and deception - and fast!</p>
Independent Outcome	<p>Writing a dilemma. Share a choice of endings with another year group and persuade them why their option is better. Demonstrating science investigation.</p>
Text Types	<p>Dilemmas Persuasion Procedural</p>
Science	<p>Working Scientifically Motion and Forces Energy</p>
History	<p>To describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). To identify periods of rapid change in history and contrast them with times of relatively little change. To understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. To use dates and terms accurately in describing events.</p>



Art	Objective 2: Textiles <ul style="list-style-type: none"> • Show precision in techniques • Choose from a range of stitching techniques • Combines previously learned techniques to create pieces
DT	Design Focus To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Create a design criteria Make Focus To select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately. To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate Focus To investigate and analyse a range of existing products. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. To understand how key events and individuals in design and technology have helped shape the world
Outdoor Education	Create own trail/ mystery.
PE	Invasion Games



Music	Charanga
Computing	<p>Online Safety</p> <p>Judge when and when not to answer a question online.</p> <ul style="list-style-type: none"> • Be a good online citizen and friend. • Articulate what constitutes good behaviour online. • Use different sources to double check information found online. • Find 'report' and 'flag' buttons in commonly used sites and name sources of help (childline, cybermentors etc) • Click-CEOP button and explain to parents what it is for. • Discuss scenarios involving online risk. State the source of information found on the Internet. • Act as a role model for younger pupils <p>Internet Research</p> <ul style="list-style-type: none"> • Use advance search functions in Google (quotations). • Understand websites such as Wikipedia are made by users (link to E-Safety). • Use strategies to check the reliability of information (cross check with another source such as books). • Use their knowledge of domain names to aid their judgment of the validity of websites.
German	Unit 14: I am the Music Man
RE	Understanding Christianity: What kind of king is Jesus? (Christianity)
PSHCE	Family and Friends MMR17 FF56 Anti-Bullying MMR17 AB56



Year 5/6

The Storm Keeper's Island



When Fionn Boyle sets foot on Arranmore Island, it begins to stir beneath his feet ...

Once in a generation, Arranmore Island chooses a new Storm Keeper to wield its power and keep its magic safe from enemies. The time has come for Fionn's grandfather, a secretive and eccentric old man, to step down. Soon, a new Keeper will rise.

But, deep underground, someone has been waiting for Fionn. As the battle to become the island's next champion rages, a more sinister magic is waking up, intent on rekindling an ancient war.

Independent Outcome

Write a new ending to send to the publisher.
Create their own island.

Text Types

Mystery/ fantasy

Science

Working Scientifically
Waves: Light (and Sound)



<p>Geography</p>	<p>To name and locate counties and cities in UK, geographical regions and some topographical features (hills, mountains, coasts, rivers) as well as land use patterns and understand how these have changed over time. (Y5)</p> <p>To identify position and significance of latitude, longitude, Arctic and Antarctic Circle, The Prime/Greenwich Meridian and time zones (Y6)</p> <p>To use maps, atlases, globes, digital mapping to locate countries studied</p> <p>To use 8 points of a compass and 8 figure grid references</p> <p>To use symbols and key on OS maps to build knowledge of UK and wider world</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>
<p>DT</p>	<p>Design Focus</p> <p>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Create a design criteria</p> <p>Make Focus</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately.</p> <p>To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate Focus</p> <p>To investigate and analyse a range of existing products.</p>



	<p>To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>To understand how key events and individuals in design and technology have helped shape the world.</p> <p>Technical knowledge</p> <p>To understand and use electrical systems in their products (series circuits incorporating switches, bulbs, buzzers and motors) (Year 6).</p>
Residential/ Trips	Kidzania, London
Outdoor Education	Local area mapping.
PE	Gymnastics
Music	Charanga
Computing	<p>Video (Windows Movie Maker)</p> <ul style="list-style-type: none"> • Storyboard and capture videos for a purpose. • Plan for the use of special effects and transitions. • Trim, arrange and edit audio levels to improve quality of their outcome. • Export their video. <p>Internet Research</p> <ul style="list-style-type: none"> • Use advance search functions in Google (quotations). • Understand websites such as Wikipedia are made by users (link to E-Safety). • Use strategies to check the reliability of information (cross check with another source such as books). • Use their knowledge of domain names to aid their judgment of the validity of websites. <p>Cloud Computing</p> <ul style="list-style-type: none"> • Understand files may be saved off their device in 'clouds'. • Upload/download a file to the cloud on different devices. • Understand about syncing files using cloud computing folders. • Judge what sort of privacy settings might be relevant to reducing different risks.
German	Unit 16: Beach Scene

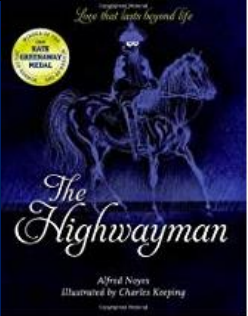


RE	Understanding Christianity: What did Jesus do to save human beings? (Christianity)
PSHCE	Working Together Cit9 WT56 Financial Capability EW3 FC56
Careers and Employability	Kidzania



Year 5/6

The Highwayman

	<p>In Alfred Noyes's thrilling poem, charged with drama and tension, we ride with the highwayman and recoil from the terrible fate that befalls him and his sweetheart Bess, the landlord's daughter.</p>
Independent Outcome	<p>Write a narrative poem. Stop/go animation show Record poetry</p>
Text Types	<p>Poetry</p>
Science	<p>Working Scientifically Waves: Light (and Sound)</p>
History	<p>To study an aspect or theme in British history beyond 1066. (eg <i>WWII</i>)</p>
Art	<p>Objective 2: Drawing</p> <ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects • Use a choice of techniques to depict movement, perspective, shadows and reflection • Choose a style of drawing suitable for the work

