



*Nurturing &
growing together*

Star Primary School

Curriculum Overview

Nursery

	Autumn One Human Rights	Autumn Two Media Mayhem	Spring One The Earth Our Home (Climate Change)	Spring Two Express Yourself	Summer One World and National Treasures	Summer Two Healthy Hearts
Nursery						
Experiences & Key Ideas		Shop visit, cooking, Star Lane Park Use technology (Ipad, IWB) to record and take pictures, create shopping lists, visit the printer to retrieve their work	Create a bug/bee/ant hotel Experiments: ice melting, colouring celery/flowers Key book: Yucky Worms The Adventures of a plastic bottle	Mondrian - primary colours Helicopter stories Retelling stories Exploring food Key book: The tiger who came to tea The Three Billy Goats Gruff	Castles, Knights and Dragons Royal treasure Treasure hunt Design a map. Follow a map Key book: The knight and the dragon The dragon and the knight a pop-up misadventure Puff the magic dragon	Focus texts: Oliver's vegetables, Handa's surprise, The very Hungry Caterpillar Fit Friday Sports day pyjama day - the importance of sleep Healthy eating - cooking (introduce peculiar fruits and vegetables) brushing teeth washing hands
Communication & Language		<ul style="list-style-type: none"> Children to give meaning to the mark they are making on computer software. Carpet time - children to share and talk about their work and experience. Uses simple sentences (22-36m). Beginning to use more complex sentences to link thoughts (30-50m). 	<ul style="list-style-type: none"> Nursery Rhymes and stories. Listens to stories with increasing attention and recall. Beginning to understand 'why' and 'how' questions. Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). (30-50) <ul style="list-style-type: none"> Yucky Worms – V. French, The Bee Tree – P. Polacco, Where Does the Garbage Go? - P. Showers, The Adventures of a Plastic Bottle – A. Inches 	<ul style="list-style-type: none"> Fairytales - retelling stories. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences (30-50) 	<ul style="list-style-type: none"> Outdoor activity - Treasures in the Garden - I spy with my little eye. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Builds up vocabulary that reflects the breadth of their experiences (30-50) 	<p>Speak about what it means to be healthy including healthy eating, sleep and hygiene.</p> <ul style="list-style-type: none"> Beginning to understand 'why' and 'how' questions. (30-50) Listens and responds to ideas expressed by others in conversation or discussion. (40-60) Builds up vocabulary that reflects the breadth of their experiences. (30-50) Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (40-60)
Physical Development		<ul style="list-style-type: none"> Children to use computer software to draw, mark make and give meaning. Imitates drawing simple shapes such as circles and lines (22-36m). Cooking 	<ul style="list-style-type: none"> Ch to create a bug/bee/ant hotel. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. (30-50) 	<p>Cooking experience: Ch to share favourite food/ drinks/ desserts. Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. (30-50)</p> <p>Link to The tiger who came to tea</p>	<ul style="list-style-type: none"> Construct a large sturdy bridge outside with the children. Encourage the children to travel over the bridge in a variety of different ways. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (30-50) Movement and directions game : pretend to be knights and follow the king's/queen's (initially an adult) instructions! Give instructions, such as march forwards, take 2 steps backwards, turn around, etc. and encourage children to follow them Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (30-50) 	<p>Preparing for sports day: practise activities in Nursery outdoor area and turn taking/back of the line rules.</p> <p>Pyjama day - speak about the importance of sleep and a healthy bedtime routine.</p> <ul style="list-style-type: none"> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Experiments with different ways of moving. Observes the effects of activity on their bodies. (30-50)
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Growing ability to distract self when upset, e.g. by engaging in a new play activity (22-36m). Aware of own feelings, and knows that some actions and words can hurt others' feelings (30-50m). <p>Educational Visit - Local shop</p>					
Literacy		<ul style="list-style-type: none"> Children to use computer software to make marks and give meaning to them. Sometimes gives meaning to marks as they draw and paint (30-50m). 	<ul style="list-style-type: none"> Nursery Rhymes and stories. Listens to stories with increasing attention and recall. Shows interest in illustrations and print in books and print in the environment. (30-50) <ul style="list-style-type: none"> Yucky Worms – V. French, The Bee Tree – P. Polacco, Where Does the Garbage Go? - P. Showers, The Adventures of a Plastic Bottle – A. Inches 	<ul style="list-style-type: none"> Fairytales - retelling stories. Listens to and joins in with stories and poems, one-to-one and also in small groups. Beginning to be aware of the way stories are structured. Suggests how the story might end. (30-50) <p>Educational visit - Discover Stratford (Fairy Tales)</p>	<p>Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. (30-50)</p> <p>Sometimes gives meaning to marks as they draw and paint. Scribes meanings to marks that they see in different</p>	<p>Preparing for sports day: practise activities in Nursery outdoor area and turn taking/back of the line rules.</p> <ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. (30-50) <ul style="list-style-type: none"> Initiates conversations, attends to and

Maths		<ul style="list-style-type: none"> Children to use 2D shapes to create a picture on the computer software. Shows an interest in shape and space by playing with shapes or making arrangements with objects (30-50m). 	<ul style="list-style-type: none"> Ch to use objects found in nature to create number books. Beginning to represent numbers using fingers, marks on paper or pictures. 	<ul style="list-style-type: none"> Ch to use 2D shapes to create a portrait. Uses shapes appropriately for tasks. (30-50) Ch to draw enclosed spaces using lines then primary colours to create a Mondarian picture. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements (30-50) 	<p>places. (30-50)</p> <p>Outdoor activity - I lost my Teddy bear. Use positional language (40-60)</p> <ul style="list-style-type: none"> Shopping Role Play - discuss value of money, count coins etc. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. (30-50) Create castles using 2D shapes Painting castles : dip 3D shapes in paint to print their faces and create a castle. Shows an interest in shape and space by playing with shapes or making arrangements with objects. (30-50) Draw a chalk moat for children to cross. Encourage children to place numbered stepping stones to cross the moat and read the numbers as they walk along the path. Uses some number names accurately in play. Recites numbers in order to 10 (30-50) 	<p>takes account of what others say. (40-60)</p> <p>Use stopwatches to time running races.</p> <p>Speak about the size and shape of different food.</p>
Expressive Arts and Design		<ul style="list-style-type: none"> Children to draw simple pictures on the computer software. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' (22-36m). Children to repeat movements as a response to a familiar song. Enjoys joining in with dancing and ring games (30-50m). 	<ul style="list-style-type: none"> Celery science - ch to use ipads (take pictures) to record the changes in celery sticks in coloured water. Explores colour and how colours can be changed. (30-50) Ch to create a bug/bee/ant hotel. Uses various construction materials. Realises tools can be used for a purpose. (30-50) 	<ul style="list-style-type: none"> Painting - Mondrian primary colours. Explores colour and how colours can be changed (30-50) Helicopter story - ch to use body movement and actions to role play stories told by children. Developing preferences for forms of expression. Uses movement to express feelings. (30-50) 	<ul style="list-style-type: none"> Create castles using 2D shapes Painting castles : dip 3D shapes in paint to print their faces and create a castle. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.(30-50) Explores colour and how colours can be changed. (30-50) <p>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. (30-50)</p>	<p>Design a healthy plate - children to draw foods onto plate which they think are healthy.</p>
Understanding the World		<ul style="list-style-type: none"> Children to use ipads to take pictures. Knows how to operate simple equipment. Shows an interest in real objects such as cameras or mobile phones (30-50m). Visit the printer to retrieve their work. Knows that information can be retrieved from computers (30-50m). <p>Educational visit - Star Park</p>	<ul style="list-style-type: none"> Melting ice - ch to observe the process of ice melting while freeing the arctic animals. Talks about why things happen and how things work. Shows care and concern for living things and the environment. (30-50) Celery science - ch to use ipads (take pictures) to record the changes in celery sticks in coloured water. Developing an understanding of growth, decay and changes over time. (30-50) 	<ul style="list-style-type: none"> Helicopter story - ch to record themselves while acting out stories told by children. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. (30-50) 	<ul style="list-style-type: none"> Wood work - build bridges, moats and castles. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work (30-50) Use a paint/drawing program on the IWB for children to draw pictures of castles, knights or dragons. <p>Educational visit: National Maritime Museum schools trail - My first visit Treasures of the sea</p>	<p>Rec</p>

