Shenfield St Mary's Church of England Primary School CURRICULUM OVERVIEW

| Year | Autumn Term | Spring Term | Summer Term |
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| EYFS first half term | ALL ABOUT ME (Autumn 1)<br><br>Stunning Starter - Finding out what a superhero is and making props to support play.<br><br>Marvellous Middle - Solving a mystery that required superhero skills!<br><br>Fabulous Finish - Super hero day<br><br>Role Play - House inside and outside initially then developed into a linked superhero role play based on children's ideas<br><br>Author Focus – Kes Gray | AMAZING ANIMALS (Spring 1)<br><br>Stunning Starter - Crash landing in the classroom from an alien friend.<br><br>Marvellous Middle - Rocket Launching<br><br>Fabulous Finish - Sending alien friend home in a new rocket.<br><br>Role Play - children's ideas - space rocket and mission control<br><br>Author Focus – Giles Andreau | TICKET TO RIDE (Summer 1)<br><br>Stunning Starter – Rocket Launching<br><br>Marvellous Middle – Ongar Railway Visit<br><br>Fabulous Finish – Parents Join us for the afternoon<br><br>Role Play - children's ideas - shop and restaurant<br><br>Author Focus - Julia Donaldson |
| Communication and Language | Listening, attention and understanding –<br>To understand how to listen carefully<br>To understand why listening is important<br>To be able to follow simple instructions<br>To join in with nursery rhymes, poems and repetitive stories<br><br>Speaking –<br>To speak in full sentences<br>To use talk to connect ideas and speak about own experiences<br>To talk in front of a small group of peers<br>To talk to class teacher and LSAs<br>To learn new vocabulary | Listening, attention and understanding –<br>To ask questions to find out more<br>To begin to understand humour<br>To understand a range of complex sentence structures<br>To maintain attention, concentration and sit quietly during an activity.<br><br>Speaking -<br>To develop the confidence to talk to other adults they see on a daily basis<br>To talk in sentences using conjunctions e.g. and, because<br>To stick to a theme/topic in discussions.<br>To ask why things happen and give explanations. Asks "who, what, when, where and how" questions.<br>To continue to work on using tenses and pronouns correctly. | Listening, attention and understanding –<br>To understand questions such as who, what, where, when, why and how<br>To give attention to what others say and respond appropriately, while engaged in another activity.<br><br>Speaking -<br>To link statements and stick to a main theme<br>To use talk to organise, sequence and clarify thinking, ideas, feelings and events<br>To answer how and why questions about own experiences and stories |

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| Physical | Physical –<br><br>Gross motor skills –<br>To move around safely in space.<br>To follow instructions and stop safely.<br>To stop safely and develop control when using equipment.<br>To follow instructions and play safely as a group.<br>To follow a path and take turns.<br>To work cooperatively with a partner.<br><br>Fine motor skills –<br><br>Strengthen and develop hand muscles through a variety of fine motor skills activities<br>Start 'Wiggle While you Squiggle' - draw circles and lines<br>Start 'Dough Disco'<br>Start handwriting patterns<br>Develop preference for dominant hand<br>Encourage correct pencil grip<br>Start to use basic tools of scissors, pencil, and paintbrushes.<br>Use a knife and fork with support | Physical –<br><br>Gross motor skills –<br>To develop balancing.<br>To develop running and stopping.<br>To develop changing directions.<br>To develop jumping.<br>To develop hopping.<br>To explore different ways to travel using equipment.<br><br>Fine motor skills –<br>Continue to strengthen and develop hand muscles through a variety of fine motor skills activities<br>Continue 'Wiggle While you Squiggle' and 'Dough Disco' where needed<br>Start to form recognisable letters<br>Fasten coats independently<br>Colour within lines<br>Can draw basic picture | Physical –<br><br>Gross motor skills –<br>To develop rolling and tracking a ball.<br>To develop accuracy when throwing to a target.<br>To develop dribbling with hands.<br>To develop throwing and catching with a partner.<br>To develop dribbling a ball with feet.<br>To develop kicking a ball to a target<br><br>Fine motor skills –<br>Continue to strengthen and develop hand muscles through a variety of fine motor skills activities<br>Continue 'Wiggle While you Squiggle' and 'Dough Disco' where needed<br>Hold pencil effectively using a tripod grip in almost all cases and form recogniseable letters most correctly formed<br>Increasingly writing on line<br>Being to show accuracy and care when drawing<br>Use a range of small tools - scissors, paintbrushes, cutlery. |
| PSED | Personal, Social and Emotional Development –<br>Settling into the school environment and routines.<br>Learning to access and play with resources and activities.<br>Make friends and building relationships with both children and adults.<br>Develop confidence in new social situations.<br>Learn to adapt behaviour and contribute towards a class charter.<br><br>These objectives are being supported through the Jigsaw PSED scheme of work. | Personal, Social and Emotional Development -<br>Play co-operatively, taking turns with others.<br>Develop confidence to try new activities and say why they like some activities more than others.<br>Develop awareness and understanding that their own actions affect other people.<br><br>These objectives are being supported through the Jigsaw PSED scheme of work. | Personal, Social and Emotional Development -<br>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.<br>Choose the resources they need for their chosen activities.<br>Develop confidence to speak in a familiar group about their ideas.<br>Take account of one another's ideas about how to organise their activity.<br><br>These objectives are being supported through the Jigsaw PSED scheme of work. |

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| Literacy | Literacy -<br>Word reading-<br>To recognise their name<br>To recognise taught Phase 2 sounds (s a t p i n m d g o c k ck e u r h b f l)<br>To recognise taught Phase 2 Tricky Words (the I is)<br>To begin to blend sounds together to read words using the taught sounds<br><br>Comprehension-<br>To use pictures to tell stories<br>To engage in story times, joining in with repeated phrases and actions<br>To independently look at book, holding them the correct way and turning pages<br><br>Writing-<br>To copy their name<br>To give meanings to the marks they make<br>To copy taught letters<br>To write initial sounds<br>To begin to write CVC words using taught sounds | Literacy -<br>Word reading-<br>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)<br>To recognise taught Phase 2 and 3 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)<br>To read words with double letters<br>To begin to read longer words<br>To recognise taught digraphs in words and blend the sounds together<br>To read sentences containing Tricky Words and digraphs<br>To read books matching their phonics ability<br><br>Comprehension-<br>To act out stories<br>To begin to predict what may happen in the story<br>To suggest how a story might end<br><br>Writing-<br>To form lowercase letters correctly<br>To begin to write sentences using fingers spaces<br>To understand that sentences start with a capital letter and end with a full stop<br>To spell words using taught sounds<br>To spell some taught tricky words correctly | Literacy -<br>Word reading –<br>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)<br>To recognise taught Phase 2, 3 and 4 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)<br>To read words with short vowels and adjacent consonants<br>To read longer words<br>To read compound words<br>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est)<br>To read longer sentences containing Phase 4 words and Tricky Words<br>To read books matching their phonics ability<br><br>*Comprehension-*<br>To begin to answer questions about what they have read<br>To use vocabulary that is influenced by their experiences of books<br><br>Writing-<br>To form lowercase and capital letters correctly<br>To begin to copy letters using a lead in and lead out<br>To begin to write longer words which are spelt phonetically<br>To begin to use capital letters at the start of a sentence<br>To use finger spaces and full stops when writing a sentence<br>To spell some taught tricky words correctly<br>To begin to read their work back |

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| Maths | Mathematics -<br>Baseline assessment<br>Develop matching and sorting skills and understanding<br>Make comparisons (big and small, more and fewer, taller and shorter, longer and shorter, matching animals to the correct size box)<br>Identify and make repeating patterns<br>Representations of 1, 2 and 3 | Mathematics -<br>Introducing zero, comparing to 5, equal and unequal groups<br>Comparison to 5, composition to 5<br>Compare mass, compare capacity<br>Composition of 6, 7 and 8<br>Making pairs, combining 2 groups<br>Developing understanding of length and height (taller/shorter, longer/shorter, measuring height)<br>Developing understanding of time (days of the week, measuring time) | Mathematics -<br>**To 20 and Beyond**<br>Building Numbers Beyond 10<br>Counting Patterns Beyond 10<br>Spatial Reasoning (1)<br>Match, Rotate, Manipulate<br><br>**First Then Now**<br>Adding More<br>Taking Away<br>Spatial Reasoning (2)<br>Compose and Decompose |
| Understanding the World | Understanding the World –<br><br>Past and present-<br>To know about my own life-story e.g. my family<br>To know how I have changed<br>To become familiar with school routines and timetable<br>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class<br>(Homes)<br><br>People, culture and communities-<br>To know about family structures and talk about who is part of their family<br>To identify similarities and differences between themselves and peers.<br>To know about features of the immediate environment.<br><br>The natural world –<br>To identify and name basic parts of the body and find out about our senses.<br>To discuss daily calendar and weather charts | Understanding the World -<br><br>Past and present –<br>To know about figures from the past<br>(Mary Anning - Paleontologist)<br>To know about the prominent figure - Greta Thumberg (environmental activist)<br>To know about dinosaurs and what happened to them<br><br>People, culture and communities –<br>To talk about Chinese New Year.<br><br>The natural world –<br>To know about and recognise the signs of winter<br>To know some important processes and changes in the natural world including states of matter<br>(freezing / melting)<br>To know the effects of global warming/pollution on our planet<br><br>Identify similarities and differences between human and physical features. | Understanding the World -<br><br>*Past and present* –<br>To know about figures from the past<br>(Brunel -(bridges)<br>Amelia Earhart (flying)<br>Nail Armstrong (space)<br>Mae Jemison (space)<br>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class<br>(Vehicles)<br><br>*People, culture and communities* –<br>To know about people who help us within the local community<br><br>*The natural world* –<br>To know that simple symbols are used to identify features on a map<br>To compare contrasting environments<br>(space) |