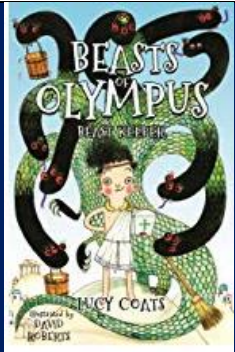


	<ul style="list-style-type: none"> • Use lines to represent movement
Residential/ Trips	Residential
	Outdoor sound collecting
PE	Dance
Music	Charanga
Computing	<p>Sound Recording (Audacity)</p> <ul style="list-style-type: none"> • Collect audio from a variety of resources including own recordings and internet clips. • Create a multi-track recording using effects. • Edit and refine their work to improve outcomes. <p>Animation</p> <ul style="list-style-type: none"> • Plan a multi-scene animation including characters, scenes, camera angles and special effects. • Use stop –go animation software (Ican Animate APP/ Hue animation) with an external camera to shoot animation frames. • Adjust the number of photographs taken and the playback rate to improve the quality of the animation. • Publish their animation and use a movie editing package to edit/refine and add titles.
German	Unit 15: On the Way to School
RE	Understanding Christianity: What difference does the resurrection make for Christians? (Christianity)
PSHCE	Sex and Relationships Education HSL20 SR5 / HSL24 SR6



Year 5/6:

Beasts of Olympus: Beast Keeper



A boy is reunited with his long-lost father, the Greek god Pan, only to find himself taken to the kingdom of the gods.

What begins as just another ordinary day for Demon ends up being far from normal . . . because travelling on a rainbow to Mount Olympus is a bit odd for anyone, even if your dad is the Greek god Pan! When he arrives, Demon is in for a shock. The stables are full of mythical beasts like the flatulent Cattle of the Sun and a very grumpy Griffin. All Demon's animal husbandry skills, polished on his mother's farm on Earth, are going to be put to a rather exacting test as he tries to sort out the chaos and deal with the upset and concern of the gods. Can the stableboy help the Nemean lion that Heracles has hurt, and avoid incurring Hera's wrath if he can't heal her pet Hydra . . .

Independent Outcome	<p>Create a game for others to play.</p> <p>Write a film narrative.</p> <p>Explanation of how to use Scratch.</p>
Text Types	<p>Film narrative</p> <p>Explanation.</p>
Science	<p>Working Scientifically</p> <p>Electricity</p>
History	<p>To study Ancient Greece and their influence on the western world</p>
Art	<p>Objective 2: Print</p> <ul style="list-style-type: none"> • Build up layers of colours • Create an accurate pattern, showing fine detail • Use a range pf visual elements to reflect the purpose of the work <p>Objective 2: Sculpture</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations

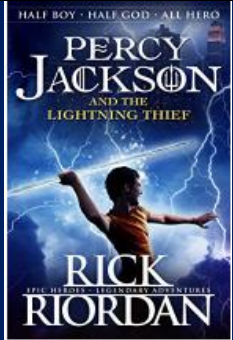


	<ul style="list-style-type: none"> • Use tools to carve and assess shapes and texture and pattern • Combine visual and tactile qualities <p>Use frameworks such as: wire or moulds to prove stability or form</p>
Residential/ Trips	Planetarium in School
Outdoor Education	Writing procedures, Printing/ sculpture/ land art.
PE	Athletics
Music	Charanga
Computing	<p>Scratch Programming</p> <ul style="list-style-type: none"> • Use external triggers and infinite loops to control sprites. • Create and edit variables. • Use conditional statements. • Design their own game including sprites, backgrounds, scoring and/or timers. • Use conditional statements, loops, variables and broadcast messages in the game. • The game finishes when a player wins or loses and they must know they have won or lost. <p>Evaluate the effectiveness of the game and debug as required.</p>
German	Unit 17: The Four Seasons
RE	Understanding Christianity: Was Jesus the Messiah? (Christianity)
PSHCE	Managing Risk HSL18 MR56 Safety Contexts HSL19 SC56



Year 5/6

Percy Jackson and the Lightning Thief



Look, I didn't want to be a half-blood. I never asked to be the son of a Greek God.

I was just a normal kid, going to school, playing basketball, skateboarding. The usual. Until I accidentally vaporized my maths teacher. Now I spend my time battling monsters and generally trying to stay alive.

This is the one where Zeus, God of the Sky, thinks I've stolen his lightning bolt - and making Zeus angry is a very bad idea.

Independent Outcome

Write a legend.
Make Greek Urns/ Masks
Make traditional Greek food.

Text Types

Legends

Science

Working Scientifically
Electricity

History

To study Ancient Greece and their influence on the western world

To use appropriate historical vocabulary to communicate, including:

- dates
- time period
- era



	<ul style="list-style-type: none"> • chronology • continuity • change • century • decade • legacy. <p>To use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p> <p>To use original ways to present information and ideas.</p>
Geography	To locate the world's countries including Russia, North and South America concentrating on environmental regions, key physical and human characteristics, and major cities.
Art	<p>Objective 2: Sculpture</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations • Use tools to carve and assess shapes and texture and pattern • Combine visual and tactile qualities • Use frameworks such as: wire or moulds to provide stability or form
DT	<p>Cooking and Nutrition Focus</p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>Understand the source, seasonality and characteristics of a broad range of ingredients</p>
Residential/ Trips	Striking and Fielding Games
Outdoor Education	Create a sculpture garden.