Reception

	Autumn One Human Rights	Autumn Two Media Mayhem	Spring One The Earth Our Home (Climate Change)	Spring Two Express Yourself	Summer One World and National Treasures	Summer Two Healthy Hearts
Reception						
KEY IDEAS		Post Office visit for HA Postcard writing Labelling/captions of pictures of the children in the environment Sharing news from home Key Book: The Jolly Postman (not read in 2019)	Kenya - communicate, compare lives, compare how we look after the environment Garden - plant, water, weed etc. Create a Bug Hotel Ice experiment Key Book: The Gruffalo, The Polar Bear's Home and Dear Greenpeace	Mondrian - colour mixing Helicopter stories Storytelling - role play Ourselves and our family Use see-saw app Key Book: Elmer and the Hippos and The Rainbow Fish	Royal Family - comparing to our own families Kings and Queens Castles - Comparing where we live Key Book: Dogger and Non-fiction text on Royal Family/Castles	Food Tech - following a different recipe each week (smoothie, fruit kebabs) How does our body change when we exercise? Key Book: The Hungry Caterpillar and Non-fiction about healthy eating
Communication & Language		Children talk about their experiences •Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (40-60)	Activities: Children to respond to a variety of questions about the Gruffalo story when read to. Children to be encouraged to act out the story using full sentences and confident voices. •Listens and responds to ideas expressed by others in conversation or discussion. (40-60) •Beginning to understand 'why' and 'how' questions. (30-50)	Activities: Children to explain what is happening in the pictures using full sentences (captions) Children to respond to a variety of questions about The Rainbow Fish when read to. • Introduces a storyline or narrative into their play (40-60) •Uses language to imagine and recreate roles and experiences in play situations (40-60)	Activities: Children to compare using a compare frame the similarities and differences between ourselves and the royals using talk. Children to role play as a king/queen and begin to hot seating and asking questions. •Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (40-60) •Listens and responds to ideas expressed by others in conversation or discussion. (40-60) •Two-channelled attention – can listen and do for short span. (40-60)	Activities: Children to explain their favourite parts about the stories they have read using 'because'. (book review) Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical Development		Children to mark make and use appropriate tools •Uses simple tools to effect changes to materials (40-60)	Activities: Children to use tools to plant seeds and maintain plants Children to make Gruffalo cave outside with big crates •Handles tools, objects, construction and malleable materials safely and with increasing control. (40-60)	Activities: Children to explore dance and drama - using their bodies to retell stories Children to explore with big hand movements using brooms / water •Begins to use anticlockwise movement and retrace vertical lines (40-60) •Travels with confidence and skill around, under, over and through balancing and climbing equipment.	Activities: Children to practice writing recognisable letters which are correctly formed - phonics Children to independently make castles using a variety of material : crates. junk modelling etc Children to make dens/ houses Children take appropriate risks , make own challenging obstacles Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed (40-60) Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks (40-60)	Activities: Children to cut a variety of fruit - oranges in order to make fruit kebabs and smoothies Children take appropriate risks , make own challenging obstacles Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Educational visit - Morrisons (create a healthy snack!)

Personal, Social and Emotional Development		<p>•Enjoys responsibility of carrying out small tasks.</p>	<p>Activities:</p> <p>Children to practise being a good friend - friend award</p> <p>Children to begin speaking about what they are good at - carpet session</p> <p>Children to role play looking after animals7</p> <p>•Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (30-50) Initiates play, offering cues to peers to join them (30-50)</p>	<p>Activities:</p> <p>Children to begin to understand actions have consequences - what our actions mean</p> <p>Children to model being a kind friend - taking care of their friends - kind friend award</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them (40-60)</p>	<p>Activities:</p> <p>Children to suggest different ways to resolve conflicts - video</p> <p>Children to talk about their families and how different/ similar we are</p> <p>How to resolve conflicts independently Discuss the things I am really good at, discuss the things I am still trying to get better at</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise. (40-60) Can describe self in positive terms and talk about abilities (40-60)</p>	<p>Activities:</p> <p>Children to discuss how they feel, what they could do to overcome feeling sad.</p> <p>Children to try a new activity that has not been tried before - encouraging children to find something new and different</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
Literacy		<p>Children to explore with media materials on different computer apps/ ipads. Children to give meaning to their drawing.</p> <p>•Gives meaning to marks they make as they draw, write and paint (40-60) •Writes own name and other things such as labels, captions (40-60)</p>	<p>Activities:</p> <p>Children to sequence pictures of the different stages of plants growing.</p> <p>Children to draw their observations of the plants and label them.</p> <p>Children to write a letter to nursery children telling them how to look after the environment.</p> <p>Children to list adjectives to describe characters.</p> <p>•Gives meaning to marks they make as they draw, write and paint (40-60) •Writes own name and other things such as labels, captions (40-60)</p>	<p>Activities:</p> <p>Children to role play as the characters in the story.</p> <p>Children to write certificates for themselves and their friends.</p> <p>•Describes the main story settings, events and principal characters (30-500) - Storytelling</p> <p>•Shows awareness of rhyme and alliteration.</p> <p>Listens to stories with increasing attention and recall. (30-50)</p> <p>Educational visit - Discover Stratford (Fairy Tales)</p>	<p>Activities:</p> <p>Children to write captions about the information they know about the Royal Family.</p> <p>Children to draw comparing pictures of themselves and queens/kings and label.</p> <p>•Begins to read words and simple sentences. (40-60)</p> <p>•Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>•Attempts to write short sentences in meaningful contexts. (40-60)</p> <p>•Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (40-60)</p>	<p>Activities:</p> <p>Children to write recipes and ingredients for healthy snacks.</p> <p>Children to label snacks.</p> <p>Children to write letters telling people about the healthy food we should eat.</p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
Maths		<p>Children to use maths related programmes to recognise numbers and match numerals to the quantity of the items .</p> <p>•Recognises numerals 1 to 5 (40-60)</p> <p>•Counts up to three or four objects by saying one number name for each item. (40-60).</p> <p>•Says the number that is one more than a given number</p> <p>•Beginning to use mathematical names 'flat' 2D shapes, and mathematical terms to describe</p>	<p>Activities:</p> <p>Children to print numicon and write the matching numeral.</p> <p>Children to create models using junk and describing shapes.</p> <p>Children to count and add together how much water/plastic/paper we have recycled each day.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. (40 - 60)</p>	<p>Activities:</p> <p>Children to count the colours Elmer has on his body.</p> <p>Children to order the different animals in the story.</p> <p>Children to create number stories about the books we have been reading.</p> <p>Finds one more or one less from a group of up to five objects, then 10 objects. (40 - 60)</p>	<p>Activities:</p> <p>Order the stories using time language.</p> <p>Solve word problems and calculations about the animals in the stories using numicon/cubes/egg boxes.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations. (40 - 60)</p> <p>•Records, using marks that they can interpret and explain. (40 - 60)</p>	<p>Activities:</p> <p>Solve subtraction and addition number sentences around the fruit.</p> <p>Set up a party for the children to share food equally.</p> <p>Children to double the spots on a ladybird.</p> <p>Children to split food in half and then, amounts in half of food (4 apples).</p>

		<p>shapes. (40 - 60)</p> <ul style="list-style-type: none"> •Selects a particular named shape (40 - 60) <p>Uses familiar objects and common shapes to create and recreate patterns and build models. (40 - 60)</p>	<p>Finds one more or one less from a group of up to five objects. (40 - 60)</p> <ul style="list-style-type: none"> •Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. (40 - 60) •Says the number that is one more than a given number (40 - 60) <p>Finds the total number of items in two groups by counting all of them. (40 - 60)</p> <ul style="list-style-type: none"> •Selects a particular named shape (40 - 60) <p>Uses familiar objects and common shapes to create and recreate patterns and build models. (40 - 60)</p>	<p>Begins to identify own mathematical problems based on own interests and fascinations. (40 - 60)</p> <ul style="list-style-type: none"> • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. (40 - 60) •Records, using marks that they can interpret and explain. (40 - 60) •Orders two or three items by length or height. (40 - 60) •Orders two items by weight or capacity. (40 - 60) •Beginning to use everyday language related to money. (40 - 60) 	<ul style="list-style-type: none"> • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. (40 - 60) •Beginning to use everyday language related to money. (40 - 60) •Uses everyday language related to time. (40 - 60) •Orders and sequences familiar events. (40 - 60) •Measures short periods of time in simple ways. (40 - 60) 	<p>Early Learning Goal Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
Expressive Arts and Design	<p>Children to express their ideas by drawing on an appropriate programme paint/ activInspire</p> <ul style="list-style-type: none"> •Uses simple tools and techniques competently and appropriately (40-60) •Selects appropriate resources and adapts work where necessary (40-60) •Selects tools and techniques needed to shape, assemble and join materials they are using (40-60) 	<p>Activities:</p> <p>Children to create bug hotel using a variety of resources</p> <p>Children to create a Gruffalo - add missing features</p> <ul style="list-style-type: none"> •Constructs with a purpose in mind, using a variety of resources. <p style="text-align: center;">Educational Visit - Gruffalo Trail</p>	<p>Activities:</p> <p>Children to explore with painting : Primary colours and then mixing colours - Mondrian</p> <p>Children to change the words of the songs/ come up with own actions</p> <p>Explores what happens when they mix colours (30-50)</p> <ul style="list-style-type: none"> •Begins to build a repertoire of songs and dances (40-60) 	<p>Activities:</p> <p>Children to use a variety of resources to construct a castle: junk modelling etc</p> <p>Children to practise drawing family portrait</p> <ul style="list-style-type: none"> •Plays cooperatively as part of a group to develop and act out a narrative. (40-60) •Selects appropriate resources and adapts work where necessary. (40-60) •Selects tools and techniques needed to shape, assemble and join materials they are using. (40-60) 	<p>Activities:</p> <p>Children to draw healthy/ unhealthy food</p> <p>Children to change the words of the songs/ come up with own actions</p> <p>Children to make caterpillar out of playdough. paint caterpillar using repeated pattern</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	
Understanding of the world	<p>Using I pads to video one another Scanning pictures. Photocopying/ printing their work</p> <ul style="list-style-type: none"> •Uses ICT hardware to interact with age-appropriate computer software (40-60) 	<p>Activities:</p> <p>Children to explore Star Garden by planting seeds and exploring the animals that live there</p> <p>Children to be responsible for recycling paper, food and bottles correctly and understanding why it is important.</p> <ul style="list-style-type: none"> •Developing an understanding of growth, decay and changes over time. (30-50) Shows care and concern for living things and the environment(30-50) 	<p>Activities:</p> <p>Children to explain what they celebrate at home and draw pictures and write a caption.</p> <p>Children to use magnifying glasses and clipboards to act as investigators in their own environment.</p> <p>Children to label the differences/similarities between different celebrations.</p> <ul style="list-style-type: none"> •Looks closely at similarities, differences, patterns and change. (40-60) •Enjoys joining in with family customs and routines. (40-60) 	<p>Activities</p> <p>Children to talk about similarities and differences they share - labelling family (sister, mum, dad)</p> <p>Children to look at the Royal pictures and how they have changed</p> <p>Children to look at their own pictures from when they were small and now - compare / contrast</p> <p>:•Looks closely at similarities, differences, patterns and change. (40-60)</p> <p>Internal visitor - Castle/Catapults/Story teller etc</p>	<p>Activities:</p> <p>Children to label the similarities and differences between healthy and unhealthy food.</p> <p>Children to understand the changes from egg to caterpillar - drawing pictures and labelling.</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	