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| Expressive Arts and Design | **All About Me**<br>  <br>Area - painting<br>Media Focus - paint<br>Artist Focus – Leonardo Da Vinci 'Mona Lisa'<br>Self Portraits Explore colour mixing.<br>Chooses particular colours to use for a purpose.<br><br>Creating with materials -<br>To name colours<br>To experiment with mixing colours<br>To create simple representations of people and objects<br>To draw and colour with pencils and crayons<br>To role play using given props and costumes<br>To explore different techniques for joining materials<br><br>Being imaginative and expressive –<br>To sing and perform nursery rhymes<br>To perform song(s) for Harvest service/Macmillan coffee morning.<br>To join in with singing<br>To experiment with different instruments and their sounds<br>To talk about whether they like or dislike a piece of music<br>To create musical patterns using body percussion | **Amazing Animals**<br>  <br>Area – painting and collage<br>Media – paint, wool, thread, paper, range of textures<br>Artist – Rousseau (Tiger in a Tropical Storm)<br>Create simple representations of events, people and objects.<br>Introduce a storyline or narrative into their play.<br>Represent their own ideas, thoughts and feeling through design and technology, art and music.<br><br>Creating with materials -<br>To know which prime colours you mix together to make secondary colours<br>To experiment with different mark making tools such as art pencils, pastels, chalk<br>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)<br><br>Being imaginative and expressive –<br>To join in with whole school singing (refrains)<br>To create musical patterns using untuned instruments<br>To begin to create costumes and resources for role play | **Ticket to Ride**<br>  <br>Area – sculpture<br>Media Focus – pencil, paint, sculpture<br>Artist – Peter Thorpe<br>Media Focus – construction, junk modelling<br>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br><br>Develop their own ideas through selecting and using materials and working on processes that interest them.<br>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.<br><br>Creating with materials –<br>To plan what they are doing to make (construction, junk modelling)<br>To draw more detailed pictures of people and objects<br>To manipulate materials<br><br>Being imaginative and expressive –<br>To join in with whole school singing<br>To act out well know stories<br>To follow a musical pattern to play tuned instruments<br>To create narratives based around stories |
| Computing | Computing -<br>Start to become familiar with technology within the classroom e.g. iPads, laptops, sound buttons. | Computing -<br>Learn how to take photos on an ipad.<br>Uses ICT hardware to interact with age-appropriate computer software. | Computing –<br>Becoming familiar with programmable toys through BeeBots.<br>Uses ICT hardware to interact with age-appropriate computer software. |

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| RE | RE –<br>**CHRISTIANITY**<br>***PHILOSOPHY: What is my place in the world?***<br>To raise puzzling and interesting questions about the world around them.<br>To use their senses to investigate religion and belief. | RE –<br>**CHRISTIANITY**<br>***THEOLOGY: What do religious stories teach us?***<br>To raise puzzling and interesting questions about religious and belief stories.<br>To recreate religious and belief stories through small world play.<br>To talk about sacred texts.<br>To talk about some aspects of a religious belief story. | RE –<br>**CHRISTIANITY**<br>***THEOLOGY: Why is the word 'God' so important to Christians?***<br>To recognise simple religious beliefs and teachings.<br>To introduce key theological vocabulary.<br>To recognise a number of world religious words.<br>To know where some religious world views originated. |
| PE | **Introduction to PE**<br>In this unit children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules. | **Gymnastics**<br>In this unit children will develop basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing. | **Ball Skills**<br>In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills though a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics. |
| EYFS Second Half Term | TERRIFIC TALES (Autumn 2)<br><br>Stunning Starter - Receive Elf on the Shelf<br><br>Marvellous Middle - Locating the Elf's new hiding place every day and receiving letters/gifts from him.<br><br>Fabulous Finish - Infant Nativity to school and parents<br><br>Role Play - Shop inside and outside initially then developed to link to a Christmas themed role play, based on children's ideas<br><br>Author Focus - Nicholas Allan | COME OUTSIDE (Spring 2)<br><br>Stunning Starter - Discover classroom decorated like a jungle.<br><br>Marvellous Middle - Travelling zoo comes to school with animals.<br><br>Fabulous Finish - Parents coming in for a Jungle/Easter themed afternoon<br><br>Role Play - children's ideas - Jungle hideout and Jungle with animals<br><br>Author Focus – Eric Carle | FUN AT THE SEASIDE (Summer 2)<br><br>Stunning Starter – Seaside sensory boxes<br><br>Marvellous Middle – Make and test a boat<br><br>Fabulous Finish – A special seaside treat<br><br>Role Play - children's ideas - discovery centre and camping<br><br>Author Focus – Oliver Jeffers |

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| Communication and Language | To engage in story times, joining in with repeated phrases and actions<br>To begin to understand how and why questions<br>To respond to instructions with more than one step/Following instructions with two parts.<br>To listen to stories with increasing attention and recall<br><br>Speaking –<br>To answer questions in front of whole class<br>To use new vocabulary throughout the day<br>To extend vocabulary and use complex sentences (including and, because, then so etc).<br>To respond to questions appropriately.<br>To use tenses and pronouns correctly. | Listening, attention and understanding –<br>To retell a story<br>To follow a story without pictures or props<br>To use two channelled attention – can listen and do<br>To follow instructions involving several parts<br><br>Speaking –<br>To share their work to the class- standing up at the front<br>To use new vocabulary in different contexts<br>To engage in non-fiction books<br>To use language to imagine and recreate roles in play.<br>To introduce storylines and narrative in play | Listening, attention and understanding –<br>To have conversations with adults and peers with back and forth exchanges<br>To listen attentively in a range of situations e.g. church, assembly<br><br>Speaking –<br>To talk to different adults around the school<br>To talk about why things happen<br>To talk in sentences using a range of tenses<br>To hold full conversations with others – stick to the theme, use complex sentences, answer questions effectively and answer appropriate questions.<br>To respond to conversations with questions and comments |

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| Physical | Physical –<br><br>Gross motor skills-<br>To use counting to help to stay in time with the music when copying and creating actions<br>To be able to move safely with confidence and imagination, communicating ideas through movements.<br>To explore movement using a prop with control and coordination.<br>To move with control and coordination, expressing ideas through movement.<br>To move with control and coordination, copying, linking and repeating actions.<br>To remember and repeat actions, exploring pathways and shapes.<br><br>Fine motor skills-<br>Continue to strengthen and develop hand muscles through a variety of fine motor skills activities<br>Start to introduce correct letter formation for those who are ready<br>Start home/school handwriting practise - focus on retracing lines and anti-clockwise movements<br>Write numerals 1 to 5<br>Develop scissor skills - cutting continuous line<br>Start to learn to use a knife and fork independently | Physical –<br><br>Gross motor skills-<br>To create short sequences using shapes, balances and travelling actions.<br>To develop balancing and safely using apparatus.<br>To develop jumping and landing safely from a height<br>To develop rocking and rolling.<br>To explore travelling around, over and through apparatus.<br>To create short sequences linking actions together and including apparatus.<br><br>Fine motor skills-<br>Continue to strengthen and develop hand muscles through a variety of fine motor skills activities<br>Continue 'Wiggle While you Squiggle' and 'Dough Disco' where needed<br>Start to form recognisable letters<br>Fasten coats independently<br>Colour within lines<br>Can draw basic picture | Physical –<br><br>Gross motor skills-<br>To develop accuracy when throwing and practise keeping score.<br>To follow instructions and move safely when playing tag games.<br>To learn to play against an opponent.<br>To play by the rules and develop coordination.<br>To explore striking a ball and keeping score.<br>To work cooperatively as a team.<br><br>Fine motor skills-<br>Continue to strengthen and develop hand muscles through a variety of fine motor skills activities<br>Continue 'Wiggle While you Squiggle' and 'Dough Disco' where needed<br>Hold pencil effectively using a tripod grip in almost all cases and form recognisable letters most correctly formed<br>Increasingly writing on line<br>Being to show accuracy and care when drawing<br>Use a range of small tools - scissors, paintbrushes, cutlery<br>Start to develop consistency over letter size in relation to one another |
| PSED | Personal, Social and Emotional Development -<br>Reflect upon own abilities and describing self in positive terms through the use of pupil's Learning Journey.<br>Participate in whole school events such as Infant Nativity, Christmas display in house day and fundraising events.<br>Encouraged to say when they do and don't need help.<br>Explain own knowledge and understanding and ask appropriate questions.<br><br>These objectives are being supported through the Jigsaw PSED scheme of work. | Personal, Social and Emotional Development -<br>Show sensitivity to others' needs and feelings and form positive relationships with adults and peers.<br>Take steps to resolve conflicts with other children on their own e.g. finding a compromise.<br>Begin to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy.<br><br>These objectives are being supported through the Jigsaw PSED scheme of work. | Personal, Social and Emotional Development -<br>Prepare for transition into Year One.<br>Talk about the things they enjoy, and are good at, and about the things they don't find easy.<br>Listen to each other's suggestions and plan how to achieve an outcome without adult help.<br>Resolve minor disagreements through listening to each other to come up with a fair solution.<br><br>These objectives are being supported through the Jigsaw PSED scheme of work. |

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| Literacy | Literacy -<br>Word reading-<br>To recognise taught Phase 2 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk)<br>To recognise taught Phase 2 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be)<br>To blend sounds to read words using taught sounds<br>To read words ending with s e.g. hats, sits<br>To read words ending with s /z/ e.g. his, bags<br>To begin reading captions and sentences using taught sounds<br>To read books matching their phonics ability<br><br>Comprehension-<br>To sequence familiar stories<br>To begin to answer questions about the stories read to them<br>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes<br><br>Writing-<br>To write their name<br>To use the correct letter formation of taught letters<br>To write words and labels using taught sounds<br>To begin to write captions using taught sounds | Literacy -<br>Word reading-<br>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)<br>To recognise taught Phase 2 and 3 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)<br>To read longer words including those with double letters<br>To read words with s/z/ in the middle<br>To read words with -es/z/ at the end<br>To read words with s and s/z/ at the end<br>To read sentences containing Tricky Words and digraphs<br>To read books matching their phonics ability<br><br>Comprehension-<br>To retell a story<br>To follow a story without pictures or props<br>To talk about the characters in the books they are reading<br><br>Writing-<br>To form lowercase letters correctly and begin to former capital letters<br>To write sentences using finger spaces and full stops<br>To spell words using taught sounds<br>To spell some taught tricky words correctly | Literacy -<br>Word reading-<br>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)<br>To recognise taught Phase 2, 3 and 4 Tricky Words (the I is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today)<br>To read words with phase 3 long vowel sounds with adjacent consonants<br>To read longer words<br>To read compound words<br>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, - ed /d/, - er, -est)<br>To read longer sentences containing Phase 4 words and Tricky Words<br>To read books matching their phonics ability<br><br>Comprehension-<br>To answer questions about what they have read<br>To know that information can be retrieved from books<br><br>Writing –<br>To form lowercase and capital letters correctly<br>To copy letters using a lead in and lead out<br>To begin to write longer words and compound words which are spelt phonetically<br>To write sentences using a capital letter, finger spaces and full stop<br>To spell some taught tricky words correctly<br>To read their work back and check it makes sense |