PE	Charanga
Music	Let's Change the World: Inventors
Computing	Blogging <ul style="list-style-type: none"> • Register for a blog, select a URL and navigate to their blog once it is created. • Alter the theme and appearance of their blog, adding background images etc. C • reate a new post, save it as a draft and publish it. • Embed photos, hyperlinks and videos into posts. • Reorganise posts and remove posts they no longer want. • Like/follow other blogs and build up their blog content over the year
German	Unit 18: The Planets
RE	What does it mean to be a Buddhist? Can we all be enlightened? (Buddhism)
PSHCE	Healthy Lifestyles HSL21 HL56
Careers and Employability	Young Enterprise Project (Linked to Production)



Progression of Knowledge and Skills



WRITING

Key skills children MUST achieve by the end of each year:

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting - To form all letters of the alphabet correctly in a cursive script and the digits 0-9.	Handwriting - To join graphemes when writing in a cursive script.	Handwriting - To make ascenders and descenders clear in their cursive writing	Handwriting – To show consistency in letter size and spacing when joining in a cursive script.	Handwriting – To write legibly in a cursive script so that writing is easy to read.	Handwriting – To write fluently and at speed in a cursive script.	Handwriting – To continue to write fluently and at speed in a cursive script.
To speak in full sentences and respond to a question in a full sentence.	To join clauses using and, but, because.	To use a consistent tense when writing.	To use paragraphs to group related material.	To use paragraphs to organise ideas around a theme.	To use a range of verb forms to reflect the level of formality.	To use the full range of punctuation fluently in writing.
To understand that a sentences starts with a capital letter and ends with a full stop.	To use the phonemes that they have been taught in their writing.	To join clauses using when, if, that, or	To use adverbials to show time and place.	To confidently use cohesive devices such as headings and sub-headings.	To build cohesion within and across paragraphs.	To select vocabulary and grammatical structures that reflect the level of formality.
To use finger spaces when writing.	To use a capital letter for a name and for the pronoun I.	To spell all of the Y2 common exception words	To use prepositions in their writing	To use suffixes and prefixes accurately.	To link clauses in sentences using a range of sub-ordinating and co-ordinating conjunctions.	To integrate dialogue in narrative to convey character and advance the action.



To link phonics to spelling.	To spell all of the Year 1 common exception words and the RWInc words up to blue level.	To use an apostrophe in a contraction and to show possession.	To use a full range of conjunctions.	To be able to create atmosphere and integrate dialogue including direct speech.	To use parenthesis.	To use a range of devices to build cohesion.
To hold a pencil correctly and comfortably.	To write in a sentence starting with a capital letter and ending with a full stop.	To use full stops, exclamation marks, question marks and commas in lists accurately.	To proofread and edit my own work.	To spell the Year 3 and 4 common exception words.	To evaluate and edit by ensuring correct subject and verb agreement using singular and plural, distinguishing between the language of speech and writing.	To spell the Year 5 and 6 Common exception words.



Subject: Art and Design

Key Objective		Years 1-2	Years 3-4	Years 5-6
Objective 1 Develop Ideas		<ul style="list-style-type: none"> Respond to ideas and starting points Explore ideas and collect visual information Explore different methods and materials as ideas develop 	<ul style="list-style-type: none"> Develop to ideas and starting points Collect information, sketches and resources Adapt and refine ideas as they progress Explore ideas in a variety of ways Comment on art works, using visual language 	<ul style="list-style-type: none"> Develop and imaginatively extend ideas and starting points throughout the curriculum Collect information, sketches and resources and present ideas imaginatively in a sketch book Use the quality of materials to enhance ideas Spot potential in unexpected results as work progresses Comment on artworks with a fluent grasp of visual language
Objective 2 Master Techniques	Painting	<ul style="list-style-type: none"> Use thick and thin brushes (Y1) Make secondary colours from primary colours (Y2) Add white to colours to make tints and black to make tones (Y1) Create colour wheels (Y2) 	<ul style="list-style-type: none"> Use a number of brush techniques, using thick brushes and thin brushes to produce shapes, textures, patterns and lines (Y3) Mix colours effectively (Y4) Use watercolours to produce washes for backgrounds then add detail (Y3) Experiment with creating mood with colour (Y4) 	<ul style="list-style-type: none"> Sketch lightly before painting to combine line and colour Create a colour palette based upon colours observed in the natural or built world (Y5) Use the qualities of water colour or acrylic paints to create visually interesting pieces Combine colours, tones and tints to enhance the mood of a piece (Y6) Use brush techniques and the qualities of paint to create texture (Y5) Develop a personal style of painting, drawing upon ideas from other artists (Y6)



	Collage	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued • Sort and arrange materials (Y1) • Mix materials to create texture (Y2) 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect (Y3) • Ensure work is precise • Use coiling, overlapping, tessellation, mosaic and montage (Y4) 	<ul style="list-style-type: none"> • Mix textures (Y5) • Combine visual and tactile qualities • Use ceramic mosaic materials and techniques (Y6)
	Sculpture	<ul style="list-style-type: none"> • Use a combination of shapes (Y1) • Include lines and texture (Y2) • Use rolled up paper, straws, paper card and clay as materials (Y1) • Use techniques such as rolling, cutting, moulding and carving (Y2) 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (Y4) • Include texture that conveys feeling expression or movement (Y3) • Use clay and other mouldable materials (Y3) • Add materials to prove interesting detail (Y4) 	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations (Y6) • Use tools to carve and ass shapes and texture and pattern • Combine visual and tactile qualities • Use frameworks such as: wire or moulds to prove stability or form (Y5)
	Drawing	<ul style="list-style-type: none"> • Draw lines of different size or thickness • Colour own work neatly, following the lines (Y1) • Show pattern and texture by adding dots and lines (Y2) 	<ul style="list-style-type: none"> • Use different hardness's of pencils to show line, tone and texture (Y4) • Annotate sketches to explain and elaborate ideas (Y3) • Sketch lightly (no need for a rubber for mistakes) (Y3) • Use shading to show light and shadow (Y4) • Use hatching and cross hatching to show tone and texture (Y4) 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (Y5) • Use a choice of techniques to depict movement, perspective, shadows and reflection (Y6) • Choose a style of drawing suitable for the work (Y6) • Use lines to represent movement (Y6)
	Print	<ul style="list-style-type: none"> • Use repeating or overlapping shapes (Y2) • Mimic print from the environment (Y2) • Use objects to create prints (Y1) • Press, roll, rub and stamp to make prints (Y1) 	<ul style="list-style-type: none"> • Use layers of two or more colours (Y4) • Replicate patterns observed in the natural or built environment (Y4) • Make printing blocks (coiled string on a block) (Y3) 	<ul style="list-style-type: none"> • Build up layers of colours (Y5) • Create an accurate pattern, showing fine detail (Y5) • Use a range pf visual elements to reflect the purpose of the work (Y6)