Year 1

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
	Human Rights	Media Mayhem	The Earth Our Home (Climate Change)	Express Yourself	World and National Treasures	Healthy Hearts
Year One						
English	<u>Recount</u> Diaries Letters Narrative Biographies	<u>Digital content linked with History</u> <u>Journalistic Articles</u> about the Wright Brothers (link with history) Diary/recount- <u>Podcast</u>	Non-fiction Texts -Instructions Persuasive Linked to Science / Geography	Biographies Poetry Stories	<u>Narrative: Shakespeare</u> Character descriptions Diary Entries Poetry Play Writing/Scripts (Hot/cold write e of choice from above) <u>Non Fiction:</u> History Link with <u>Toys</u> Fact files Instructional writing Adverts/	Instructions Recipes Explanations Leaflets
Computing	E-safety and Getting Connected	-Use digital technology to organise, store and retrieve content -Create and edit original content using digital technology -Know a range of ways digital technology is used beyond school	-Use digital technology to organise, store and retrieve content -Know ways to keep themselves safe when using digital technology -Understand that some information is personal and should only be shared with those who they or their parents trust -Know what to do if they see inappropriate content online when using technology at home or in school	-Use digital technology to organise, store and retrieve content -Create and edit original content using digital technology -Know a range of ways digital technology is used beyond school	-Use digital technology to organise, store and retrieve content -Create and edit original content using digital technology -Know a range of ways digital technology is used beyond school	-Understand what algorithms are - Give a sequence of instructions to a robotic device (such as a Beebot) - Make predictions of what they think a program will do -Create a simple algorithm to achieve a particular goal (such as collecting gems for a Sprite)
Scientific Enquiry:	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. 					
Science	Animals -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -Identify and name a variety of common animals that are carnivores, herbivores and omnivores -describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Materials and Their Properties -distinguish between an object and the material from which it is made -Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock -describe the simple physical properties of a variety of everyday materials -compare and group together a variety of everyday materials on the basis of their simple physical properties.		Plants -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees -Identify and describe the basic structure of a variety of common flowering plants, including trees.		Humans -Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Geography	Locational Knowledge – on-going skills leading to a whole-class display -name and locate the world's 7 continents and 5 oceans • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas					
		Geographical Skills and Fieldwork -Use world maps, atlases and globes to	-Human and Physical Geography -Identify seasonal and daily weather	-Human and Physical Geography -Identify seasonal and daily weather	Geographical Skills and Fieldwork -Use world maps, atlases and globes to identify	

		<p>identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>(Linked to history coverage – First Flight)</p>	<p>patterns in the United Kingdom</p> <p>Human and Physical Geography</p> <p>-Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>patterns in the United Kingdom</p> <p>Human and Physical Geography</p> <p>-Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>(Linked to history coverage – Toys)</p>	
<p>History</p>	<p>-Lives of Significant Others</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Rosa Parks</p>	<p>-Events Beyond Living Memory</p> <p>events beyond living memory that are significant nationally or globally</p> <p>First Flight</p>			<p>-Changes within living memory</p> <p>-changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>(Toys)</p>	
<p>Design & Technology</p> <p>All D&T lessons must encompass the cycle of research, design, plan, make, evaluate)</p>		<p>Designing</p> <p>Explain how an idea will solve a problem or serve a purpose. Make a cardboard prototype of a product.</p> <p>Making</p> <p>Select suitable materials for the product. Mark-out, cut and shape materials. Use equipment safely. Join materials using temporary measures, e.g. glue, masking tape. Refine the aesthetics of the product, e.g. painting, colouring, embellishing.</p> <p>Technical Knowledge</p> <p>Marking, measuring, cutting, shaping and joining materials. How to strengthen their product - will it withstand the rigours of use?</p> <p>Making aeroplanes out of a range of materials linked with First Flight</p> <p>Evaluation</p> <p>Evaluate a cardboard prototype, developing the design if necessary. Upon completion of the finished product, evaluate</p>			<p>-Designing</p> <p>Explain how an idea will solve a problem or serve a purpose. Make a cardboard prototype of a product.</p> <p>Making</p> <p>Select suitable materials for the product. Mark-out, cut and shape materials. Use equipment safely. Join materials using temporary measures, e.g. glue, masking tape. Refine the aesthetics of the product, e.g. painting, colouring, embellishing.</p> <p>Technical Knowledge</p> <p>Marking, measuring, cutting, shaping and joining materials. How to strengthen their product - will it withstand the rigours of use?</p> <p>Making toys out of a range of materials linked history topic</p> <p>Evaluation</p> <p>Evaluate a cardboard prototype, developing the design if necessary. Upon completion of the finished product, evaluate</p>	<p>Food Technology</p> <p>--Select and use appropriate ingredients (considering health/allergies), processes and tools. -Ensure that food and personal hygiene practices are adhered to.</p> <p>All year groups to follow the same guidelines: design food product, design packaging, make packaging, evaluate final product</p>

<p>Art</p>	<p>Technique - Drawing</p> <p>Theme idea : Linked to black history and portraits. Create an image of an individual who has contributed to national/international events.</p> <p>Suggested artist : Vincent Van Gogh (Pencil Drawings)</p> <p>Description :-</p> <ul style="list-style-type: none"> -Explain what he/she likes about the work of others -Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. -Explore mark-making using a variety of tools -Use artwork to record ideas, observations and experiences -Know the names of tools, techniques and elements that he/she uses 		<p>Technique -Collage</p> <p>Theme idea - Fauna and Flora - Recreate natural textures, natural objects and explore the use of colour colours using a range of materials. linked to climate change.</p> <p>Suggested artist :Georgia O’Keefe</p> <p>Description:</p> <ul style="list-style-type: none"> -Explain what he/she likes about the work of others -Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines. -Know the names of tools, techniques and elements that he/she uses 	<p>Technique -Paint</p> <p>Theme idea : Whole-school art project linked to Express Yourself theme</p> <p>Creating individual Art through paint - focus on art history periods post 1900.</p> <p>Working towards an exhibition in school.</p> <p>Art history module: Expressionism - How did artists use colour and shape to express feelings and mood?</p> <p>Description:</p> <ul style="list-style-type: none"> -Explain what he/she likes about the work of others -Use artwork to record ideas, observations and experiences -Know the names of tools, techniques and elements that he/she uses <p>R.E - Explore representation of religion in art.</p>	<p>Technique -Sculpture covered in D and T (see above)</p> <p>Theme idea: Make a toy using a variety of materials.</p> <p>Art history module: Study objects from history time period.</p> <p>Description:</p> <ul style="list-style-type: none"> -Make structures by joining simple objects together -Know the names of tools, techniques and elements that he/she uses -Experiment with different materials to design and make products <p>Technique - Drawing toys</p> <p>Description:</p> <ul style="list-style-type: none"> -Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. -Explore mark-making using a variety of tools -Use artwork to record ideas, observations and experiences -Know the names of tools, techniques and elements that he/she uses 	<p>Technique: Printing and Textiles</p> <p>Theme idea: Create repeating prints of animals linked to those studied as part of science focus.</p> <p>This print could be transferred onto a fabric, card, tissue paper depending on the needs of the product. T- shirt design?</p> <p>Suggested artist - Clare Burchell</p> <p>Description:</p> <ul style="list-style-type: none"> -Make marks in print using found objects and basic tools and use these to create repeating patterns -Experiment with different materials to design and make products -Make marks in print using found objects and basic tools and use these to create repeating patterns
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<p>RE</p>	<p align="center">BQ: What does it mean to belong?</p> <p>Article 2 (Non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or other status, whatever they think or say, whatever their family background.</p> <p>Article 3 (Best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.</p> <p>Article 8 (Protection and preservation of identity) Every child has the right to an identity</p> <p>Article 12 (Respect for views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.</p> <p>Article 14 (Freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.</p> <p>Article 30 (Children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.</p>					
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<p>Gurdwara visit</p>	<p>How do you live well with family and friends?</p>	<p>How do Christians celebrate Christmas?</p>		<p>How do you belong to Sikhism?</p>	<p>How do you belong to Islam?</p>	<p>How do you belong to Christianity?</p>	<p>How do you belong to Hinduism?</p>
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Year 2