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| Maths | Mathematics -<br>Compositions of 1, 2 and 3 and comparing 1, 2 and 3<br>Develop understanding of circles and triangles inc positional language<br>Representing numbers to 5<br>Composition of 4 and 5, one more and one less<br>Develop understanding of shapes with 4 sides<br>Develop concept of time (day and night, sequence routine: first, next and then)<br>Winter themed maths (composition of 5 and 6, sibitising falling snowflakes, what do we wear in summer/winter, winter walk with positional language, posting letters to numbered houses) | Mathematics -<br>Growing 6, 7, 8 (cont…)<br>Length & Height<br>Time<br>Building 9 & 10<br><br>Counting to 9 & 10<br><br>Comparing numbers to 10<br>Bonds to 10<br>3d-shapes<br>Spatial Awareness<br>Patterns | Mathematics -<br>Find my Pattern<br>Doubling<br>Sharing & Grouping<br>Even & Odd<br>Spatial Reasoning (3)<br>Visualise and Build<br>On the Move<br>Deepening Understanding<br>Patterns and Relationships<br>Spatial Reasoning (4)<br>Mapping |
| Understanding of the World | Understanding the World -<br><br>Past and present –<br>To know about figures from the past<br>(Guy Fawkes)<br>To know about historical events from the past<br>(Remembrance)<br>To know that traditional tales are old stories.<br><br>People, culture and communities –<br>To know about figures from the past<br>(Guy Fawkes)<br>To know about historical events from the past<br>(Remembrance)<br>To know that traditional tales are old stories.<br><br>The natural world -<br>To know about and recognise the signs of autumn | Understanding the World -<br><br>Past and present –<br><br>People, culture and communities –<br>To talk about how Christians celebrate Easter.<br><br>The natural world –<br>To know about and recognise the signs of spring<br>To know that some food is healthy and others are less healthy<br>To know what a plant needs to grow | Understanding the World -<br><br>Past and present –<br>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class<br>(Holidays)<br><br>People, culture and communities –<br>To become aware that people in different countries may have different cultures, clothes, food and languages<br><br>The natural world -<br>To know about and recognise the signs of summer<br>To become familiar with maps of the world.<br>To know that people in other countries may speak different languages |

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| Expressive arts and design | Expressive Arts and Design -<br>  <br>**Terrific Tales**<br>Area – drawing and painting<br>Media focus - paint and clay (diva pots)<br>Artist – Jackson Pollock (firework link)<br><br>Explore colour mixing and choose particular colours to use for a purpose.<br>Explore different songs of instruments linked to fireworks.<br>Constructs with a purpose in mind.<br>Play co-operatively a part of a small group to act out a narrative.<br>Builds a repertoire of songs and dances relating to Christmas.<br><br>Creating with materials -<br>To explore colour mixing<br>To use colours for a particular purpose<br>To share their creations<br>To explore different techniques for joining materials (Glue Stick, PVA)<br>To explore manipulating clay<br><br>Being imaginative and expressive –<br>To perform a song in the Christmas Service<br>To move in time to music<br>To learn dance routines<br>To pitch match<br>To sing the melodic shape of familiar songs<br>To begin to build up a repertoire of songs<br>To sing entire songs<br>To use costumes and resources to act out narratives | Expressive Arts and Design -<br>  <br>**Come Outside**<br><br>Area – collage<br>Media Focus – natural materials found in nature.<br>Artist Focus – Andy Goldsworthy<br><br>Experiment to create different designs and patterns.<br>Sing songs, make music and dance, and experiment with ways of changing them.<br>Represent their own ideas, thoughts and feeling through design and technology, art and music.<br><br>Creating with materials -<br>To share creations and talk about the process<br>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)<br>To make props and costumes for different role play scenarios<br>To create observational drawings<br>To use natural object to make a piece of art<br><br>Being imaginative and expressive –<br>To perform songs at the Easter Service<br>To associate genres of music with characters and stories<br>To create costumes and resources for role play | Expressive Arts and Design -<br>  <br>**Fun at the Seaside**<br><br>Area – drawing, painting and collage - observational drawing (fruit/flowers)<br>Media Focus – pencil, paint, collage materials<br>Artist - Matisse 'Snail'<br>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br><br>Develop their own ideas through selecting and using materials and working on processes that interest them.<br>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.<br><br>Creating with materials -<br>To know some similarities and differences between materials<br>To explore, use and refine a variety of artistic effects to express their ideas and feeling<br>To share creations, talk about process and evaluate their work<br>To adapt work where necessary<br><br>Being imaginative and expressive –<br>To perform songs at the End of year Service<br>To match movements with music |

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| Computing | Computing -<br>Start to become familiar with technology within the classroom e.g. iPads, laptops, sound buttons. | Computing -<br>Learn how to take photos on an iPad.<br>Uses ICT hardware to interact with age-appropriate computer software | Computing -<br>Beebots - help ladybird to search for their mother.<br>Videoing – using iPads to record what found on hunt.<br>Make a choice of how to record minibeast – choose photo, video – select for a particular purpose. |
| RE | RE –<br>**CHRISTIANITY**<br>***HUMAN AND SOCIAL SCIENCE: Why are ceremonies and festivals important to people?***<br>To identify simple features of religious life and practice in a family context.<br>To talk about religious events that they see or hear about e.g. festivals and ceremonies. | RE –<br>**CHRISTIANITY**<br>***HUMAN AND SOCIAL SCIENCE: What makes a place sacred?***<br>To name some religious symbols and artefacts.<br>To visit a local place of worship.<br>To talk to someone who holds a particular religious or non-religious belief.<br>To talk about what people wear because of their beliefs. | RE –<br>**CHRISTIANITY**<br>***PHILOSOPHY: What is right? What is wrong? What is good?***<br>To talk about what concerns them about different ways in which people behave.<br>To say what matters or is of value to them. |
| PE | **Dance**<br>In this unit children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback. | **Fundamentals**<br>In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space and understand and follow rules and instructions. They work independently and with a partner to complete tasks. | **Games**<br>In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules. |

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| Year 1 | TOY STORY<br><br>Stunning Starter – Teddy bears picnic<br><br>Marvellous Middle – visit to toy museum<br><br>Fabulous Finish – Puppet show to EYFS<br><br>Role Play – Teddy Bears picnic, Toy Story Andy's bedroom and Stable in Bethlehem.<br><br>Visit –Valence House toy museum. Barking and Dagenham.<br><br>Author focus Jane Hissey, Jez Albrough | THE ADVENTURES OF PADDINGTON BEAR<br><br>Stunning Starter – Who is Paddington?<br><br>Marvellous Middle - Paddington sandwich making.<br><br>Fabulous Finish – Visit to Zoo link to animals of UK.<br><br>Role play – Transportation centres tourist office vary UK country.<br><br>Author Focus – Michael Bond, Nick Butterworth | JACK AND THE BEANSTALK<br><br>Stunning Starter – A Jack and the Beanstalk adventure.<br><br>Marvellous Middle - Trip to Thorndon Park/forest school<br><br>Fabulous Finish – Andy Goldsworthy art (with parents)<br><br>Role Play – Garden Centre<br><br>Visit -Butterfly meadow / Thorndon Park<br><br>Author Focus – Nick Sharratt, Lynley Dodd |
| English | English -<br>Narrative – stories based on 'Toy Story'.<br>Poetry – Rhyme, Sound collector – Roger McGough<br>Instructions – linked to planting bulb for Mothering Sunday. | English -<br>Narrative - Paddington adventures, Where the Wild Things Are<br>Information text – animals<br>Recount- zoo trip writing in past tense. | English -<br>Narrative – traditional tales (inc Jack and the Beanstalk), extended story writing, stories from other cultures<br>Information leaflet - plants<br>Poems – Seasons poetry |
| Maths | Mathematics -<br>Numbers to 20 ordering, writing and counting 1:1.<br>Number bonds to 10.<br>Addition and subtraction within 10 and 20.<br>Ordinal numbers<br>Directions left and right<br>Length comparing length and height.<br>Shapes and patterns | Mathematics -<br>Recap part, part, whole reasoning problems.<br>Numbers to 50.<br>Addition and subtraction building up methods and skills.<br>Multiplication counting in 2, 5, 10.<br>Division by sharing.<br>Data Handling and graphs<br>Time | Mathematics -<br>Column addition, subtraction<br>money<br>Numbers to 100. – sequence, ordering<br><br>Mass, Volume, capacity<br>Time<br>Position and turns. |

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| Science | Science –<br>Who am I? - to identify, name, draw and label basic parts of the human body.<br>Which part of body is associated with senses? Humans versus toys.<br>To describe and group properties of materials transparent, translucent, opaque, waterproof and flexible.<br>To distinguish between objects and materials from which it is made. ( toys from past)<br>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock<br>Describe the simple physical properties of a variety of everyday materials used in toys.<br>Compare and group together a variety of everyday materials on the basis of their simple physical properties.<br>Investigate- materials to wrap a present. Modelling, teaching asking questions, | Science-<br>Creatures of the British Isles v animals in Peru - To name animals that are bird, fish, mammals.<br>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.<br>To describe and compare the common structure of common invertebrates. To compare the structure<br>To name common animals that are carnivores, herbivores and omnivores.<br>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)<br>Protecting ourselves and the environment.<br>Animal living in sea and sand,<br>Seasonal changes<br>Child led investigation – What do creatures eat? | Science –<br><br>Plants:<br>Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees.<br>Identify and describe the basic structure of a variety of common flowering plants, including trees.<br><br>Seasonal Changes:<br>Observe changes across the four seasons.<br><br>Child led investigation- What can I find out about plants? |

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| Geography | Geography –<br>***What is the weather like in the UK?***<br>Name and locate the four countries on a map of the UK.<br>Identify the country they live in.<br>Identify the four seasons.<br>Describe some seasonal changes.<br>Identify the four compass directions.<br>Use the compass directions to describe the location of features.<br>Observe and describe daily weather patterns.<br>Begin to locate the four capital cities of the UK.<br>Explain what the weather is like during each season in the UK.<br>Suggest appropriate clothing and activities for each season. | Geography –<br>***How is life different in China?***<br>Give examples of human and physical features.<br>Identify features they see on a walk.<br>Explain the location of features using some directional language.<br>Use an aerial photograph to locate physical and human features.<br>Draw simple pictures or symbols on a sketch map.<br>Draw compass points.<br>Name the continent they live in.<br>Use an atlas to locate the UK and China on a world map.<br>Use an atlas to locate Europe and Asia on a world map.<br>Identify China's physical and human geography.<br>Sort physical and human features using photographs.<br>Identify physical and human features in images of Shanghai.<br>Compare Shanghai to their locality. | Geography –<br>***What is it like here?***<br>Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.<br>Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.<br>Recognise four features in the school grounds using a map.<br>Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.<br>Draw a design to improve three areas of the playground using the results from the survey. |
| History | History –<br>Changes within living memory. Inventors Steiff bears, Hornby. Looking a toys as a baby and now. Visit to toy museum<br>What toys do children of different ages play with?<br>What toys did you grandparents and parents play with?<br>Can you say how toys have changed over time? | History –<br>Explore how London has changed. Focus on capital cities and industries. e.g river Thames, shipping, coal mines.<br>Historical landmarks- Stonehenge, Hadrian's Wall.<br>Why are landmarks important to the local area and country?<br>How transport has changed over time? | History –<br>Lives of significant individuals in the past, compared to life in different periods Darwin and Liz Bonnin. |
| Art | **Toy story**<br>Area – Painting (colour mixing) toys of the future<br>Media – paint<br>Artist focus – Walt Disney<br>  | **The Adventures of Paddington**<br>Area - Sculpture of Paddington Bear<br>Media – clay<br>Artist focus – Marcus Cornish<br>  | **Roots and shoots/Jack and the Beanstalk**<br>Area – Drawing, painting and collage<br>Media – pencil, paint and collage materials<br>Artist focus – Van Gogh<br>  |