	Textiles	<ul style="list-style-type: none"> • Use weaving to create patterns (Y1) • Join materials use glue (Y1) or a stitch (Y2) • Use plaiting (Y2) • Use dip dye techniques (Y2) 	<ul style="list-style-type: none"> • Shape and stitch materials (Y3) • Use basic cross stitch and back stitch (Y3) • Colour fabric (Y3) • Create weavings (Y4) • Quilt, pad and gather fabric (Y4) 	<ul style="list-style-type: none"> • Show precision in techniques (Y5) • Choose from a range of stitching techniques (Y6) • Combines previously learned techniques to create pieces (Y6)
	Digital Media	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes 	<ul style="list-style-type: none"> • Create images, video and sound recording and explain why they were created. 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations)
Objective 3 Take inspiration from the greats		<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers from the impressionist movement. • Use some of the ideas of artist studies to create pieces 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers • Create original pieces that are influenced by the study of others from the pop art and Expressionism movements. 	<ul style="list-style-type: none"> • Give details about the style of some notable artists, artisans and designers with a focus on the cubism and art nouveau movements. • Show how the work of those studied was influential in both society and other artists • Create original pieces that show a range of influences and styles (Y6)



Subject: Computing

Objectives	Years 1-2	Years 3-4	Years 5-6
Multimedia	<p>Graphics</p> <ul style="list-style-type: none"> Use ICT to generate ideas for their work. Use various tools such as brushes, pens, rubber, stamps, shapes. Save, retrieve and print work. <p>Text</p> <ul style="list-style-type: none"> Use spacebar, backspace, delete, arrow keys, return. Start to use two hands when typing. Word process short texts to present. <p>Sound recording</p> <ul style="list-style-type: none"> Record sound at and away from a computer. Use software to record sounds. Change sounds recorded. Save, retrieve and edit sounds. <p>Video</p> <ul style="list-style-type: none"> Capture video. Discuss which videos to keep and which to delete. Arrange clips to create a short film. Add a title and credits. <p>Presentation (PowerPoint)</p> <ul style="list-style-type: none"> Choose a suitable subject and collect some information. Create a basic slideshow with this information. Present the information to a group. 	<p>Graphics</p> <ul style="list-style-type: none"> Acquire, store and combine images from cameras or the internet for a purpose. Use the print screen function to capture an image. Select certain areas of an image and resize, rotate and invert the image. Edit pictures using a range of tools in a graphics program. <p>2Create a story APP</p> <ul style="list-style-type: none"> Create a new book aimed at a target audience. Combine text, images and sound on each page. Add information about the author and title for publishing. <p>Animation (I Can animate APP)</p> <ul style="list-style-type: none"> Plan what they would like to happen in their animation. Take a series of pictures to form an animation. Move items within their animation to create movement on playback. Edit and improve their animation. <p>Video (Windows Movie Maker)</p> <ul style="list-style-type: none"> Capture video for a purpose. Choose which clips to keep and which to discard. Trim and arrange clips to convey meaning. Add titles, credits, slide transitions, special effects. 	<p>Sound Recording (Audacity)</p> <ul style="list-style-type: none"> Collect audio from a variety of resources including own recordings and internet clips. Create a multi-track recording using effects. Edit and refine their work to improve outcomes. <p>Animation</p> <ul style="list-style-type: none"> Plan a multi-scene animation including characters, scenes, camera angles and special effects. Use stop-go animation software (Ican Animate APP/ Hue animation) with an external camera to shoot animation frames. Adjust the number of photographs taken and the playback rate to improve the quality of the animation. Publish their animation and use a movie editing package to edit/refine and add titles. <p>Graphics</p> <ul style="list-style-type: none"> Use to create a 3D representation of an existing building. Use the tools available to design their own fit for purpose building. Change the style, colour and texture of the walls. Change the viewpoint angle whilst designing the building to gain insight to its look from a variety of angles. <p>Video (Windows Movie Maker)</p> <ul style="list-style-type: none"> Storyboard and capture videos for a purpose.



		Text <ul style="list-style-type: none"> • Get quicker at typing with both hands. Use a variety of font sizes, styles and colours. • Align text left, right and centre. Presentation (Powerpoint) <ul style="list-style-type: none"> • Create a title slide and choose a style. • Change the layout of a slide. • Insert a picture/text/graph from the Internet or personal files. • Decide upon and use effective transitions. 	<ul style="list-style-type: none"> • Plan for the use of special effects and transitions. • Trim, arrange and edit audio levels to improve quality of their outcome. • Export their video. Presentation (Powerpoint) <ul style="list-style-type: none"> • Work independently to create a multi slide presentation that includes speakers notes. • Use transitions and animations to improve the quality of the presentation. • Include sounds and moving graphics in the slides. • Present to a large group or class using the notes made.
Programming	Bee-bots <ul style="list-style-type: none"> • Give commands including straight forwards / backwards / turn one at a time. • Explore what happens when a sequence of instructions is given. • Give a set of simple instructions to follow out a task. • Give a set of instructions to form simple geometric shapes. • Improve/change their sequence of commands. 	Scratch <ul style="list-style-type: none"> • Navigate the Scratch programming environment. • Create a background and a sprite for a game. • Add inputs to control their sprite. • Use conditional statements within the program to control the sprite (if...then..) 	Scratch <ul style="list-style-type: none"> • Use external triggers and infinite loops to control sprites. • Create and edit variables. • Use conditional statements. • Design their own game including sprites, backgrounds, scoring and/or timers. • Use conditional statements, loops, variables and broadcast messages in the game. • The game finishes when a player wins or loses and they must know they have won or lost. • Evaluate the effectiveness of the game and debug as required.
Online	Internet research <ul style="list-style-type: none"> • Talk about websites they have been on. • Explore a website by clicking on the arrows, menus and hyperlinks. Emails	Blogging <ul style="list-style-type: none"> • Navigate to view their class blog. • Understand that it can be updated from a range of devices. • Comment on their class blog. Internet research	Internet Research <ul style="list-style-type: none"> • Use advance search functions in Google (quotations). • Understand websites such as Wikipedia are made by users (link to E-Safety).