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
	Human Rights	Media Mayhem	The Earth Our Home (Climate Change)	Express Yourself	World and National Treasures	Healthy Hearts
Year Two						
Literacy	Recount Diaries Letters Narrative Biographies	Digital content linked with History Journalistic Articles about the Great Fire of London <i>Interviews</i> <i>Letters</i> <i>Cold/Hot write - Newspaper article</i> Diary writing/recount- Digital diary	Non-fiction Texts -Instructions Persuasive Linked to Science / Geography	Biographies	Narrative: Shakespeare Letters Character descriptions Setting descriptions Diary Entries Poetry (Hot/cold write of choice from above) Non Fiction: Elizabethans (Transport) History Link Chronological reports Informative writing Biographies	Instructions Recipes Explanations
Computing	E-safety and Getting Connected	-Use digital technology to organise, store and retrieve content -Create and edit original content using digital technology -Know a range of ways digital technology is used beyond school	-Be able to create and edit original content for a given purpose using digital technology, paying attention to the intended audience -Understand that personal information should be kept private: it should not be posted online to a public audience and should only be shared privately with those who they and their parents would trust -Know to report inappropriate behaviour when using technology in school or at home	-Be able to create and edit original content for a given purpose using digital technology, paying attention to the intended audience -Be able to give some explanation of how information is stored on computers and other digital devices -Be able to retrieve digital content that they have created and share it with others	-Be able to create and edit original content for a given purpose using digital technology, paying attention to the intended audience -Be able to give some explanation of how information is stored on computers and other digital devices -Be able to retrieve digital content that they have created and share it with others	Understand what algorithms are and that some are more efficient than others - Use a range of sequences of instructions to implement an algorithm on a device or application - Create a simple program and debug any errors in the code - Use logical reasoning to predict what a program will do
Scientific Enquiry:	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. 					
Science		Everyday Materials -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Living Things and Their Habitats -Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other -Identify and name a variety of plants and animals in their habitats, including microhabitats 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.	Plants -observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Living Things and Their Habitats -explore and compare the differences between things that are living, dead, and things that have never been alive notice that animals, including humans, have offspring which grow into adults	Animals Including Humans -find out about and describe the basic needs of animals, including humans, for survival (water, food and air) -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Geography	Locational Knowledge – on-going skills leading to a whole-class display -name and locate the world's 7 continents and 5 oceans • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas					
		Geographical Skills and Fieldwork	Human and Physical Geography	Human and Physical Geography	Geographical Skills and Fieldwork	

		<p>- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</p> <p>-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</p> <p>-Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Link to history topic</p>	<p>-Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>-Use basic geographical vocabulary to refer to: o key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, rivers, soil, valley, vegetation, season and weather o key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>-Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>-Use basic geographical vocabulary to refer to: o key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, rivers, soil, valley, vegetation, season and weather o key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</p> <p>-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</p>	
<p>History</p> <p>significant historical events, people and places in their own locality- strand missing KS1</p>	<p>-Lives of Significant Others</p> <p>-The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Harriett Tubman</p>	<p>-Events Beyond Living Memory</p> <p>-events beyond living memory that are significant nationally or globally</p> <p>Great Fire of London</p>			<p>-Changes within living memory</p> <p>-changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Travel / transport</p>	
<p>Design & Technology</p>		<p>Designing</p> <p>Explore processes and machinery used to create a product.</p> <p>Make links between machined products and handmade.</p> <p>Create multiple designs, discuss which best fit the intended use of the product.</p> <p>Incorporate pattern and imagery into designs.</p> <p>Making</p> <p>Measure, cut and score with some accuracy.</p> <p>Use hand tools safely and appropriately.</p> <p>Assemble, join and combine materials to create a functional product.</p> <p>Technical Knowledge</p> <p>Marking, measuring, cutting, shaping and joining materials.</p> <p>Explore how to structures can be strengthened, stiffened or made more stable.</p> <p>Making model city of London– Links to Great Fire of London</p> <p>Evaluation</p> <p>Discuss the aesthetical finish of a product.</p>			<p>Designing</p> <p>Explore processes and machinery used to create a product.</p> <p>Make links between machined products and handmade.</p> <p>Create multiple designs, discuss which best fit the intended use of the product.</p> <p>Incorporate pattern and imagery into designs.</p> <p>Making</p> <p>Measure, cut and score with some accuracy.</p> <p>Use hand tools safely and appropriately.</p> <p>Assemble, join and combine materials to create a functional product.</p> <p>Cut, shape and from fabrics to make simple garments</p> <p>Technical Knowledge</p> <p>Marking, measuring, cutting, shaping and joining materials.</p> <p>Explore how to structures can be strengthened, stiffened or made more stable.</p> <p>Making model vehicles</p> <p>Making a racing drivers suit (for a doll)</p> <p>Evaluation</p> <p>Discuss the aesthetical finish of a product.</p>	<p>Food Technology</p> <p>-Select and use appropriate ingredients (considering health/allergy), processes and tools.</p> <p>All year groups to follow the same guidelines: design food product, design packaging, make packaging, evaluate final product</p>

Art	<p>Technique - Drawing</p> <p>Theme idea: Linked to black history and portraits. Create an image of an individual who has contributed to national/international events,</p> <p>Suggested artist : Paul Gauguin (Pencil Drawings)</p> <p>Description: -Experiment with tones using pencils, chalk or charcoal -Give reasons for his/her preferences when looking at art/craft or design work</p>		<p>Technique -Collage</p> <p>Theme idea - Fauna and Flora - Recreate natural textures, representations of natural objects and explore the use of colour using a range of materials. Link to physical features in geography and habitats in science. Outcome - collage image depicting a habitat.</p> <p>Suggested artist :Henri Matisse</p> <p>Description: -He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials -Know that different artistic works are made by craftspeople from different cultures and times -Try out different activities and make sensible choices about what to do next Select particular techniques to create a chosen product and develop some care and control over materials and their use</p>	<p>Technique -Paint</p> <p>Theme idea : Whole-school art project linked to Express Yourself theme, build on collage learning with a focus on human and physical geography.</p> <p>Creating individual Art through paint - focus on art history periods post 1900.</p> <p>Working towards an exhibition in school.</p> <p>Art history module: Cubism (specifically landscapes)</p> <p>Description: -Explain what he/she likes about the work of others -Represent things observed, remembered or imagined using colour/tools</p> <p>R.E - Explore representation of religion in art.</p>	<p>Technique -Sculpture</p> <p>Theme idea: Make a bust from of William Shakespeare using Clay.</p> <p>Art history module: Study sculpture from a history time period.</p> <p>Description: -Experiment with basic tools on rigid and flexible materials.</p>	<p>Technique: Printing and Textiles</p> <p>Theme idea: Creating the packaging for their D&T food product using a print.</p> <p>This print could be transferred onto a fabric, card, tissue paper depending on the needs of the product.</p> <p>Suggested artist - Ruth Issett</p> <p>Description: -Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings -Develop techniques to join fabrics and apply decorations such as a running or over stitch Select particular techniques to create a chosen product and develop some care and control over materials and their use</p>
RE	<p style="text-align: center;">BQ:Can stories change people?</p> <p>Article 2 (Non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or other status, whatever they think or say, whatever their family background.</p> <p>Article 3 (Best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.</p> <p>Article 8 (Protection and preservation of identity) Every child has the right to an identity</p> <p>Article 12 (Respect for views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.</p> <p>Article 14 (Freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.</p> <p>Article 30 (Children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.</p>					
Church Visit	How did the world begin?	Why did Jesus tell stories?	Why do some people celebrate Kwanzaa?	How do we know Easter is coming?	Why do some people fast and eat special foods?	Why are different books special for different people?