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| DT | DT –<br>Puppets (textiles) - Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.<br>Generate, develop, model and communicate their ideas through talking, drawing, templates. (Designing puppets). | DT -<br>Food technology – Investigate different breads, and fillings, link to diet and health.<br>Use the basic principles of a healthy and varied diet to plan, prepare, evaluate sandwiches. | DT –<br>Investigate simple pulley system at forest schools and in role play area. Design, make and evaluate a mechanism for Jack to lower the golden egg, harp and money down the bean stalk. |
| Music | **Music** -<br>Hey You- Listen to and appraise different styles of music., learn to sing adding percussion instrument to the beat and rhythm of the song. Improving with different sounds using instruments.<br>Learn about the glockenspiel and chime bars, playing in time and rhythm.<br>Rhythm in the Way We Walk and The Banana Rap<br><br>Christmas nativity – singing skills focus on singing as part of a group being aware of volume and speed. | **Music** -<br>Developing glockenspiels and chime bars. Building upon glockenspiel skill and being apply to play along to a tune understanding simple notation and the opportunity for improvisation.<br>Round and Round- Listen to and appraise different styles of music., learn to sing adding percussion instrument to the beat and rhythm of the song. Improving with different sounds using instruments.<br>In The Groove<br>Easter- singing skills focus on singing as part of a group being aware of volume and speed. | **Music** –<br>Your Imagination<br>Singing focus on rhythm, pace and harmony with other singers.<br><br>Drumming and use of percussion instruments exploring sound, pitch and tempo to create sound effects for parts of the Jack and the Beanstalk story for performance and appraisal of others compositions. |

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| PE | Toy Story<br><br>INDOOR<br>**Fundamentals**<br>In this unit pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas. This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.<br><br>**Dance**<br>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so. This unit links to the following strand of the NC: perform dances using simple movement patterns.<br><br>OUTDOOR<br>**Ball Skills**<br>In this unit pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently, and collaboratively in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks. This unit links to the following strands of the NC: master | The Adventures of Paddington<br><br>INDOOR<br>**Yoga**<br>Pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities. Pupils work independently, with a partner and small group. This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.<br><br>**Fitness**<br>In this unit pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best. This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.<br><br>OUTDOOR<br>**Sending and Receiving**<br>In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe. This unit links to the following strands of the NC: master basic movements including throwing | Jack and the Beanstalk<br><br>INDOOR<br>**Gymnastics**<br>In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing. This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.<br><br>**Team Building**<br>In this unit pupils develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They develop key skills of communication and problem solving. They are given the opportunity to discuss and plan their ideas and reflect on their success. This unit links to the following strands of the NC: participate in team games, developing simple tactics.<br><br>OUTDOOR<br>**Athletics**<br>In this unit pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities. |

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| | basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.<br><br>**Invasion Games**<br>Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. In this unit, pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. | and catching. Participate in team games, developing simple tactics for attacking and defending.<br><br>**Target Games**<br>Target games are games where players send an object towards a target. In this unit, pupils develop their understanding of the principles of defending and attacking for target games. Pupils use both underarm and overarm actions and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics. They show respect towards others when playing competitively and develop communication skills. This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. | **Striking and Fielding**<br>Striking and fielding games are games where there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting team from scoring. Examples of striking and fielding games include cricket and rounders. In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication skills to manage small sided games. This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. |

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| RE | RE –<br>**<u>CHRISTIANITY/HINDUISM/JUDAISM</u>**<br>***PHILOSOPHY: What do my senses tell me about the world of religion and belief?***<br>**Children will learn about:**<br>The five senses (see, hear, smell, touch, taste) and how they are engaged in religion and worship<br>The worship practice of Hindu Puja<br>Visual art, e.g., Murti / Image of Hindu God<br>Artefacts, e.g., Arti Lamp has five wicks one for each blessing<br>Smell – incense is used as part of Hindu worship at a shrine<br>Taste – food such as fruit is left at the shrine as an offering to the Gods<br>**Children will be able to:**<br>Begin to make connections using their senses and what they know about the world around them<br>Ask "I wonder …" questions about the world around us<br>Use our senses to investigate worship in different religious traditions<br>Use our senses to justify a belief that they hold<br><br>**<u>ISLAM/CHRISTIANITY</u>**<br>***HUMAN AND SOCIAL SCIENCE: How does a celebration bring a community together?***<br>**Children will learn about:**<br>How Christians celebrate Christmas/Easter.<br>How Muslims celebrate Eid-ul-Fitr and Eid-ul-Adha.<br>How do these festivals help to bring the religious communities together?<br>**Children will be able to:**<br>Recognise the meanings of the term Christian and Muslim.<br>Recognise practices associated with the festivals of Christmas and Eid-ul-Fitr.<br>Recognise ways in which a celebration can encourage a sense of belonging within a faith community. | RE –<br>**<u>JUDAISM</u>**<br>***THEOLOGY: What do Jewish people remember on Shabbat?***<br>**Children will learn about:**<br>The Jewish story of creation and relate it to observing Shabbat.<br>Jews believe in one God and that He is the creator.<br>Shabbat is celebrated as a weekly tradition for Jewish families.<br>The symbolism of the key artefacts used during Shabbat:<br>• Candles – are lit before Shabbat to create peace in the home.<br>• Challah Bread – a special plaited bread to show how Jews love Shabbat.<br>• Kiddush Cup – a special goblet that holds the wine that is blessed for Shabbat.<br>• Zemirot – the special songs sung at the table for Shabbat.<br>**Children will be able to:**<br>Retell the Jewish story of Creation.<br>Give an example of how Jews use the day of rest from the story of the creation to guide their daily lives.<br>Recognise that the practice of Shabbat shows a strong relationship between Jews people and God.<br><br>**<u>CHRISTIANITY</u>**<br>***THEOLOGY: What does the cross mean to Christians?***<br>**Children will learn about:**<br>The Easter narrative in the Bible.<br>Christians believe Jesus' died on a cross (crucifixion) to save people (salvation).<br>Christians believe Jesus came back to life (resurrection).<br>Christians believe Easter gives people hope of a new life, now and in the future.<br>**Children will be able to:**<br>Give a clear, simple account of the Easter Story. | RE –<br>**<u>CHRISTIANITY/HINDUISM</u>**<br>***PHILOSOPHY: How did the universe come to be?***<br>**Children will learn about:**<br>The creation stories within Christian and Hindu traditions.<br>Non-religious ideas about the origin of the universe.<br>**Children will be able to:**<br>Ask at least one question about the origin of the universe.<br>Give a simple reason, using the word 'because', for the origin of the universe.<br>Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories).<br>Know that beliefs about the origin of the universe influence how individuals treat the world around them.<br><br>**<u>UNDERSTANDING CHRISTIANITY - GOD</u>**<br>***HUMAN AND SOCIAL SCIENCE: What do Christians believe God is like?***<br>**By the end of the unit, pupils are expected to be able to:**<br>MAKING SENSE OF THE TEXT<br>Identify what a parable is.<br>Tell the story of the Lost Son from the Bible simply and recognise a link with the concept of God as a forgiving Father.<br>Give clear and simple accounts of what the story means to Christians.<br>UNDERSTANDING THE IMPACT<br>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving: for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.<br>MAKING CONNECTIONS<br>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. |

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| | | Recognise that the Easter Story contains Christian beliefs about salvation.<br>Recognise that the Easter Story is a source of hope for Christians. | **Pupils will know that:**<br>Christians believe in God and that they find out about God in the Bible.<br>Christians believe God is loving, kind, fair and forgiving, and Lord and King.<br>Some stories show these Christians beliefs.<br>Christians worship God and try to live in ways that please him. |
| PSHE | PSHE –<br>Being Me in My World<br>Celebrating difference: ways I am different from my friends, understand these differences make us all special and unique | PSHE –<br>Dreams and Goals: how I felt when I succeeded in a new challenge and how I celebrated, how to store the feelings of success in my internal treasure chest<br>Healthy Me: why I think my body is amazing and can identify some ways to keep it safe and healthy, recognise how being healthy helps me to feel happy | PSHE –<br>Relationships: why I appreciate someone who is special to me and express how I feel about them<br>Changing Me: identify the parts of the body that make boys different to girls and can use the correct names for these, respect my body and understand which parts are private |
| Computing | Computing –<br>E-safety, reminder of rules<br><br>**<u>COMPUTER SCIENCE: CODING</u>**<br>**We are treasure hunters**<br>Children are introduced to problem solving and what an algorithm is. They create their own sequence of movements and then have to solve a 'given code bug'.<br>**Final product: Beebots (programming)**<br><br>**<u>INFORMATION TECHNOLOGY: MEDIA</u>**<br>**We are rhythmic**<br>Children to use scratch to add sounds as if the aliens from Toy story are sending messages to one another. Children can make sound patterns and look at repeating patterns.<br>**Final product: Scratch Jnr (sound patterns)** | Computing –<br>E-safety, reminder of rules<br><br>**<u>COMPUTER SCIENCE: COMPUTATIONAL THINKING</u>**<br>**We are chefs**<br>Children to use imovie to join together short videos of the making of a sandwich. Children to take the videos and adult to support groups to put together to make a movie.<br>**Final product: iMovie**<br><br>**<u>INFORMATION TECHOLOGY: DATA</u>**<br>**We are detectives**<br>The children collect data about people's favourite sandwiches and add it to popplet or excel/google sheets.<br>**Final product: Popplet/Excel/Google Sheets** | Computing –<br>E-safety reminder of rules<br><br>**<u>INFORMATION TECHNOLOGY: CREATIVITY</u>**<br>**We are digital artists**<br>Children to use paint to create artwork related to Jack and the Beanstalk's alternative story. The pictures can then be printed and used as a cover for their stories that they write in Literacy.<br>**Final product: Adding text to a picture**<br><br>**<u>DIGITAL LITERACY: ONLINE SAFETY</u>**<br>Children to add pictures of Van Gogh's artwork and add a title to slides on a PowerPoint.<br>**Final product: PowerPoint** |