	<ul style="list-style-type: none"> • Recognise an email address. • Find the @ key on the keyboard. • Contribute to a class email. • Open and select to reply to an email as a class. 	<ul style="list-style-type: none"> • Type in a URL to find a website. • Add websites to a favourites list. • Use a search engine to find a range of media, e.g. images, texts • Think of search terms to use linked with questions they wish to answer. • Talk about the reliability of information on the Internet, e.g. the difference between fact and opinion. <p>Emails</p> <ul style="list-style-type: none"> • Log into an email account, open, create and send an email. • Attach files to an email. • Download and save files from an email. • Email more than one person and reply to all 	<ul style="list-style-type: none"> • Use strategies to check the reliability of information (cross check with another source such as books). • Use their knowledge of domain names to aid their judgment of the validity of websites. <p>Cloud Computing</p> <ul style="list-style-type: none"> • Understand files may be saved off their device in 'clouds'. • Upload/download a file to the cloud on different devices. • Understand about syncing files using cloud computing folders. <p>Blogging</p> <ul style="list-style-type: none"> • Register for a blog, select a URL and navigate to their blog once it is created. • Alter the theme and appearance of their blog, adding background images etc. C • reate a new post, save it as a draft and publish it. • Embed photos, hyperlinks and videos into posts. • Reorganise posts and remove posts they no longer want. • Like/follow other blogs and build up their blog content over the year
Online Safety	<ul style="list-style-type: none"> • Make decisions about whether or not statements found on the internet are true or not. • Identify devices that can be used to search the Internet. • Identify what things count as personal information. 	<ul style="list-style-type: none"> • Question the 'validity' of what they see on the internet. • Use a browser address bar not just search box and shortcuts. • Think before sending and comment on consequences of sending/posting. • Recognise online behaviours that would be unfair. 	<ul style="list-style-type: none"> • Judge what sort of privacy settings might be relevant to reducing different risks. • Judge when and when not to answer a question online. • Be a good online citizen and friend. • Articulate what constitutes good behaviour online.



	<ul style="list-style-type: none"> Identify when inappropriate content is accessed and act appropriately. Recognise that a variety of devices can be used to connect a number of people. Consider other people's feelings on the Internet. 	<ul style="list-style-type: none"> Recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles) Make judgments in order to stay safe, whilst communicating with others online. Tell an adult if anything worries them online. Identify dangers when presented with scenarios, social networking profiles etc. Articulate examples of good and bad behaviour online. 	<ul style="list-style-type: none"> Use different sources to double check information found online. Find 'report' and 'flag' buttons in commonly used sites and name sources of help (childline, cybermentors etc) Click-CEOP button and explain to parents what it is for. Discuss scenarios involving online risk. State the source of information found on the Internet. Act as a role model for younger pupils
Data	<ul style="list-style-type: none"> Know that images give information. Say what a pictogram is showing them. Put data into a program. Sort objects and pictures into lists or simple tables. Make a simple Y/N tree diagram to sort information. Create and search a branching database. 	<ul style="list-style-type: none"> Choose information to put into a data table. Recognise which information is suitable for their topic. Design a questionnaire to collect information. Sort and organize information to use in other ways. Create and search a branching database. Create a database from information I have selected. 	<ul style="list-style-type: none"> Create data collection forms and enter data accurately from these. Know how to check for and spot inaccurate data. Know which formulas to use when I want to change my spreadsheet model. Make graphs from the calculations on my spreadsheet. Sort and filter information. Understand that changing the numerical data effects a calculation.



Subject: Design & Technology

Key Objectives	Years 1-2	Years 3-4	Years 5-6
Design	To design purposeful, functional and appealing products for themselves (Year 1) and others (Year 2) based on design criteria. To generate, develop and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	To use research to design products that are fit for a purpose, aimed at particular individuals or groups. To generate, develop, and communicate their ideas through discussion, annotated sketches and information and communication technology. Create a design criteria	To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Create a design criteria
Make	To select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining, finishing). To select from and use a wide range of materials and components, including constructions materials, textiles (Year 2) and ingredients (Year 1), according to their characteristics.	To select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing). To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	To select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately. To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
Evaluate	To explore (Year 1) and evaluate (Year 2) a range of existing products. To evaluate their ideas and products (Year 1) against design criteria (Year 2).	To investigate a range of existing products. To evaluate their ideas and products against the design criteria and consider the views of others to improve their work.	To investigate and analyse a range of existing products. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. To understand how key events and individuals in design and technology have helped shape the world (Year 6).
Technical knowledge	To build structures, exploring how they can be made stronger, stiffer and more stable (Year 1). To explore and use mechanisms (levers, sliders, wheels and axles) in their products (Year 2).	To develop their understanding of how to strengthen, stiffen and reinforce structures. To explore and use mechanical systems in their products (gears, pulleys, cams, levers and linkages) (Year 3).	To apply their understanding of how to strengthen, stiffen and reinforce more complex structures (Year 5). To understand and use mechanical systems in their products (gears, pulleys, cams, levers and linkages) (Year 5).