Year 3

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
	Human Rights	Media Mayhem	The Earth Our Home (Climate Change)	Express Yourself	World and National Treasures	Healthy Hearts
Year Three						
Literacy	<p>Recount Diaries Letters Narrative Biographies</p>	<p>Digital content linked with History Journalistic Articles about ancient Egypt / King Tut / Pyramids <i>Leaflets</i> <i>Non-chronological reports</i> <i>Factfile</i> Recount - writing letters- Emails</p>	<p>Non-fiction Texts -Instructions Persuasive Linked to Science / Geography</p>	<p>Biographies</p>	<p>Narrative: Shakespeare Letters Character descriptions Setting descriptions Diary Entries Poetry (Hot/cold write e of choice from above) Non Fiction: History Link Stone Age to Iron Age Non-chronological reports Information Pages Diary entry from the past.</p>	<p>Instructions Recipes Explanations</p>
Computing	<p>E-safety and Getting Connected</p>	<p>-Be able to use a common search engine such as Google (with safe-search mode locked in place) effectively to search for particular information on the web -Design and create content on a digital device, choosing the programs they use, considering the intended audience - Know that email messages are sent and received through servers connected to the internet -Be able to collect, analyse and present data</p>	<p>-Design and create content on a digital device, choosing the programs they use, considering the intended audience - Know that computer networks transmit information in digital form -Know ways to keep themselves safe when using digital technology -Understand that personal information should be kept private: it should not be posted online to a public audience and should only be shared privately with those who they and their parents would trust -Know to report inappropriate behaviour when using technology in school or at home</p>	<p>-Use and combine a range of programs on a digital device such as iPad -Use multiple programs on a digital device to achieve a particular goal -Design and create content on a digital device, choosing the programs they use, considering the intended audience</p>	<p>-Design and create content on a digital device, choosing the programs they use, considering the intended audience -Be able to collect, analyse and present data -Use multiple programs on a digital device to achieve a particular goal</p>	<p>-Create a program to produce an output (e.g. an animation in Keynote or a challenge on Scratch Jnr) - Use logical reasoning to detect errors in program -Be able to collect, analyse and present data -Be able to use a common search engine such as Google (with safe-search mode locked in place) effectively to search for particular information on the web</p>
Scientific Enquiry:	<p>● asking relevant questions and using different types of scientific enquiries to answer them ● setting up simple practical enquiries, comparative and fair tests ● making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ● gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ● recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ● reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ● using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ● identifying differences, similarities or changes related to simple scientific ideas and processes ● using straightforward scientific evidence to answer questions or to support their findings.</p>					
Science	<p>Forces and Magnets -compare how things move on different surfaces -notice that some forces need contact between two objects, but magnetic forces can act at a distance -observe how magnets attract or repel each other and attract some materials and not others -compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet,</p>	<p>Light -recognise that they need light in order to see things and that dark is the absence of light -notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes -recognise that shadows are formed when the light from a light source is blocked by an opaque object -find patterns in the way that the size of</p>	<p>Plants -Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant -investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Rocks -compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -describe in simple terms how fossils are formed when things that have lived are trapped within rock -recognise that soils are made from rocks and Organic matter. Link to Stone Age history topic</p>	<p>Animals including Humans -Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat -Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	

	and identify some magnetic materials -describe magnets as having two poles -predict whether two magnets will attract or repel each other, depending on which poles are facing	shadows change.				
On-going Geography Skills	Locational Knowledge -locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time					
Geography	Camping Trip Geographical Skills and Fieldwork -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Locational Knowledge -Identify the position of the equator Link to climate change	Human and Physical Geography -describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Link to climate change	Human and Physical Geography -describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Place Knowledge -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country Geographical Skills and Fieldwork -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
History		Early Civilisations -the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study Ancient Egypt			Stone Age to Iron Age -changes in Britain from the Stone Age to the Iron Age -late Neolithic hunter-gatherers and early farmers, for example, Skara Brae -Bronze Age religion, technology and travel, for example, Stonehenge -Iron Age hill forts: tribal kingdoms, farming, art and culture	
Design & Technology All D&T lessons must encompass the cycle of research, design, plan, make, evaluate		Designing Generate ideas for a product considering its purpose and the users. Use labels when designing and explain design choices. Plan and sequence the steps required to create a product. Use folded paper or card patterns / templates to construct prototypes. Making Become increasingly accurate at taking measurements, cutting materials. Demonstrate a safe and confident approach to using hand tools. Accurately attach and assemble various materials, with an awareness of the design and brief. Technical Knowledge Begin to use mechanical systems in their models (levers, linkages, and			Designing Generate ideas for a product considering its purpose and the users. Use labels when designing and explain design choices. Plan and sequence the steps required to create a product. Use folded paper or card patterns / templates to construct prototypes. Making Become increasingly accurate at taking measurements, cutting materials. Demonstrate a safe and confident approach to using hand tools. Accurately attach and assemble various materials, with an awareness of the design and brief. Explore a range of sewing techniques, (stitch, weave, knit), establishing those best for the product / purpose Measure, tape, pin, cut and join fabric with accuracy	Food Technology Select and use appropriate ingredients (considering health/allergy), processes and tools. All year groups to follow the same guidelines: design food product, design packaging, make packaging, evaluate final product

		gears). Begin to self-select materials based on their properties. Are they a suitable material to strengthen or stiffen a structure? Make Egyptian pyramid and pulley system used to lift the bricks Evaluation Pupils should consider the sustainability of the materials used.			Technical Knowledge Begin to use mechanical systems in their models (levers, linkages, and gears). Begin to self-select materials based on their properties. Are they a suitable material to strengthen or stiffen a structure? Early farming machine Bronze age technology/ tools / clothing Evaluation Pupils should consider the sustainability of the materials used.	
Art	Technique - Drawing Theme idea: Linked to black history and portraits. Create an image of an individual who has contributed to national/international events, Suggested artist: Kathe Kollwitz (Pencil Drawings) Description: -Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas -Explain what he/she likes or dislikes about their work -Explore shading, using different media -Know about some of the great artists, architects and designers in history and describe their work		Technique -Collage Theme idea - Fauna and Flora - Recreate natural textures, depictions of natural objects and explore the use of colour colours using a range of materials. Suggested artist: Michale Brennand Wood (Floral patterns) Description: -Explain what he/she likes or dislikes about their work -Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas -Compare and recreate form of natural and manmade objects -He/she is able to create a collage using overlapping and layering -Experiment with different materials to create a range of effects and use these techniques in the completed piece of work	Technique - Paint Theme idea: Whole-school art project linked to Express Yourself theme Creating individual Art through paint - focus on art history periods post 1900. Working towards an exhibition in school. Art history module: surrealism Description: -Know about some of the great artists, architects and designers in history and describe their work -Explain what he/she likes or dislikes about their work -Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas -Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours R.E - Explore representation of religion in art.	Technique -Sculpture Theme idea: Make a precious object in clay /precious iron age object /Make stone age jewellery and then decorated to comobe art techniques successfully. Art history module: Study objects from history time period. Description: -Explain what he/she likes or dislikes about their work. -Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. -Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.	Technique: Printing and Textiles Theme idea: Creating the packaging for their D&T food product using a print. This print could be transferred onto fabric, card, tissue paper, paper bag depending on the needs of the product. Description: -Explain what he/she likes or dislikes about their work -Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas -Experiment with different materials to create a range of effects and use these techniques in the completed piece of work -Create printing blocks using relief or impressed techniques -Add detail to work using different types of stitches, including cross-stitch -
RE	BQ:How are symbols and sayings important in religion?					
	Article 2 (Non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or other status, whatever they think or say, whatever their family background. Article 3 (Best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children. Article 8 (Protection and preservation of identity) Every child has the right to an identity Article 12 (Respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Article 14 (Freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Article 30 (Children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.					
Synagogue visit	What does art tell us about Christian and Muslim beliefs?	What is the significance of light in religion?	How and why do Hindus celebrate Holi?	How do Jews celebrate their beliefs at home and in the synagogue?	How are special symbols used in Sikhism?	How did Jesus and Buddha make people stop and think?