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| Year 2 | THE GREAT FIRE OF LONDON<br><br>Stunning Starter – The story of the Great Fire of London and bread making<br><br>Marvellous Middle – Great Fire of London 'hands on learning' History off the Page<br><br>Fabulous Finish – Animated ICT film of Great Fire of London<br><br>Role play - Pudding Lane Bakery<br><br>Visit – History off the page 'the Great Fire of London'<br><br>Author Focus – Anthony Browne and Mini Grey | CHOCOLATE<br><br>Stunning Starter - Chocolate tasting!<br><br>Marvellous Middle – Aztec art<br><br>Fabulous Finish – Egg destroyer<br><br>Role Play - The Chocolate Factory (from Charlie and the Chocolate Factory)<br><br>Visit - Drumming workshop (Aztec link)<br><br>Author Focus – Michael Foreman and Helen Cooper | PIRATES<br><br>Stunning Starter - Watch Pirates in an adventure cartoon<br><br>Marvellous Middle- visit/pirate day<br><br>Fabulous Finish - Year 2 End of Year production<br><br>Role play - Pirate ship (counting treasure)<br><br>Visit – Chatham Docks pirate day<br><br>Author Focus – Timothy Knapman and Jeanne Willis |
| English | English –<br>Narrative – based on Silly Billy by Anthony Browne (author focus) and Great Fire of London<br>Diary writing – based on the events in the Great Fire of London<br>Poetry – focus on 'Really Looking' emotive language, poetry based in fire and fireworks | English –<br>Narrative writing - Charlie and the Chocolate Factory themed story<br>Poetry – based on descriptive language<br>Non-Fiction texts – explanatory writing based on one of the sweets from Charlie and the Chocolate Factory (eg checking for bad nuts). | English –<br>Narrative story writing –'The Man Whose Mother was a Pirate by Margaret Mahy, pirate adventures, 'Mungo and the Pirate' Adventures<br>Poetry – sea shanties<br>Non-fiction – pirate fact finding, writing a ship's log<br>Instructions – to make a vile meal for a pirate to enjoy |

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| Maths | Mathematics –<br>Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward.<br>Place value of each digit in a two digit number (tens, ones), solving problems<br>Identify, read, write, represent and estimate numbers to 100 using different representations including the number line.<br>Compare and order numbers from 0 up to 100; use <, > and = signs.<br>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.<br>Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.<br>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers.<br>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.<br>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.<br>Recognise and use symbols for pounds and pence. Combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a particular context involving addition and subtraction of money of the same unit, including giving change. | Mathematics –<br>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.<br>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.<br>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.<br>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.<br>Geometry- properties of shape<br>Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.<br>Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.<br>Identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]<br>Compare and sort common 2D and 3D shapes and everyday objects.<br>Order and arrange combinations of mathematical objects in patterns and sequences.<br>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)<br>Recognise, find, name and write fractions 13, 14, 24 and 34 of a length, shape, set of objects or quantity.<br>Write simple fractions for example, ½ of 6 = 3<br>Recognise the equivalence of 24 and 12.<br>Measurement – height and length. | Mathematics –<br>Locate, order and compare 2-digit numbers on 0-100 landmarked lines and on the 1-100 square; use < and > signs; locate numbers on an empty 0-100 line; introduce numbers 101 to 200 and count in 100s to 1000; add 2-digit numbers by counting on in 10s and 1s; subtract 2-digit numbers by counting back in 10s and 1s<br>Challenge use these digits to make a number. What combinations can you make and compare them.<br>Multiplication and relationship with divisions and remainders (SAT style questions)<br>1 step and 2 step problems<br>Division and multiplication 2, 5, 10 - Simple number sentences as well as word problems.<br>Measure weight using standard or uniform non-standard units; draw a block graph where one square represents two units; weigh items using 100g weights using scales marked in multiples of 1kg or 100g; measure capacity using uniform non-standard units; measure capacity in litres and in multiples of 100ml<br>Venn, Carroll and tree diagrams<br>Reading scales divisions of 1, 2, 5,10<br>Complex missing number problems where both sides of sum must equal. Addition and subtraction.<br>Multiplication and relationship with divisions and remainders |

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| Science | Science-<br><br>Uses of everyday materials:<br><br>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.<br><br>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.<br><br>Science investigation: Investigation based on the properties of materials. | Science –<br><br>(Animals including humans)<br>Notice that animals, including humans, have offspring which grow into adults.<br><br>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.<br><br>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) [related to pets]<br><br>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene [link with the main theme].<br>Science Investigation based on food and exercise<br><br>Investigative skills (Child led)<br>Children to come up with their own questions and then plan their own investigation. | Science –<br><br>(Living things and their habitats) Explore and compare the difference between things that are living, dead and thing that have been alive.<br><br>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 [related to mini-beasts].<br><br>Identify and name a variety of plants and animals in their habitats, including microhabitats<br><br>(Plants) Observe and describe how seeds and bulbs grow into mature plants<br><br>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy<br><br>Science investigation: Investigation based on the living conditions of plants |

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| Geography | Geography –<br>***Would you prefer to live in a hot place or a cold place?***<br>Name and locate the seven continents on a world map.<br>Locate the North and the South Poles on a world map.<br>Locate the Equator on a world map.<br>Describe some similarities and differences between the UK and Kenya.<br>Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.<br>Recognise the features of hot and cold places.<br>Locate some countries with hot or cold climates on a world map. | Geography –<br>***Why is our world wonderful?***<br>Identify and locate characteristics of the UK on a map.<br>Identify human and physical features.<br>Locate human and physical features on a world map.<br>Explain the difference between oceans and seas.<br>Name and locate the five oceans on a world map.<br>Use an aerial photograph to draw a simple sketch map.<br>Collect data by sketching findings on a map and completing a tally chart.<br>Present their findings in a bar chart. | Geography -<br>***What is like to live by the coast?***<br>Name and locate the seas and oceans surrounding the UK in an atlas.<br>Label these on a map of the UK.<br>Describe the location of the seas and oceans surrounding the UK using compass points.<br>Define what the coast is.<br>Locate coasts in the UK.<br>Name some of the physical features of coasts.<br>Explain the location of UK coasts using the four compass directions.<br>Name features of coasts and label these on a photograph.<br>Identify human features in a coastal town.<br>Describe how people use the coast.<br>Follow a prepared route on a map.<br>Identify human features on the local coast.<br>Record data using a tally chart.<br>Represent data in a pictogram.<br>Describe how the local coast has been used. |
| History | History –<br>Great Fire of London: significant historical events in our own locality and events beyond living memory that are significant nationally<br>Link with Yr 1 – Paddingtons – looking at key building and use of river Thames.<br><br>What happened to London during the fire of 1666?<br>What was Stuart London like?<br>Could anyone have stopped what happened on 2 September 1666?<br>What did people do first?<br>What was it like at the height of the fire?<br>What was left of London?<br>What did the King do to make London better? | History –<br>link with Aztecs - To understand the nature of expansion and dissolution of empires. To identify similarities and differences between ways of life in areas of the world (Aztecs v Spanish).<br><br>Who are the Aztecs?<br>Why did the Aztecs move around? Why did they choose the site for their city?<br>How did the everyday lives of Aztecs differ to our own?<br>What was the importance of chocolate to the Aztecs? | History –<br>Lives of significant individuals in the past who have contributed to national and international achievements. compared to life in different periods – Christopher Columbus, Grace O'Malley, Blackbeard<br>Can I mind map what I know about pirates? |

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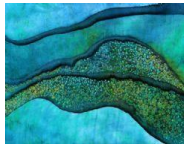
| Art | **Great Fire of London**<br>Area – Painting and collage,<br>creating a 'relief' of the Great Fire<br>Media – paint and collage<br>Artist focus – Ben Johnson<br>  | **Chocolate**<br>Area - Printing<br>Media – stencilling, press printing<br>Artist focus – Aztec art<br>  | **Pirates**<br>Area – Textiles<br>Media – sewing and batik<br>Artist focus – Elisa Quevedo<br>  |
| DT | DT –<br>Bread baking – investigate different breads and dietary strengths/weaknesses, use the basic principles of a healthy and varied diet to prepare dishes.<br>understand where food comes from and investigate how methods of baking have changed between great fire of London time and now.<br>Big focus on evaluations, children compare the bread they have made to other pre-made bread | DT –<br>Using links with Ford, children will design, make and evaluate cars which move and will be designed for Umpa Lumpas to get around the chocolate factory.<br>Explore and evaluate a range of existing products, then design a car from a show box, with dowelling and wooden wheels. A lot of work will be done on measuring and discussions of accuracy so the car can move straight. Ford engineers will come in to assist and will choose winning groups. Children will then take their cars to Ford to enter a competition against other schools. | DT –<br>Pneumatics- children to create sharks using a pneumatic system where the sharks open their mouths. |
| Music | Music –<br><u>Charanga Model Music Curriculum Unit 1 – How Does Music Help Us to Make Friends?</u><br>Focus on the Musical Spotlight 'Exploring Simple Patterns', such as repeated rhythmic ideas, basslines or melodies, or a chorus that keeps coming back.<br>Improvise music in 4/4 time using C,D and E.<br>Listen and respond to music focusing on dynamics, tempo, texture and articulation.<br><u>Christmas production</u><br>Singing – Focus on singing with good diction and a sense of rhythm, pulse and pitch.<br>Introduce singing in harmony.<br>Learning about the importance of breathing in phrases when singing. | Music –<br><u>Charanga Unit 3 – How does music make the world a better place?</u><br><br><u>Charanga – Inventing a Musical Story – How does music teach us about our neighbourhood?</u> | Music-<br><u>Recorders – Charanga Jane Sebba lessons</u><br>Introduce the recorder and learn the notes B,A and G, ensuring the recorder is held correctly and the holes are fully covered to produce the correct sound. Introduce the musical stave, treble clef and notation for the notes learnt.<br><br><u>End of Year 2 production</u><br>Focus on singing showing awareness of pitch, clear diction and dynamics.<br>Reinforce the dynamics f and p and develop the understanding of crescendo (getting louder) and diminuendo (getting quieter) and how dynamics are used in music to create different moods and effects.<br>Continue to develop 2-part singing in harmony. |

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| PE | Great Fire of London<br><br>INDOOR<br>**Fundamentals**<br>In this unit pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas. This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.<br><br>**Yoga**<br>Pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility, co-ordination and balance. The learning includes breathing and meditation through fun and engaging activities. Pupils work independently, with a partner and small group. This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.<br><br>OUTDOOR<br>**Target Games**<br>Target games are games where players send an object towards a target. In this unit, pupils develop their understanding of the principles of defending and attacking for target games. They develop the skills of throwing, rolling and striking towards a target and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in | Chocolate<br><br>INDOOR<br>**Team Building**<br>In this unit pupils develop their teamwork skills. They develop key skills of communication and problem solving. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. The also begin to use basic map skills. This unit links to the following strands of the NC: participate in team games, developing simple tactics.<br><br>**Gymnastics**<br>In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance. This unit links to the following strands of the NC: master basic movements as well as developing balance, agility and co-ordination.<br><br>OUTDOOR<br>**Invasion Games**<br>Invasion games are games where there are two teams and two goals. Teams try to score in the opposition's goal. Examples include football, handball, rugby, netball, basketball, hockey. in this unit, pupils develop their understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even | Pirates<br><br>INDOOR<br>**Fitness**<br>In this unit pupils will take part in a range of activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time. This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.<br><br>**Dance**<br>Pupils explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology. This unit links to the following strand of the NC: perform dances using simple movement patterns.<br><br>OUTDOOR<br>**Striking and Fielding**<br>Striking and fielding games are games where there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting team from scoring. Examples of striking and fielding games include cricket and rounders. In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking |

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| | pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics.<br>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.<br><br>**Sending and Receiving**<br>In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will build on their knowledge of sending and receiving by applying their skills in different situations. This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. | sided games. They learn how to score points in these types of games and learn to play to the rules. This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.<br><br>**Net and Wall Games**<br>Net and wall games are games where either a net separates the players or a wall is used. The object of these games is to hit the ball over the net and into the court space or against a wall to make it difficult for a partner to return. Examples include tennis, badminton, volleyball, squash. In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. | and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication skills to manage small sided games. This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.<br><br>**Athletics**<br>In this unit pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop. This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities. |

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| RE | RE –<br>**CHRISTIANITY/JUDAISM/HINDUISM**<br>***THEOLOGY: Why is light an important symbol for Christians, Jews and Hindus?***<br>**Children will learn about:**<br>The Christian belief that Jesus is the Light of the World (John 8:12)<br>How the Diwali story reflects Hindu beliefs about good and evil.<br>How the Hanukkah story reflects Jewish beliefs about God as provider.<br>The symbolic meaning of lighting the Shabbat Candle.<br>**Children will be able to:**<br>Retell at least one narrative where light is an important symbol.<br>Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs.<br>Give an example of how Christmas, Hindu and Jews and beliefs (and the symbolism of light) to guide their daily lives.<br><br>**CHRISTIANITY**<br>***THEOLOGY: What does the Nativity story teach Christians about Jesus?***<br>**Children will learn about:**<br>The Christian belief that God became human in Jesus.<br>The Nativity narratives are in the books of Luke and Matthew in the Bible.<br>How incarnation and salvation relate to one another for Christians.<br>Jesus is an important and historical figure to Christians.<br>Christians use the nativity story to influence their actions at Christmas, e.g., thankfulness and giving<br>**Children will be able to:**<br>Retell the Christmas story.<br>Recognise that Christians believe Jesus was sent by God to be him in the flesh.<br>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. | RE –<br>**CHRISTIANITY**<br>***HUMAN AND SOCIAL SCIENCE: How do Christians belong to their faith family?***<br>**Children will learn about:**<br>How Christenings and baptisms show Christians belong to their faith families.<br>How artefacts are used to show Christians belong to their faith families.<br>The use of light and water in both infant and adult baptisms.<br>Different symbols that show belonging.<br>The church is a group of people and not just a building.<br>**Children will be able to:**<br>Identify how Christian beliefs impact on their worship and sense of belonging.<br>Identify some Christian symbols and artefacts.<br>Identify different ways Christians show they belong to their faith family.<br>Recognise that some people call themselves Christians.<br><br>**JUDAISM**<br>***HUMAN AND SOCIAL SCIENCE: How do Jewish people celebrate Passover?***<br>**Children will learn about:**<br>What is the Seder meal?<br>The story of Passover in the context of Exodus.<br>Symbolism of each part of the Seder plate.<br>Jewish family traditions related to Passover.<br>The importance of Moses within Judaism.<br>**Children will be able to:**<br>Recognise that Passover (Pesach) is a Jewish festival.<br>Identify ways in which Passover can have an impact on Jewish daily life and family.<br>Identify evidence of religion and belief especially in the local area. | RE –<br>**UNDERSTANDING CHRISTIANITY – GOSPEL**<br>***PHILOSOPHY: What is the Good News Jesus brings?***<br>**By the end of this unit, pupils are expected to be able to:**<br>MAKING SENSE OF THE TEXT<br>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.<br>Give clear, simple accounts of what Bible texts means to Christians.<br>Recognise that Jesus gives instructions to people about how to behave.<br>UNDERSTANDING THE IMPACT<br>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.<br>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives.<br>MAKING CONNECTIONS<br>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.<br>**Pupils will know that:**<br>Christians believe Jesus brings good news for all people.<br>For Christians, this good news includes being loved by God, and being forgiven for bad things.<br>Christians believe Jesus is a friend to the poor and friendless.<br>Christians believe Jesus' teachings make people think hard about how to live and show them the right way.<br><br>**MULTI/HUMANISM**<br>***PHILOSOPHY: Why do people have different views about the idea of God?***<br>**Children will learn about:**<br>The word 'God' is a name.<br>The key beliefs about God from at least two different religions/worldviews. |

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| | Recognise the connection between Christmas and Easter | | How a person's behaviour is connected to their view of God.<br>**Children will be able to:**<br>Give a reason why a member of at least one other religious community might believe in God.<br>Give a reason why a person might not believe in God.<br>Give an example of what a member of a religious community might believe about God.<br>Make connections between people's beliefs of right and wrong and their belief about God. |
| PSHE | PSHE –<br>Being Me in My World<br>Celebrating difference: identify some ways in which my friend is different from me, why I value this difference about him/her | PSHE –<br>Dreams and Goals: explain some of the ways I worked cooperatively in my group to create the end product, express how it felt to be working as part of this group<br>Healthy Me: make some healthy snacks and explain why they are good for my body, express how it feels to share healthy food with my friends | PSHE –<br>Relationships: identify some of the things that cause conflict between me and my friends, demonstrate how to use the positive problem solving technique to resolve conflicts with my friends<br>Changing Me: recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private, tell you what I like/don't like about being a boy/girl |

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| Computing | Computing –<br>E-Safety rules and reminders<br><br>**<u>INFORMATION TECHNOLOGY: MEDIA</u>**<br>**We are animators**<br>Children to use their models they make at home and add plasticine people or lego/playmobile people to take pictures of a scene from the great fire of London and add these pictures into iMovie.<br>**Final product: iMovie and Windows Movie Maker**<br><br>**<u>DIGITAL LITERACY: ONLINE SAFETY</u>**<br>**We are safe researchers**<br>Children to research an aspect of the Great Fire of London on Google SafeSearch. They will learn to insert images and write text based on the research that they will carry out.<br>**Final product: PowerPoint** | Computing –<br>E-Safety rules and reminders<br><br>**<u>COMPUTER SCIENCE: CODING</u>**<br>**We are astronauts**<br>Children to make a sprite move around a scene. Children will be able add backgrounds and sprites and make them move.<br>**Final product: Scratch Jnr**<br><br>**<u>COMPUTER SCIENCE: COMPUTATIONAL THINKING</u>**<br>**We are game testers**<br>Children play and observe game son scratch, noting the structure and recognising what instructions are used. Can they come up with a rule list and pose questions such as what happens if I move slower?<br>**Final product: Scratch Jnr** | Computing –<br>E-Safety rules and reminders<br><br>**<u>INFORMATION TECHNOLOGY: DATA</u>**<br>**We are zoologists**<br>Children to create information about different types of creatures (sea creatures to link to pirates)<br>Children to collect data and pictures about the creatures then sort them into tables on Microsoft Word.<br>**Final product: Microsoft Word**<br><br>**<u>INFORMATION TECHNOLOGY: CREATIVITY</u>**<br>**We are photographers**<br>Children to learn how to use the camera on the iPads. Understand portrait and landscape. Understand how to zoom in and out and why you would do both. Children to photograph a range of different shots of insects.<br>**Final product: Camera work and gallery** |
| Year 3 | EXCITING EGYPTIANS<br><br>Stunning Starter – Make a Mummy<br><br>Marvellous Middle – Egyptian day<br><br>Fabulous Finish – Christmas production<br><br>Role play – Tutankhamun's tomb (sarcophagus, Egyptian wall paintings, archaeologists)<br><br>Visit - Egyptian day<br><br>Author Focus: Roald Dahl and Quentin Blake | RAMPAGING ROMANS<br><br>Stunning Starter – Gladiator fights and chariot racing<br><br>Marvellous Middle – Roman Feast<br><br>Fabulous Finish – Colchester Castle Trip<br><br>Role play – The Roman Forum<br><br>Visit- Colchester Castle Trip<br><br>Author Focus: Liz Pichon and Francesca Simon | SHENFIELD ST MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL<br><br>Stunning Starter – Treasure Hunt<br><br>Marvellous Middle – Local area walk<br><br>Fabulous Finish – Fashion show where children present information on the 1960s, showcasing their Flower Power pastel pictures and their tie-dye t-shirts.<br><br>Role Play – Victorian Classroom<br><br>Visit – Local Area walk, how has it changed over the years? Geography focus.<br><br>Author Focus: Lewis Carroll and Philippa Pearce |

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| English | English –<br>Narrative – familiar settings<br>*Storm* by Kevin Crossley-Holland. Children look at familiar settings, particularly at the sights and sounds. Look at settings and how they affected during different seasons.<br>Instructions – How to Make a Mummy<br>The children watch a combination of YouTube clips to learn about the process of mummification (Humanities link) SPAG focus is imperative verbs and time connectives. Children use these to create their own instructions from a comic strip they have written prior to the writing stage.<br>Non-fiction – Who Killed Tutankhamen?<br>*Who Killed Tutankhamen?* (Active Learn)<br>Study the historic versus the scientific sources to try and answer the question. Historic evidence shows that Tutankhamun may have been disabled from birth and some scientific CT scans show that he broke his leg before or just after his death.<br>Poetry: Performance Poetry<br>Link to *Revolting Rhymes* by Roald Dahl. Children learn all six rhymes, completing various tasks e.g. a wanted poster for Goldilocks, a comic strip for the Three Little Pigs or comprehension tasks for Little Red Riding Hood and Cinderella. The children then create their own 'revolting rhyme character.' They learn an extract of rhyming couplets in groups to perform. | English –<br>Narrative – link to topic<br>*Romans on the Rampage* by Jeremy Strong.<br>This tells the tale of boy who always dreams of being a chariot racer in the Colosseum. His dreams come true sooner than he ever imagined.<br>Poetry: Shape Poems<br>Children to explore drawing calligrams. They then could explore the gladiator arenas through the senses.<br>Children to write a shape poem based on gladiators.<br>Information Texts<br>Children to write an information text on daily life as a Roman (social hierarchy, food, buildings, famous event – gladiator fighting, chariot racing.)<br>Letters<br>Children to write a letter from the Emperor requesting for more gladiators in order for his entertainment. The Emperor wants to remain popular with his people but must also outline what the job really entails. The letter should, above all, be persuasive. | English –<br>Myths and Legends<br>Write a myth or legend about how the Stone Age people created the wheel.<br>Could potentially look at 'Early Man' the film for inspiration?<br><br>Dialogue and Plays<br>Script based on Doctor Who.<br>Who would Doctor Who meet as he came out of his Tardis? New Companion? |