		To explore and use electrical systems in their products (series circuits incorporating switches, bulbs, and buzzers) (Year 4).	To understand and use electrical systems in their products (series circuits incorporating switches, bulbs, buzzers and motors) (Year 6). To apply their understanding of computing to programme, monitor and control their products (Year 6).
Cooking and Nutrition	Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	Understand and apply the principles of a healthy and varied diet Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] Understand the source, seasonality and characteristics of a broad range of ingredients	Understand and apply the principles of a healthy and varied diet Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] Understand the source, seasonality and characteristics of a broad range of ingredients



Subject: Geography			
Key Objectives	Years 1-2	Years 3-4	Years 5-6
Objective 1 To investigate location and places	To name and locate the seven continents and five oceans To name and identify characteristics of the four countries and capital cities of the UK and its surrounding areas To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non European country. (Y1)	To locate the worlds countries, focussing on Europe, concentrating on environmental regions, key physical and human characteristics, and major cities. To name and locate counties and cities in UK, geographical regions and some topographical features (hills, mountains, coasts, rivers) (Y4) To identify position of Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn (Y3) To understand geographical similarities and differences through a study of a region of UK with a region of a European Country	To locate the worlds countries including Russia, North and South America concentrating on environmental regions, key physical and human characteristics, and major cities. To name and locate counties and cities in UK, geographical regions and some topographical features (hills, mountains, coasts, rivers) as well as land use patterns and understand how these have changed over time. (Y5) To identify position and significance of latitude, longitude, Artic and Antarctic Circle, The Prime/Greenwich Meridian and time zones (Y6) To understand geographical similarities and differences through a study of a region of UK with a region of a European Country and a region within North or South America.
Objective 2 To understand physical and human processes	To understand seasonal and daily weather patterns in UK To understand location of hot and cold areas of the world in relation to the Equator and North and South poles To use basic geographical vocabulary referring to key physical and human features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human: city, town, village, factory, farm, house, office, port, harbour and shop (Y2)	To describe and understand key aspects of physical geography: climate zones, rivers, mountains To describe and understand key aspects of human geography: types of settlement and land use	To describe and understand key aspects of physical geography: biomes and vegetation belts, volcanoes and earthquakes, the water cycle To describe and understand key aspects of human geography: trade links, distribution of natural resources (energy, food, minerals, water)



Objective 3 To interpret a range of geographical information	To use world maps, atlases and globes to identify UK and its countries as well as any other countries studied. To use simple compass directions (NESW) and simple directional language To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	To use maps, atlases, globes, digital mapping to locate countries studied To use 8 points of a compass and 4 figure grid references To use simple symbols and key on OS maps	To use maps, atlases, globes, digital mapping to locate countries studied To use 8 points of a compass and 8 figure grid references To use symbols and key on OS maps to build knowledge of UK and wider world
Objective 4 To experience fieldwork	To use simple fieldwork and observational skills to study the geography of the school and its grounds To study the key features of the schools surrounding environment	To use fieldwork to observe measure and record human and physical features in the local area	Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
Objective 5 To communicate geographically	To devise a simple map using basic symbols and a key To describe routes on a map	To create maps using symbols and keys of the local area	Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).



Subject: History			
Key Objectives	Years 1-2	Years 3-4	Years 5-6
Objective 1 To investigate and interpret British history	To find out about changes within living memory (<i>linked to aspects of change in national life</i>) To know about significant national events beyond living memory (<i>eg Great Fire of London</i>) To have studied the lives of significant individuals in Britain's past who have contributed to our nation's achievements - <i>scientists such as Isaac Newton or Michael Faraday, reformers such as Rosa Parks or William Wilberforce, medical pioneers such as Florence Nightingale and Edith Cavell, or creative geniuses and explorers such as Isambard Kingdom Brunel and Christopher Columbus.</i>	To know about changes in Britain from the Stone Age to the Iron Age. (<i>eg bronze age religion – Stonehenge</i>) y3	To have knowledge of Britain's settlement by Anglo-Saxons and Scots (<i>eg. Anglo Saxon invasions, settlements, kingdoms, art and culture</i>) y5 Y5 To study an aspect or theme in British history beyond 1066. (<i>eg WWII</i>)
Objective 2 To build an overview of world history	To know about events beyond living memory globally (<i>eg first aeroplane flight</i>)	To know about the achievements of early civilizations <i>eg Ancient Egypt, The Indus Valley</i> y3 To study the Roman Empire and its impact on Britain y4; within this To carry out a depth study of an aspect of the local history or how a locality has changed over time (<i>beyond 1066</i>) y4 by looking at the Roman town of Durobrivae.	To study one contrasting non European society <i>eg Mayan civilization</i> y5 To study Ancient Greece and their influence on the western world y5
Objective 3 To understand chronology	To place events and artefacts in order on a time line. To label time lines with words or phrases such as: past, present, older and newer. To recount changes that have occurred in their own lives. To use dates where appropriate.	To place events, artefacts and historical figures on a time line using dates. To understand the concept of change over time, representing this, along with evidence, on a time line. To use dates and terms to describe events.	To describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). To identify periods of rapid change in history and contrast them with times of relatively little change.



			<p>To understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>To use dates and terms accurately in describing events.</p>
Objective 4 To communicate historically	<p>To use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>To show an understanding of the concept of nation and a nation's history.</p> <p>To show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	<p>To use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>To use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>To use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <p>To use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>To use original ways to present information and ideas.</p>



Subject: Physical Education

Black = What children should 'achieve'

Blue = What pupils should be 'taught'

Objectives	Y1 – Y2	Y3 – Y4	Y5 – Y6
Movement <i>Develop competence to excel in a broad range of physical activities</i>	Develop fundamental movement skills, becoming increasingly confident and competent Master basic movements such as running, jumping, throwing and catching	Continue to apply and develop a broader range of skills Use running, jumping, throwing and catching in isolation and in combination	Continue to apply and develop a broader range of skills Use running, jumping, throwing and catching in isolation and in combination
Using skills, techniques	Access a broad range of opportunities to extend their agility, balance and coordination Developing balance, agility and coordination	Learn how to use (skills) them in different ways and to link them to make actions and sequences of movement Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics	Become more competent, confident and expert in their techniques and apply them across different sports and physical activities Develop their technique and improve their performance in other competitive sports e.g. athletics and gymnastics
Range of activities application	Begin to apply basic movements in a range of activities and in combination	
Dance	Perform dances using simple movement patterns	Perform dances using a range of movement patterns	Perform dances using advanced dance techniques in a range of dance styles and forms