Year 4

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
	Human Rights	Media Mayhem	The Earth Our Home (Climate Change)	Express Yourself	World and National Treasures	Healthy Hearts
Year Four						
Literacy	<p>Recount Diaries Letters Narrative Biographies</p>	<p>Digital content linked with History</p> <p>Journalistic Articles about Industrial revolution</p> <p><i>Informative Writing Factfile</i></p> <p>Informative - Non-chronological reports- Keynote</p>	<p>Non-fiction Texts -Instructions Persuasive</p> <p>Linked to Science / Geography</p>	<p>Biographies</p>	<p>Narrative: Shakespeare Character descriptions Setting descriptions Play Writing/Scripts Poetry (Hot/cold write e of choice from above)</p> <p>Non Fiction: History Link Roman Empire</p> <p>Fact page Chronological reports Biography Diary entries</p>	<p>Instructions Recipes Explanations</p>
Computing	<p>E-safety and Getting Connected</p>	<p>-Design content for an intended audience and purpose -Use and combine a range of programs on multiple devices -Decide whether a webpage such as Wikipedia or other digital content is appropriate for finding out the answer to a question they have for a given purpose -Be able to collect, analyse and present data</p>	<p>-Be able to use digital technology safely and show respect for others when working online - Understand how the internet makes the world wide web possible -Understand the difference between acceptable and unacceptable behaviours when using digital technology -Know who to talk to about concerns and inappropriate behaviour at home or in school -Be able to collect, analyse and present data -Understand that search engines rank pages according to relevance</p>	<p>-Design content for an intended audience and purpose -Use and combine a range of programs on multiple devices -Be able to use a common search engine such as Google (with safe-search mode locked in place) effectively to search for particular information on the web</p>	<p>-Design content for an intended audience and purpose -Use and combine a range of programs on multiple devices -Be able to work collaboratively with their peers on a shared project such as animation or film, making useful contributions and providing feedback to others</p>	<p>-Write a program that accepts typed input and produces on-screen output (e.g. coding a quiz game) - Explain an algorithm using sequence and repetition - Use logical reasoning to detect and correct errors in program - Know that computer networks transmit information in digital form and that this information has to be converted to numbers before it can travel through computer networks -Be able to work collaboratively with their peers on a shared project such as animation or film, making useful contributions and providing feedback to others</p>
Scientific Enquiry:	<ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 					
Science	?	<p>Electricity</p> <p>-Identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers -Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p>	<p>States of Matter</p> <p>-compare and group materials together, according to whether they are solids, liquids or gases -observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) -Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Living Things and Their Habitats</p>	<p>Sound</p> <p>-Identify how sounds are made, associating some of them with something vibrating -recognise that vibrations from sound travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it -find patterns between the volume of a sound and the strength of the vibrations that produced it -recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Animals Including Humans</p> <p>-describe the simple functions of the basic parts of the digestive system in humans -Identify the different types of teeth in humans and their simple functions</p>	

		<p>-recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>-recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>-recognise that living things can be grouped in a variety of ways</p> <p>-explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>-recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>-construct and interpret a variety of food chains, identifying producers, predators and prey.</p>		
On-going Geography Skills	<p>Locational Knowledge</p> <p>-name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>				
Geography		<p>Human and Physical Geography</p> <p>-describe and understand key aspects of: human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>link to Docklands topic</p>	<p>Human and Physical Geography</p> <p>-describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Link to climate change</p>		<p>Place Knowledge</p> <p>-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</p> <p>Geographical Skills and Fieldwork</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>Link to Roman Empire History theme</p>
History		<p>Local History</p> <p>-depth study linked to one of the British areas of study</p> <p>-a study over time tracing how several aspects of national history are reflected in the locality</p> <p>- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>Industrial Revolution / Docklands</p>			<p>Roman Empire</p> <p>-The Roman Empire and its impact on Britain</p> <p>Examples (non-statutory)</p> <ul style="list-style-type: none"> ● Julius Caesar's attempted invasion in 55-54 BC ● the Roman Empire by AD 42 and the power of its army ● successful invasion by Claudius and conquest, including Hadrian's Wall ● British resistance, for example, Boudicca ● 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
Design & Technology		<p>Designing</p> <p>Establish a pertinent problem that affects them or somebody they know. Generate a range of ideas, establishing the best/most effective solution. Produce annotated drawings (from different views) and cross-sectional diagrams, showing the features of the product. Select suitable materials for each element of the design. Produce a prototype, using it to identify areas for</p>			<p>Designing</p> <p>Establish a pertinent problem that affects them or somebody they know. Generate a range of ideas, establishing the best/most effective solution. Produce annotated drawings (from different views) and cross-sectional diagrams, showing the features of the product. Select suitable materials for each element of the design. Produce a prototype, using it to identify areas for development.</p> <p>Making</p> <p>Food Technology</p> <p>-Design meal with allergies or health requirements in mind.</p> <p>-Explore how you can reduce or limit ingredients.</p> <p>All year groups to follow the same guidelines: design food product, design packaging, make packaging, evaluate final product</p>

		<p>development.</p> <p>Making</p> <p>Select appropriate tools and techniques for making a functional, aesthetically pleasing product. Accurately mark, cut-out and shape materials, ensuring that the product is durable and fit for purpose.</p> <p>Technical Knowledge</p> <p>Material choice and suitability to meet its life span. Understand and use electrical systems in their products (circuits, switches, bulbs, buzzers).</p> <p>Making an electrical machine (Science / History Link)</p> <p>Evaluation</p> <p>Evaluate designs and prototypes, showing consideration of the user. Analyse how well products have been designed and made, critiquing individual features of the product. Pupils should also consider the sustainability of the materials used. Pupils should self-evaluate, but also evaluate those of their peers, drawing comparisons between products.</p>			<p>Select appropriate tools and techniques for making a functional, aesthetically pleasing product. Accurately mark, cut-out and shape materials, ensuring that the product is durable and fit for purpose.</p> <p>Technical Knowledge</p> <p>Material choice and suitability to meet its life span. Understand and use electrical systems in their products (circuits, switches, bulbs, buzzers).</p> <p>Making Roman Mosaics / model villas / housing structure in Roman times / Roman armour / Roman Catapults / Chariots</p> <p>Evaluation</p> <p>Evaluate designs and prototypes, showing consideration of the user. Analyse how well products have been designed and made, critiquing individual features of the product. Pupils should also consider the sustainability of the materials used. Pupils should self-evaluate, but also evaluate those of their peers, drawing comparisons between products.</p>	
Art	<p>Technique - Drawing</p> <p>Theme idea : Linked to black history and portraits. Create an image of an individual who has contributed to national/international events.</p> <p>Suggested artist : Degas</p> <p>Description: -Draws familiar objects with correct proportions. - Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. Use simple perspective in their work using a single focal point and horizon</p>	<p>Technique -Collage</p> <p>Theme idea - Fauna and Flora - Recreate natural textures, natural objects and explore the use of colour colours using a range of materials. linked to climate change.</p> <p>Outcome: To create a collage entirely made from recycled magazine, paper and newspaper cuttings.</p> <p>Suggested artist: Derek Gores</p> <p>Description: -Use taught technical skills to adapt and improve his/her work. -Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques</p>	<p>Technique -Paint</p> <p>Theme idea : Whole-school art project linked to Express Yourself theme focusing on art history periods post 1900.</p> <p>Outcome: To create an individual piece of Art through paint. Working towards an exhibition in school.</p> <p>Suggested Artists and Art history module: Postmodernism (Andy Warhol)</p> <p>Description: -Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. -Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.</p> <p>R.E - Explore representation of religion in art</p>	<p>Technique -Sculpture</p> <p>Theme idea: Make a precious object in clay /precious Roman object /Make Roman jewellery and then decorated to combine art techniques successfully.</p> <p>Art history module: Study objects from history time period.</p> <p>Description: -Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. -Plan a sculpture through drawing and other preparatory work.</p>	<p>Technique: Printing and Textiles</p> <p>Theme idea: Creating the packaging for their D&T food product using a print.</p> <p>This print could be transferred onto a fabric, card, tissue paper depending on the needs of the product.</p> <p>Suggested artist - Yinka Shonibare</p> <p>Description: -Use a variety of techniques <eg>marbling, silkscreen and cold water paste. -Print on fabrics using tie-dyes or batik.</p>	

RE	<p style="text-align: center;"><i>BQ: What is special to me and people in my community?</i></p> <p>Article 2 (Non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or other status, whatever they think or say, whatever their family background.</p> <p>Article 3 (Best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.</p> <p>Article 8 (Protection and preservation of identity) Every child has the right to an identity</p> <p>Article 12 (Respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.</p> <p>Article 14 (Freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.</p> <p>Article 30 (Children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.</p>					
Mandir Visit	What makes me the person I am?	Why is the bible special for Christians?	How and why do Hindus worship at home and in the Mandir?	Why is Easter important to Christians?	What happens when someone gets married?	What religions are represented in our neighbourhood?