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| Maths | Mathematics –<br>Number: Place Value<br>Identify, represent and estimate numbers using different representations.<br>Find 10 or 100 more or less than a given number<br>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).<br>Compare and order numbers up to 1000.<br>Read and write numbers up to 1000 in numerals and in words.<br>Solve number problems and practical problems involving these ideas.<br>Count from 0 in multiples of 4,<br>8, 50 and 100<br>Number: Addition and Subtraction<br>Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds.<br>Add and subtract numbers with up to three digits, using formal written methods of columnar<br>addition and subtraction.<br>Estimate the answer to a calculation and use inverse operations to check answers.<br>Solve problems, including missing number problems, using number facts, place value,<br>and more complex addition and<br>subtraction.<br>Number Multiplication and Division<br>Write and calculate mathematical statements for multiplication and division using the multiplication tables and fact they know, including two digit numbers by a one-digit number for both multiplication and division, using mental progressing to written formats and methods. | Mathematics –<br>Money<br>Add and subtract amounts of money to give change in £ and p in practical contexts.<br>Statistics<br>Interpret and present data using bar charts, pictograms and tables.<br>Solve one-step and two-step questions using information presented in bar charts, pictograms and tables.<br>Measurement – Length and Perimeter<br>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).<br>Measure the perimeter of simple 2D shapes.<br>Fractions<br>Count up and down in tenths; recognise that tenths arise from dividing an objects into ten equal parts and in dividing one-digit numbers or quantities by 10.<br>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.<br>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.<br>Solve problems which include the aforementioned. | Mathematics –<br>Fractions<br>Count up and down in tenths; recognise that tenths arise from dividing an objects into ten equal parts and in dividing one-digit numbers or quantities by 10.<br>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.<br>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.<br>Solve problems which include the aforementioned.<br>Measurement: Time<br>Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.<br>Estimate and read time with increasing accuracy to the nearest minute.<br>Record and compare time in terms of seconds, minutes and hours.<br>Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.<br>Know the number of seconds in a minute and the number of days in each month, year and leap year.<br>Compare durations of events [for example to calculate the time taken by particular events or tasks].<br>Geometry: Properties of Shape<br>Recognise angles as a property of shape or a description of a turn.<br>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.<br>Identify horizontal and vertical lines and pairs of perpendicular and<br>parallel lines.<br>Draw 2-D shapes and make 3-D shapes using modelling materials.<br>Recognise 3-D shapes in different orientations and describe them.<br>Measurement: Mass and Capacity |

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| | | | Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) |
| Science | Science –<br>Teeth and Eating - Child led investigation<br><br>To classify and identify different types of teeth and their functions.<br>To recognise why and how we must take good care of our teeth.<br><br>To make observations and form conclusions.<br>To understand the effect of advertising on the public about oral hygiene and cleaning of teeth.<br>To study the effects of tooth decay.<br>To describe the function of parts of the human digestive system.<br>To make observations and record finding using scientific language and labelled diagrams.<br>To create a digestive system using everyday items which would mimic the organs and replicate various processes needed for digestion.<br>To recognise what a food chain represents.<br>To construct and interpret a variety of food chains.<br>To identify producers, predators and prey.<br>Food and Our Bodies<br>To find out about healthy and balanced diets.<br>To gather, record and present data in different ways.<br>To compare the diets of different animals.<br>To study the effects of fats and sugars on our bodies.<br>To understand the locations of our bones are within our bodies.<br>To look at joints and how bones and muscles help us move.<br>To make systematic and careful observations.<br>To compare human skeletons with those of animal skeletons and exoskeletons.<br>To understand how muscle work in pairs. | Science –<br>Mirror, Mirror – Child led investigation<br>To describe the reflections when light is reflected from surfaces.<br>To record observations and make sense of them.<br>To study the difference between reflections made in dull and shiny surfaces.<br>To design and create a mirror maze.<br>To describe how shadows are formed.<br>To design and carry out a fair test.<br>To investigate making shadows using shadowgraphs.<br>To define terms such as ‘transparent’, ‘translucent’ and ‘opaque.’<br>To explore creating shadows using a variety of objects.<br>To research and gather some key facts about how mirrors have been made over the centuries.<br>To make a simple mirror and create a list of the key uses.<br>Opposites Attract<br>To observe the forces that magnets produce.<br>To report and present finding from enquiries.<br>To describe what a magnet is and its purposes.<br>To investigate the variety of magnetic forces and whether they can be strengthened or weakened.<br>To name some materials that magnets can attract and some they repel.<br>To list at least ten uses of magnets in everyday life.<br>To explore magnetic and non-magnetic metals.<br>To explain what a magnetic pole is and what it can do.<br>To predict whether two magnets will attract or repel each other.<br>To investigate the magnetic forces between bar magnets. | Science –<br>Earth Rocks!<br>To explore different kinds of rocks and their properties.<br>To collect and record data from observations and tests.<br>To test the properties of rocks against certain criteria (hardness, permeability, fizziness and floatability.)<br>To understand that minerals come from rocks.<br>To explore different types of rock families.<br>To recognise that soil comes from rock.<br>To set up and carry out simple, practical activities and fair tests.<br>To build replicas of the three rock families: igneous, metamorphic and sedimentary.<br>To investigate soil and its properties.<br>To find out how fossils are formed.<br>To use results to draw conclusions and suggest improvements or new questions.<br><br>We Are Astronauts - Child led investigation<br>To observe and draw the Moon from real life and secondary sources.<br>To make a model rocket and explain how it works.<br>To look at the cycle of the Moon in all its stages.<br>To describe what happened in the ‘Space Race’ in the 1960s.<br>To design and build some model rockets and a Moon lander.<br>To understand the difference of putting a rocket into space and the first human into space.<br>To study the first human landing of the Moon (20th July 1969.)<br>To identify which foods are best to take into space and explain why.<br>To know which factors affect the design of a spacesuit. |

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| Geography | Geography –<br>***Why do oceans matter?***<br>Describe the water cycle.<br>Describe how the ocean is used for human activity.<br>Explain how the ocean helps to regulate the Earth's climate and temperature.<br>Identify the Great Barrier Reef as part of Australia.<br>Describe the benefits of the Great Barrier reef.<br>Describe how humans impact the oceans and the consequences of this.<br>Explain some actions that can be taken to help support healthy oceans.<br>Explain which data collection method would be best for marine fieldwork and why.<br>Collect data using a tally chart, photographs and a sketch map.<br>Safely navigate the fieldwork environment.<br>Make suggestions for how to improve a marine environment.<br>Present data using a tally chart and pie chart. | Geography –<br>***Who lives in Antarctica?***<br>Describe what lines of latitude and longitude are, giving an example.<br>Understand that the Northern and Southern Hemispheres experience seasons at different times.<br>Define what climate zones are.<br>Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.<br>Describe Antarctica's location in the far south of the globe.<br>State that tourism and research are the two main reasons people visit Antarctica.<br>Describe equipment researchers might use and clothes they wear.<br>List some of the research carried out in Antarctica.<br>State the outcome of Shackleton's expedition.<br>Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.<br>Describe a similarity and difference between life in the UK and life in Antarctica.<br>Confidently use the zoom function on a digital map.<br>Begin to recall the eight points of a compass, following at least four of them.<br>Recognise and describe features on their school grounds from an aerial map.<br>Draw a map of the route they take on an expedition.<br>State one thing that went well on the expedition and one aspect that did not go as hoped. | Geography –<br>***Where does our food come from?***<br>Identify that different foods grow in different biomes and say why.<br>Explain which food has the most significant negative impact on the environment.<br>Consider a change people can make to reduce the negative impact of food production.<br>Describe the intentions around trading responsibly.<br>Explain that food imports can be both helpful and harmful.<br>Describe the journey of a cocoa bean.<br>Locate countries on a blank world map using an atlas.<br>Use a scale bar correctly to measure approximate distances.<br>Collect data through an interview process.<br>Analyse interview responses to answer an enquiry question.<br>Discuss any trends in data collected. |

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| History | **Egyptians**<br>Who were the Ancient Egyptians?<br>What did the Ancient Egyptians believe? How do we know?<br>Who were the Egyptian gods? How do we know?<br>Why did the Egyptians build temples, tombs and pyramids? What were they like? How do we know?<br>How different were beliefs in Ancient Egypt from today?<br>How did religion affect life in Ancient Egypt?<br>How do we know?<br>What did the Egyptians believe about death and what happens to you when you die?<br>How did Egyptians bury their dead and why?<br>How do we know?<br>What was the role of the Pharaoh on earth?<br>What can the tomb of Tutankhamun tell us about Egyptian beliefs?<br>What significance did animals have in Ancient Egypt? | **Romans**<br>Who were the Ancient Romans?<br>Why were the Ancient Romans so powerful?<br>Why did the Romans invade Britain?<br>What was life like in a Roman town?<br>Why did the Romans build new roads in Britain?<br>How did the invasion affect different people in Britain?<br>What were the benefits of the Roman invasion? | **Shenfield St Mary's Church of England Primary School**<br><br>Children will be introduced to the idea that schools have been in the locality for some time but they have not always been the same. They can look at similarities and differences as well as be introduced to some of the events that affected the schools. The theme allows children to carry out some of their own investigations by using a range of different sources. Above all it allows the children to see some continuity between their lives and the past.<br>Is there any difference between schools today and in the time of their parents and grandparents?<br>What are some of the most important things about schools?<br>Was it even more different at the time of your grandparents?<br>How different were schools 100 years ago?<br>If a child from 100 years ago was suddenly transported into their classroom today, what would be the things that surprise them most? Are there some things that would not surprise them?<br>Would you prefer to have been in school in the past or now?<br>What must it have been like to be at school in the past?<br>What things would you have liked and what things would you have disliked about schools in the past? |
| Art | **Egyptians**<br>Area – painting a self-portrait influenced by Ancient Egyptian art<br>Media – painting, collage, textiles<br>Artist focus – Egyptian art<br>  | **Romans**<br>Area – Painting (colour mixing only) and collage<br>Media – paint and clay<br>Artist focus – Sonia King<br>  | **Shenfield St Mary's CE Primary School**<br>Area – Painting and drawing<br>Media – paint<br>Artist focus – local artists<br>  |