Cooperation (social) Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect	(work) individually and with others. Engage in cooperative physical activities	(enjoy) communicating, collaborating with each other <i>...and within a team</i>	<i>...be encouraged to work in a team, building on trust and developing skills... (either individually) or as a group</i>
Competition A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport... <i>Engage in competitive sports and activities</i>	Engage in competitive physical activities (both against self and against others)	(enjoy) competing with each other	<i>Overcome opponents in direct competition through team and individual games Take part in competitive sports and activities outside of the school day through community links or sports clubs</i>
Games	<i>Participate in team games</i>	<i>Play competitive games, modified where appropriate</i>	<i>...through team and individual games</i>
Tactics Attack/defend	<i>Developing simple tactics for attacking and defending</i>	<i>Apply basic principles suitable for attacking and defending</i>	<i>Use a range of tactics and strategies to overcome opponents in direct competition (through team and individual games)</i>
Challengesucceed and excel (in competitive sport) and other physically demanding activities	Range of increasingly challenging situations	Develop an understanding of how to improve in different sports <i>Take part in OAA challenges both individually and within a team</i>	Develop an understanding of how to improve in different sports <i>Take part in OAAs which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</i>



Analysis and evaluation		<p>Learn how to evaluate and recognise their own success</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Analyse their performances compared with previous ones and demonstrate improvement to achieve their personal best</p>
Preparation for life and participation It should provide opportunities for pupils to become physically confident in a way, which supports their health and fitness	Access a broad range of opportunities	Access a broad range of opportunities	<p>Develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life</p> <p>Take part in competitive sports and activities outside of the school day through community links or sports clubs</p>
Health and fitness <i>Are physically active for sustained periods of time</i> <i>Lead healthy, active lives</i>	Begin to understand and apply the long-term health benefits of physical activity	Begin to understand and apply the long-term health benefits of physical activity	Understand and apply the long-term health benefits of physical activity



Subject: Religious Education

Objectives	Y1 – Y2	Y3 – Y4	Y5 – Y6
Knowledge and Religion through the four concepts and developing the skills of investigation & enquiry, interpretation, application & synthesis	Recognise and name features of religious life and practice. Recall religious stories, and recognise symbols, and other verbal and visual forms of religious expression. Identify some beliefs and features of religion and their importance for some people. Begin to show awareness of similarities in religions. Retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.	Describe some of the beliefs and features of religion, recognising similarities and differences. Make links between beliefs and sources, including religious stories and sacred texts. Begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.	Demonstrate understanding of some of the beliefs and features of religion through the RE concepts and make some links between them. Describe some similarities and differences both within and between religions. They describe the impact of religions on people's lives. They suggest meanings for range of forms of religious expression.
Critical thinking developing the skills of analysis & evaluation	Talk about, what they find interesting or puzzling and what is of value and concern to themselves and to others. In response to the religious material they learn about, children are able to express their views and give simple reasons to support these.	In response to the religious material they learn about, pupils are able to express their views and support them using a plausible reason or reasons. They show some awareness of other people's views. Ask important questions about religion and beliefs.	In response to the religious material they learn about, pupils can express their own views using sound reasons. They show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).



	Recognise that some questions cause people to wonder and are difficult to answer.		
Personal reflection developing the skills of empathy & reflection	<p>Reflect on their own feelings, ideas and values.</p> <p>In relation to the religious material studied children are able to reflect on their own feelings, ideas and values and be aware of the experiences and feelings of others.</p>	<p>In relation to religious material studied pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same.</p> <p>Reflect on what influences them, making links between aspects of their own and others' experiences.</p>	<p>In relation to religious material studied pupils can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences.</p>



Sc1: Working scientifically

KS1 Year 1 and Year 2	Lower KS2 Year 3 and Year 4	Upper KS2 Year 5 and Year 6
During Years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:	During Years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:	During Years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
asking simple questions and recognising that they can be answered in different ways	asking relevant questions and using different types of scientific enquiries to answer them	
performing simple tests	setting up simple practical enquiries, comparative and fair tests	planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
observing closely, using simple equipment	making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
gathering and recording data to help in answering questions	gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
identifying and classifying	identifying differences, similarities or changes related to simple scientific ideas and processes	identifying scientific evidence that has been used to support or refute ideas or arguments
	recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
	using straightforward scientific evidence to answer questions or to support their findings.	
Using their observations and ideas to suggest answers to questions	using results to draw simple conclusions, make predictions for new values and suggest improvements and raise further questions	using test results to make predictions to set up further comparative and fair tests
	reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations



Sc2: Biology Plants:

KS1 Year 1 and Year 2	Lower KS2 Year 3 and Year 4	Upper KS2 Year 5 and Year 6
identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1)	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers(Y3)	
Identify and describe the basic structure of a variety of common flowering plants. (Y1)	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 (Y3)	
find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2)	investigate the way in which water is transported within plants (Y3)	
observe and describe how seeds and bulbs grow into mature plants.(Y2)	explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.(Y3)	Describe the life process of reproduction in some plants (and Animals, including humans)(Y5)

Sc2: Biology Living Things and their habitats:

KS1 Year 1 and Year 2	Lower KS2 Year 3 and Year 4	Upper KS2 Year 5 and Year 6
Explore and compare the differences between things that are living, dead, and things that have never been alive. (Y2)	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(Y4)	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants, and animals (Y6)
identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other(Y2)	Recognise that environments can change and that this can sometimes pose dangers to living things.(Y4)	Give reasons for classifying plants and animals based on special characteristics (Y6)
Identify and name a variety of plants and animals in their habitats, including micro-habitats.(Y2)		Describe the life process of reproduction in some plants and animals(Y5)
Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.(Y2)	Construct and interpret a variety of food chains, identifying producers, predators and prey.(Y4)	