Year 5

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
	Human Rights	Media Mayhem	The Earth Our Home (Climate Change)	Express Yourself	World and National Treasures	Healthy Hearts
Year Five						
Literacy	<p>Recount Diaries Letters Narrative Biographies</p>	<p>Digital content linked with History</p> <p><u>Journalistic articles about WWII</u></p> <p>Informative Writing Factfile Interviews Letters</p> <p>Discursive - writing arguments Blogs</p>	<p>Non-fiction Texts -Instructions Persuasive</p> <p>Linked to Science / Geography</p>	<p>Biographies</p>	<p>Narrative: Shakespeare</p> <p>Character descriptions Diary Entries Poetry Play Writing/Scripts (Hot/cold write of choice from above)</p> <p>Non Fiction: History Link Vikings, Anglo-Saxons and Scots</p> <p>Diary entry. Fact files Recount</p>	<p>Instructions Recipes Explanations</p>
Computing	<p>E-safety and Getting Connected</p>	<p>-Design content for an intended audience and purpose -Use and combine a range of programs on multiple devices -Show responsibility when creating or remixing online content including observing copyright and any terms and conditions -Be able to decide whether digital content is reliable and unbiased -Be able to analyse and evaluate information from multiple sources (e.g. analysing the effectiveness of e-safety videos) -Be able to work collaboratively with classmates on a class website, blogger project (e.g. Google sites)</p>	<p>-Be able to use the built-in search tools to filter their results when using a common search engine -Be able to act responsibly when using the internet -Discuss the consequences of particular behaviours when using digital technology -Know how to report concerns and inappropriate behaviour in a range of contexts -Show responsibility when creating or remixing online content including observing copyright and any terms and conditions</p>	<p>-Be able to analyse and evaluate information from multiple sources (e.g. analysing the effectiveness of e-safety videos) -Be able to use the built-in search tools to filter their results when using a common search engine -Show responsibility when creating or remixing online content including observing copyright and any terms and conditions -Be able to decide whether digital content is reliable and unbiased -Be able to work collaboratively with classmates on a class website, blogger project (e.g. Google sites)</p>	<p>-Design content for an intended audience and purpose -Use and combine a range of programs on multiple devices -Show responsibility when creating or remixing online content including observing copyright and any terms and conditions</p>	<p>-Design, write and debug a program to achieve a specified goal - Use sequence, selection, repetition and variables in programs - Experiment with computer control applications (such as MaKey MaKey kits) - Plan a solution to a problem using decomposition - Use logical reasoning to identify possible errors in an algorithm and explain why the algorithm is incorrect - Know that the internet transmits information as packets of data - Know some of the ways in which web pages are created and transmitted</p>
Scientific Enquiry:	<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments 					

<p>Science</p> <p>One lesson taught through PSHE (SRE) describe the changes as humans develop to old age.</p>	<p>Living Things in Their Habitat</p> <p>-describe the differences in the life cycles of a mammal, amphibian, an insect and a bird -describe the life process of reproduction in some plants and animals</p> <p>animal rights campaigning</p>		<p>Earth and Space</p> <p>-describe the movement of the Earth, and other planets, relative to the Sun in the solar system -describe the movement of the Moon relative to the Earth -describe the Sun, Earth and Moon as approximately spherical bodies -Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Linked to Literacy genres and texts</p>		<p>Forces</p> <p>-explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object -Identify the effects of air resistance, water resistance and friction, that act between moving surfaces -recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Links to National Treasure theme – famous scientists</p>	<p>Properties and Changes of Materials</p> <p>-compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution -Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic -demonstrate that dissolving, mixing and changes of state are reversible changes -explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Taught through food technology – making ice-cream, bath bombs, melting chocolate, fried eggs on toast</p> <p>Making food packaging out of different materials</p>
<p>On-going Geography Skills</p>	<p>Locational Knowledge</p> <p>-name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>					
<p>Geography</p>		<p>Place Knowledge</p> <p>-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>Links to WWII countries</p>	<p>Human and Physical Geography</p> <p>-describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>		<p>York Field Trip</p> <p>Geographical Study and Fieldwork</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	
<p>History</p>		<p>British History That Extends Beyond 1066</p> <p>-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -a significant turning point in British history, for example, the first railways or the Battle of Britain</p> <p>WWII theme and coverage</p>			<p>Vikings, Anglo-Saxons and Scots</p> <p>-Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire - Scots invasions from Ireland to north Britain (now Scotland) -Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the</p>	

					<p>Confessor -Viking raids and invasion -resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld -Anglo-Saxon laws and justice - Edward the Confessor and his death in 1066</p>	
<p>Design & Technology</p> <p>All D&T lessons must encompass the cycle of research, design, plan, make, evaluate)</p>		<p>Designing</p> <p>Analyse real world objects, explore how products have developed. Explore the link between ergonomics (use) and aesthetics (visual appeal). Design a product which satisfies both aesthetics and ergonomics. Explore exploded diagrams to highlight specific design features.</p> <p>Making</p> <p>Mark and measure accurately, with an awareness of waste material created. Accurately mark, cut-out and shape materials, ensuring build quality doesn't compromise ergonomics. Refine the finish of cuts afterwards (such as sanding wood after cutting). Show an understanding of the materials in order to choose appropriate tools to cut shapes.</p> <p>Technical Knowledge</p> <p>Explore more complex joining techniques: Apply their understanding of materials to reinforce structures Utilise gears, levers, cams and pulleys in their constructions.</p> <p>Make a WWII moving machine</p> <p>Evaluation</p> <p>Evaluate the products use. Does it meet the ergonomic requirements? What aspects of the design have been adapted during construction? And why? Discuss the longevity of their product, will it meet the needs of future users.</p>			<p>Designing</p> <p>Analyse real world objects, explore how products have developed. Explore the link between ergonomics (use) and aesthetics (visual appeal). Design a product which satisfies both aesthetics and ergonomics. Explore exploded diagrams to highlight specific design features.</p> <p>Making</p> <p>Mark and measure accurately, with an awareness of waste material created. Accurately mark, cut-out and shape materials, ensuring build quality doesn't compromise ergonomics. Refine the finish of cuts afterwards (such as sanding wood after cutting). Show an understanding of the materials in order to choose appropriate tools to cut shapes.</p> <p>Technical Knowledge</p> <p>Explore more complex joining techniques: Apply their understanding of materials to reinforce structures Utilise gears, levers, cams and pulleys in their constructions.</p> <p>Make Viking Longboats / building Hadrian's wall / building a model settlement / How could they improve the boat with more modern day technology?</p> <p>Evaluation</p> <p>Evaluate the products use. Does it meet the ergonomic requirements? What aspects of the design have been adapted during construction? And why? Discuss the longevity of their product, will it meet the needs of future users.</p>	<p>Food Technology</p> <p>-understand the importance of correct storage and handling of ingredients. -Measure and calculate ratios of ingredients. -Create and refine recipes. -Understand and apply principles of a healthy balanced diet.</p> <p>All year groups to follow the same guidelines: design food product, design packaging, make packaging, evaluate final product</p> <p>(Making Lego Robots as a separate enrichment project)</p>
Art	<p>Technique - Drawing</p> <p>Theme idea : Linked to black history and portraits. Create an image of an individual who has contributed to national/international</p>		<p>Technique -Collage</p> <p>Theme idea - Fauna and Flora - Recreate natural textures, natural objects and explore the use of colour colours using a range of materials. linked to climate change.</p>	<p>Technique -Paint</p> <p>Theme idea : Whole-school art project linked to Express Yourself theme focusing on art history periods post 1900.</p> <p>Outcome: To create an individual piece of Art</p>	<p>Technique -Sculpture</p> <p>Theme idea: Make a precious object in clay /precious Viking/Anglo Saxon object /Make Viking/ Anglo Saxon jewellery and then decorated to combine art techniques successfully.</p>	<p>Technique: Printing and Textiles</p> <p>Theme idea: Creating the packaging for their D&T food product using a print.</p> <p>This print could be transferred onto a fabric, card, tissue paper depending on the needs of the product.</p>

	<p>events.</p> <p>Suggested artist : Rembrandt</p> <p>Description: -Research and discuss various artists, architects and designers and explain how these were used in the finished product. - Use line, tone and shading to represent things seen, remembered or imagined in three dimensions</p>		<p>Outcome: To create a collage of an animal inspired by the work of Dolan Geiman.</p> <p>Suggested artist: Dolan Geiman https://dolangeiman.com/collections/paper-collages</p> <p>Description: - Develop different ideas which can be used and explain his/her choices for the materials and techniques used. -Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures. -Experiment with using layers and overlays to create new colours/textures.</p>	<p>through paint. Working towards an exhibition in school.</p> <p>Suggested Artists and Art history module: Post-Impressionism (Vincent Van Gogh)</p> <p>Description: - Mix colours to express mood, divide foreground from background or demonstrate tones. -Evaluate his/her work against their intended outcome.</p>		<p>Art history module: Study objects from history time period.</p> <p>Description: -Develop skills in using clay including slabs, coils and slips. -Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</p>	<p>Suggested artist - Victoria Villasana</p> <p>Description: - Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. -Return to work over longer periods of time and use a wider range of materials.</p>
RE	<p>BQ: How do beliefs influence actions?</p> <p>Article 2 (Non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or other status, whatever they think or say, whatever their family background. Article 3 (Best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children. Article 8 (Protection and preservation of identity) Every child has the right to an identity Article 12 (Respect for views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Article 14 (Freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Article 30 (Children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.</p>						
Mosque Visit	What does it mean to be human?	How is Christmas celebrated around the world?	What inner forces affect how we think and behave?	Why is Muhammed and the Qur'an important to Muslims?	What do different religions believe about God?	How do Christians try to follow Jesus' example?	

Year 6

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
	Human Rights	Media Mayhem	The Earth Our Home (Climate Change)	Express Yourself	World and National Treasures	Healthy Hearts
Year Six						
Literacy	<p>Recount</p> <p>Diaries Letters Narrative Biographies</p>	<p>Digital content linked with History</p> <p>Journalistic articles about Ancient Greece</p> <p>Informative Writing Factfile Interviews Letters</p> <p>Play-script - writing the transcript for the Vlog</p>	<p>Non-fiction Texts -Instructions Persuasive</p> <p>Linked to Science / Geography</p>	Biographies	<p>Narrative: Shakespeare</p> <p>Diary Play script Diary Entries Sonnet Play Writing/Scripts (Hot/cold write e of choice from above)</p> <p>Non Fiction: History Link</p> <p>Contrasting Civilisations</p> <p>Leaflets Report Writing Mayan Storytelling Mayan Legend Bedtime Stories</p>	<p>Instructions Recipes Explanations</p>
Computing	E-safety and Getting Connected	<ul style="list-style-type: none"> -Design content for an intended audience and purpose -Use online tools to plan and carry out a collaborative project such as Google Suite -Be able to analyse and evaluate numerical data e.g. conduct market research and analyse the data they obtain 	<ul style="list-style-type: none"> -Discuss likely and potential consequences of their actions when using digital technology in a range of contexts -Know a range of ways to report concerns and inappropriate behaviour in a variety of contexts -Identify some principles they could use to evaluate digital content such as absence of bias, effective design and acknowledgement of sources -Choose from a range of available programmes on Chrome books, tablets, iPad or cloud-based services to achieve particular goals -Be able to analyse and evaluate numerical data e.g. conduct market research and analyse the data they obtain 	<ul style="list-style-type: none"> -Design content for an intended audience and purpose -Choose from a range of available programmes on Chrome books, tablets, iPad or cloud-based services to achieve particular goals -Identify some principles they could use to evaluate digital content such as absence of bias, effective design, acknowledgement of sources 	<ul style="list-style-type: none"> -Design content for an intended audience and purpose - Choose from a range of available programmes on Chrome books, tablets, iPad or cloud-based services to achieve particular goals - Understand how domain names are converted into IP addresses on the internet 	<ul style="list-style-type: none"> -Design, write and debug a program based on their own ideas - Test and debug their code, explain what bugs they found and how they fixed these - Identify component parts of a complex problem, use decomposition to break this problem down and then plan how they can solve the problem by working through the elements they have identified - Use sequence, selection, repetition and variables in programs
Scientific Enquiry:	<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments 					
Science	<p>Living Things and Their Habitat</p> <ul style="list-style-type: none"> -describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals -give reasons for classifying plants and animals based on specific characteristics 	<p>Electricity</p> <ul style="list-style-type: none"> -associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit --compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches -Use recognised symbols when representing a simple circuit in a diagram. 	SATS		<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> -recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago -recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Linked to National Treasures / History</p>	<p>Animals Including Humans</p> <ul style="list-style-type: none"> -Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood -recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function -describe the ways in which nutrients and water are transported within animals, including humans. <p>Linked to Healthy Heart theme</p>

	Animal rights - campaigning	<p>Light</p> <p>-recognise that light appears to travel in straight lines -Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye -explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>			
On-going geography skills	<p>Locational Knowledge -name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>				
Geography		<p>Locational Knowledge</p> <p>-locate the world's countries, using maps to focus on Europe Link to Greece – history</p> <p>Place Knowledge</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country Link to ancient Greece</p>		<p>Lake District – Outward Bounds</p> <p>Geographical Skills and Fieldwork</p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>Human and Physical Geography</p> <p>-describe and understand key aspects of: human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Place Knowledge</p> <p>-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North or South America Link to Mayans history topic</p>
History		<p>Ancient Greece</p> <p>-a study of Greek life and achievements and their influence on the western world</p>			<p>Contrasting Civilisations</p> <p>-a non-European society that provides contrasts with British history Mayans</p>
Design & Technology	<p>All D&T lessons must encompass the cycle of research, design, plan, make, evaluate)</p>	<p>Designing</p> <p>Explore how CAD computer aided design is used in the industry. Create layered designs, which can be clearly separated and broken down into their component parts. Develop and communicate their designs as a proposal, to present and receive feedback. Design products which have an awareness of wastage and how to maximise material use (create cutting</p>			<p>Designing</p> <p>Explore how CAD computer aided design is used in the industry. Create layered designs, which can be clearly separated and broken down into their component parts. Develop and communicate their designs as a proposal, to present and receive feedback. Design products which have an awareness of wastage and how to maximise material use (create cutting templates).</p> <p>Making</p>
					<p>Food Technology</p> <p>-refine recipes -Create and refine a menu -Make links to scientific concepts such as irreversible changes</p> <p>All year groups to follow the same guidelines: design food product, design packaging, make packaging, evaluate final product</p>

		<p>templates).</p> <p>Making</p> <p>Select appropriate tools, materials and components. Practise joins and assembling techniques to ensure their product has a high quality finish. Ensure waste is minimised by following the planned stages of construction.</p> <p>Technical Knowledge</p> <p>Joining techniques used in flat pack products (pre-cut or pre drilled holes). To build with an awareness of a product's need to be deconstructed. Can be easily taken apart and rebuilt?</p> <p>Ancient Greek artefacts / buildings</p> <p>Evaluation</p> <p>Place their products under active stress, to ensure they're fit for purpose. Evaluate based upon public opinion, survey potential users and get their feedback. Evaluate the processes and techniques, were they the most efficient and cost effective. How would they need to be adapted for large scale production?</p>			<p>Select appropriate tools, materials and components. Practise joins and assembling techniques to ensure their product has a high quality finish. Ensure waste is minimised by following the planned stages of construction.</p> <p>Technical Knowledge</p> <p>Joining techniques used in flat pack products (pre-cut or pre drilled holes). To build with an awareness of a product's need to be deconstructed. Can be easily taken apart and rebuilt?</p> <p>Making Mayan tapestry / using CAD models to design fabrics</p> <p>Evaluation</p> <p>Place their products under active stress, to ensure they're fit for purpose. Evaluate based upon public opinion, survey potential users and get their feedback. Evaluate the processes and techniques, were they the most efficient and cost effective. How would they need to be adapted for large scale production?</p> <p>(Making Lego Robots as a separate enrichment project)</p>	
Art	<p>Technique - Drawing</p> <p>Theme idea : Linked to black history and portraits. Create an image of an individual who has contributed to national/international events.</p> <p>Suggested artist : Edgar Arceneaux</p> <p>Description: -Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts -Begin to develop an awareness of composition, scale and proportion in their work. -Use simple perspective in their work using a single focal point and horizon.</p>		<p>Technique -Collage</p> <p>Theme idea - Fauna and Flora - Recreate natural textures, natural objects and explore the use of colour colours using a range of materials. linked to climate change. Outcome: To create a collage of nature inspired by the work of Ben Lewis Giles.</p> <p>Suggested artist Ben Lewis Giles https://benlewisgiles.format.com/collage Description: -Select ideas based on first hand observations, experience or imagination and develop these through open ended research. -Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</p>	<p>Technique -Paint</p> <p>Theme idea : Whole-school art project linked to Express Yourself theme focusing on art history periods post 1900.</p> <p>Outcome: To create an individual piece of Art through paint. Working towards an exhibition in school.</p> <p>Suggested Artists and Art history module: Fauvism (Henri Matisse and André Derain)</p> <p>Description: -Refine his/her use of learnt techniques. -Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</p>	<p>Technique -Sculpture</p> <p>Theme idea: Make a precious object in clay /precious Mayan object /Make Mayan jewellery and then decorated to combine art techniques successfully.</p> <p>Art history module: Study objects from history time period.</p> <p>Description: -Adapt his/her own final work following feedback or discussion based on their preparatory ideas. -Produce intricate patterns and textures in a malleable media. -Follow a design brief to achieve an effect for a particular function.</p>	<p>Technique: Printing and Textiles</p> <p>Theme idea: Creating the packaging for their D&T food product using a print.</p> <p>This print could be transferred onto a fabric, card, tissue paper depending on the needs of the product.</p> <p>Suggested artist - Ren Adams</p> <p>Description: - Create intricate printing patterns by simplifying and modifying sketchbook designs. -Refine his/her use of learnt techniques -Select ideas based on first hand observations, experience or imagination and develop these through open ended research.</p>

RE	<p style="text-align: center;">BQ:How important are the similarities and differences in religions and worldviews?</p> <p>Article 2 (Non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or other status, whatever they think or say, whatever their family background.</p> <p>Article 3 (Best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.</p> <p>Article 8 (Protection and preservation of identity) Every child has the right to an identity</p> <p>Article 12 (Respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.</p> <p>Article 14 (Freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.</p> <p>Article 30 (Children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.</p>					
Buddhist Temple Visit	What similarities and differences to religions and world views share?	What qualities are important to religious leaders?	What do people believe about life after death?	What are the sources for what happened on the first Easter Sunday?	How do Christians express their faith through art?	How do different religions and worldviews create celebrations?