Sc2: Biology Animals, including humans			
KS1 Year 1 and Year 2	Lower KS2 Year 3 and Year 4	Upper KS2 Year 5 and Year 6	
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.(Y1)			
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).(Y1)			
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.(Y1)	Identify that humans and some other animals have skeletons and muscles for support, protection and movement (Y3)		
Find out about and describe the basic needs of Animals, including humans, including humans, for survival (water, food and air).(Y2)		Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.(Y6)	
Sc2: Biology Animals, including humans			
KS1	Lower KS2	Upper KS2	
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.(Y1)		Describe the ways in which nutrients and water are transported within Animals, including humans, including humans (Y6)	
		Identify and name the main parts of the circulatory system, and explain the functions of the heart, blood vessels and blood.(Y6)	
Notice that animals, including humans, including humans, have offspring which grow into adults.(Y2)		<ul style="list-style-type: none"> Describe the life processes of reproduction in some (plants) and Animals, including humans-Y5 Describe the changes as humans develop from birth to old age Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird 	
Describe the importance for humans of	identify that animals, including humans, including		



exercise, eating the right amounts of different types of food, and hygiene.(Y2)	humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. (Y3)	
Identify and name a variety of common animals that are carnivores, herbivores and omnivores(Y1)	Describe the simple functions of the basic parts of the digestive system in humans. (Y4)	
	Identify the different types of teeth in humans and their simple functions (Y4)	

Sc2: Biology

Evolution & Genetics

KS1	Lower KS2	Upper KS2
		Evolution and inheritance- Year 6 Pupils should be taught to:
		Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
		Identify how Animals, including humans and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
		Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
		Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Sc3: Chemistry

Materials:

KS1 Year 1 and Year 2	Lower KS2 Year 3 and Year 4	Upper KS2 Year 5 and Year 6
distinguish between an object and the material from which it is made(Y1)	compare and group materials together, according to whether they are solids, liquids or gases (Y4)	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(Y5)
describe the simple physical properties of a variety of everyday materials(Y1)	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), (Y4)	
compare and group together a		give reasons, based on evidence from comparative and fair tests, for the

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variety of everyday materials on the basis of their simple physical properties(Y1)		particular uses of everyday materials, including metals, wood and plastic(Y5)	
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Sc3: Chemistry: Materials

KS1	Lower KS2	Upper KS2	
	identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature(Y4)	Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.(Y5) Demonstrate that dissolving, mixing and changes of state are reversible changes.(Y5)	
Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Y2)		Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating(Y5)	
		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(Y5)	

Sc3: Chemistry The Earth : (Rocks, Atmosphere)

KS1	Lower KS2	Upper KS2	
	Recognise that that soils are made from rocks and organic matter (Y3)		
	Describe in simple terms how fossils are formed when things that have lived are trapped within rock.(Y3)		
	Compare and group together different kinds of rocks on the basis of their simple physical properties(Y3)		



Sc4: Physics Motion and forces:

KS1 Year 1 and Year 2	Lower KS2 Year 3 and Year 4	Upper KS2-all Year 5
Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.(Y1)	Compare how things move on different surfaces	explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
Compare how things move on different surfaces. <i>Identify the effects of air resistance, water resistance and friction, which act between moving surfaces a variety of everyday materials, including wood, metal, plastic, glass, metal, water and rock.</i>	Notice that some forces need contact between two objects, but magnetic forces can act at a distance	identify the effects of air resistance, water resistance and friction, that act between moving surfaces
		Recognise that some mechanisms, including gears, pulleys, levers and springs, allow a smaller force to have a greater effect

Sc4: Physics Waves: Light

KS1 Year 1 and Year 2	Lower KS2 Year 3 and Year 4	Upper KS2-all Year 6
Observe and name a variety of light sources and associate shadows with light source being blocked (Y1)	Notice that light is reflected from surfaces(Y3)	Recognise that light appears to travel in straight lines
	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes	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
	Recognise that they need light in order to see things and that dark is the absence of light	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.
	Recognise that shadows are formed when the light from a light source is blocked by a solid object	use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
	Find patterns that determine the size of shadows.(Y3)	

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Sc4: Physics Waves: Sound			
KS1 Year 1 and Year 2	Lower KS2 Year 3 and Year 4	Upper KS2 Year 5 and Year 6	
Observe and name a variety of sound sources and recognise that sounds get fainter as distance from source increases (Y2)	Identify how sounds are made, associating some of them with something vibrating(Y4) Recognise that vibrations from sounds travel through a medium to the ear(Y4)		
	find patterns between the pitch of a sound and features of the object that produced it(Y4) find patterns between the volume of a sound and the strength of the vibrations that produced it.(Y4)		
Sc4: Physics Magnetism:			
KS1 Year 1 and Year 2	Lower KS2 Year 3 and Year 4	Upper KS2 Year 5 and Year 6	
	notice that some forces need contact between two objects and some forces act at a distance (Y3)		
	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. (Y3)		
	observe how magnets attract or repel each other and attract some materials and not others (Y3)		
	Describe magnets as having two poles(Y3)		
	Predict whether two magnets will attract or repel each other, depending on which poles are facing(Y3)		
Sc4: Physics Electricity:			
KS1	Lower KS2	Upper KS2-all Year 6	

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	identify common appliances that run on electricity(Y4)	
	construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers(Y4)	Use recognised symbols when representing a simple circuit in a diagram
	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(Y4)	associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
	recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit(Y4)	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.
	Recognise some common conductors and insulators, and associate metals with being good conductors.(Y4)	

Sc4: Physics Earth & Space

KS1 Year 1 and Year 2	Lower KS2 Year 3 and Year 4	Upper KS2- all Year 5
Seasonal changes: observe changes across the four seasons (Y1)		describe the movement of the Earth and other planets relative to the Sun in the solar system
observe and describe weather associated with the seasons and how day length varies.(Y1)		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.

Sc4: Physics Energy:

KS1 Year 1 and Year 2	Lower KS2 Year 3 and Year 4	Upper KS2 Year 5 and Year 6
		understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs



Knowledge Organisers



Our staff are currently working on developing our Knowledge Organisers. This document will be updated as these are developed.