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| DT | DT –<br>Egyptian Shadufs<br>Research a shaduf – an Egyptian irrigation tool<br>Uses and purposes<br>Design<br>Build a windmill following knex plan and then discuss how you can adapt the design to turn it into a shaduf<br>Create using sticks, elastic bands, string and blue tac. | DT –<br>Pneumatic fighters<br>Look at existing pneumatic products with two moving parts. Understand that pneumatics involves movement of air. Children to be independent in choosing materials and design of which two moving parts to have to create a pneumatic toy with moving gladiators/ soldiers/ animals | DT –<br>Flower Power Tie-Dye T-Shirts<br>This is to complement the art in Summer 1.<br>The children have already looked at Flower Power.<br>Research tie-dye effects on textiles.<br>Experiment tying different patterns using samples of fabric.<br>Produce a Flower Power tie-dye t-shirt. |
| Music | Music –<br><u>Let Your Spirit Fly</u><br><u>Glockenspiel 1</u><br>The children will understand and appreciate a variety of musical styles from different times and traditions. They will continue to recognise the sound of musical instruments and basic features of key musical styles. They will be encouraged to discuss music using more accurate musical language. | Music –<br><u>Three Little Birds</u><br><u>The Dragon Song</u><br>The children will understand and appreciate a variety of musical styles from different times and traditions. They will continue to recognise the sound of musical instruments and basic features of key musical styles. They will be encouraged to discuss music using more accurate musical language. | Music –<br><u>Charanga Blown Away Recorders</u><br><u>Bringing Us Together</u><br>The children will understand and appreciate a variety of musical styles from different times and traditions. They will continue to recognise the sound of musical instruments and basic features of key musical styles. They will be encouraged to discuss music using more accurate musical language. |

| PE | Exciting Egyptians | Rampaging Romans | Shenfield St Mary's Primary School |
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| | INDOOR<br>**Fundamentals**<br>In this unit pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to speed up and slow down. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.<br><br>**Gymnastics**<br>In this unit pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.<br><br>OUTDOOR<br>**Ball Skills**<br>In this unit pupils have opportunities to develop a variety of ball skills. They will develop tracking a ball when dribbling with hands, feet, throwing and catching and kicking. They will learn to select the appropriate skill for the situation. These skills are applied to small group games. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | INDOOR<br>**Fitness**<br>In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. Pupils will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities make them feel. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.<br><br>**Dodgeball**<br>Dodgeball is a target game. In this unit pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to outwit their opponents. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.<br><br>OUTDOOR<br>**Basketball**<br>Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, | INDOOR<br>**Swimming**<br>This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.<br><br>OUTDOOR<br>**Athletics**<br>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.<br><br>**Cricket**<br>Cricket is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. They develop an understanding of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play |

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| | **Hockey**<br>Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.<br><br>**Tennis**<br>Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils learn key skills such as racket control, hitting a ball and how to score points. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. |

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| RE | RE –<br>**JUDAISM/SIKHISM/CHRISTIANITY**<br>***HUMAN AND SOCIAL SCIENCE: How do people express commitment to a religion?***<br>**Children will learn about:**<br>The importance of rites of passage in terms of religious identity.<br>The role of baptism (infant and adult) in shaping religious identity in the Christian community.<br>The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community.<br>The Amrit ceremony as a milestone in shaping religious identity in the Khalsa.<br>**Children will be able to:**<br>Identify a range of ways in which religious belief can impact daily life.<br>Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism.<br>Identify some similarities and differences in how people practise and express beliefs about commitment.<br><br>**CHRISTIANITY**<br>***THEOLOGY: What is the Trinity?***<br>**Children will learn about:**<br>God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit).<br>Jesus: As God incarnate, also known as the Son of God.<br>Incarnation: Jesus as one of the three persons of the Trinity.<br>Holy Spirit: God as spiritually active in the world<br>**Children will be able to:**<br>Show awareness of the Biblical origins of Christian teachings of the Trinity.<br>Identify different types/genres of writing within the Bible.<br>Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature). | RE –<br>**CHRISTIANITY/HUMANISM**<br>***PHILOSOPHY: What is philosophy? How do people make moral decisions?***<br>**Children will learn about:**<br>Difference between knowledge, belief and opinion.<br>The complex nature of concepts such as truth, reality, happiness, identity, hope, justice.<br>The nature of a philosophical question.<br>Awareness of variant perspectives about whether some things can be proven.<br>The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities).<br>Utilitarianism or Hedonism as a way of making moral decisions.<br>**Children will be able to:**<br>Talk about the difference between knowing and believing.<br>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work.<br>Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.<br><br>**UNDERSTANDING CHRISTIANITY – SALVATION**<br>***PHILOSOPHY: Why do Christians call the day Jesus died 'Good Friday'?***<br>**By the end of this unit, pupils are expected to be able to:**<br>MAKING SENSE OF THE TEXT<br>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story.'<br>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.<br>Give examples of what the texts studied mean to some Christians.<br>UNDERSTANDING THE IMPACT | RE –<br>**ISLAM**<br>***THEOLOGY: What do Muslims believe about God?***<br>**Children will learn about:**<br>The concept of Tawhid.<br>The impact of Tawhid on Muslims.<br>The impact of the Qur'an containing the actual words of God.<br>How the existence of God is explained in Muslim teachings.<br>How the Muslim view of deity differs from that of other religions.<br>**Children will be able to:**<br>Show awareness of the Qur'an as the supreme source of authority<br>Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God.<br>Begin to understand this in the context of the three Abrahamic religions (Judaism, Christianity, Islam)<br>Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people.<br>Recognise that there are many different answers to the question, 'What is God like?'<br><br>**ISLAM**<br>***HUMAN AND SOCIAL SCIENCE: What difference does being a Muslim make to daily life?***<br>**Children will learn about:**<br>Awareness of the diverse nature of Islam locally, nationally and globally.<br>Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and architecture reflecting beliefs. Varying use of a minaret for the call to prayer, and alternatives to this.<br>Awareness of the two main Muslims traditions: Sunni and Shia. |

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| | Identify how Christian baptism uses and expresses the doctrine of Trinity.<br>Recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks about their life and how they see the world. | Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.<br>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.<br>MAKING CONNECTIONS<br>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.<br>**Pupils will know that:**<br>Christians see Holy Week as the commemoration of Jesus's earthly life, leading to his death and resurrection.<br>The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.<br>Christians today trust that Jesus really did rise from the dead, and so is still alive today.<br>Christians remember and celebrate Jesus' last week, death and resurrection. | Awareness of diversity of expression, particularly in relation to the pictorial presentations.<br>Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakat and Hajj.<br>**Children will be able to:**<br>Identify how a person's beliefs and actions align them with the religion if Islam.<br>Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society.<br>Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah. |
| PSHE | PSHE - Being Me in My World<br>Celebrating Difference: talk about a time when my words affected someone's feelings and what the consequences were, give and receive compliments and how this feels | PSHE – Dreams and Goals: evaluate my own learning process and identify how it can be better next time, be confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest<br>Healthy Me: identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help, express how being anxious or scared feels | PSHE – Relationships: explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices<br>Changing Me: identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up, recognise how I feel about these changes happening to me and know how to cope with these feelings |

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| Computing | E-safety training<br><br>**<u>DIGITAL LITERACY: ONLINE SAFETY</u>**<br>**We are who we are**<br>Children to make a PowerPoint about themselves and write about themselves in word. Children to know how to open, save, write and change fonts. Add a border, text and pictures.<br>**Final product: PowerPoint/Microsoft Word**<br><br>**<u>COMPUTER SCIENCE: CODING</u>**<br>**We are programmers**<br>This unit is about getting used to how to use Scratch on computers. Ensure correct terminology is being used of sprites and blocks.<br>Children to set an Egyptian scene with background and add sprites getting them to enter, move and say things.<br>**Final product: Scratch** | E-safety training<br><br>**<u>COMPUTER SCIENCE: COMPUTATIONAL THINKING</u>**<br>**We are bug fixers**<br>Children are problem solvers and bug fixers in this project. There are six different projects with errors and they have to spot the error and correct it.<br>**Final product: Scratch**<br><br>**<u>INFORMATION TECHNOLOGY: MEDIA</u>**<br>**We are presenters**<br>Children to use iMovie to create a video commentary of a Roman chariot race.<br>**Final product: Green Screen** | E-safety training<br><br>**<u>INFORMATION TECHNOLOGY: MEDIA</u>**<br>**We are co-authors**<br>Children to work collaboratively to create a website about our school using Google Sites. Children will learn how to add a page about the present and the past. Children will be able to add pictures and text and titles.<br>**Final product: Google Sites/Popplet**<br><br>**<u>INFORMATION TECHNOLOGY: DATA</u>**<br>**We are opinion pollsters**<br>Children collect data about different subjects and add to excel. Children turn data into graphs with title and labelled axis.<br>**Final product: Excel** |
| French | • To learn numbers 0 to 10. To learn 'oui' and 'non'. To learn the letter strings 'oi' and 'eu'.<br>• To listen and respond to rhymes, participate in a short exchange using 'bonjour, au revoir, Comment ca va?, comme ci comme ca, ca va bien, ca va mal.'<br>• To listen to and follow simple classroom instructions: salut, ecoutez, regardez, asseyez-vous, levez-vous, repetez, venez ici, silence'.<br>• To perform simple communicative tasks, including ask for and give name: 'Comment t'appelles-tu?, 'Je m'appelle, monsieur, 'madame'<br>• To learn simple body parts in order to sing 'Heads, shoulders, knees and toes' in French.<br>• To learn about the cultural similarities and differences of Christmas between France and the UK.<br>• To join in singing a French carol. | • To revise numbers 0 to 10.<br>• To ask for and state age: 'Quel age as-tu?, 'J'ai … ans'.<br>• To learn colours: 'rouge, bleu, blanc, noir, vert, jaune, orange, rose, gris, violet, marron.<br>• To introduce verb - 'est'<br>• To introduce simple connective – 'et'.<br>• To learn names of fruit: 'les oranges, les poires, les prunes, les fraises, les pommes, les tomates, les bananes'.<br>• To learn food items: 'les chips, les sucettes, le chocolat, les bonbons' etc.<br>• To learn names of pets including: 'un chat, un chien, une souris, un hamster, un lapin, un poisson, un cochon d'Inde, un oiseau'.<br>• To chant an Easter finger rhyme in chorus with the teacher and use their hands to demonstrate meaning.<br>• To learn how to write an Easter card to a standard format ie. 'A mama et papa, Joyeuses Paques!, Grosses bises'. | • To revise names of fruit and foods.<br>• To revise colours.<br>• To learn the days of the week: 'lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche'.<br>• To learn the months of the year: 'janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre'.<br>• To revisit and memorise vocabulary and phrases learnt over the year.<br>• To introduce holiday language. |

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| Year 4 | RAIDERS AND INVADERS<br><br>Stunning Starter - The Raiders are coming!<br><br>Marvellous Middle - Trip to Sutton Hoo<br><br>Fabulous Finish – Year 3 & 4 Christmas Production<br><br>Role play – Viking/Saxon Hut– weaving<br><br>Visit - Sutton Hoo-Suffolk<br><br>Author Focus – Sally Gardner and Dick King-Smith | GO WITH THE FLOW!<br><br>Stunning Starter - Make it rain!<br><br>Marvellous Middle – water/river theme activities.<br><br>Fabulous Finish - Making bridge challenge<br><br>Visit – Abberton Reservoir to learn about water filtration/<br>Cycle<br><br>Role Play – Water themed/Water cycle/Weather theme<br><br>Author Focus – Jeremy Strong and Gillian Cross | IT'S ALL GREEK TO ME<br><br>Stunning Starter – plan a holiday to Greece<br><br>Marvellous Middle – Mini Olympics<br><br>Fabulous Finish – Ancient Greek Banquet<br><br>Role Play – Greek home / Garden Centre<br><br>Visit – Dress up Greek day<br><br>Author Focus – Frank Cottrell and Diana Wynne Jones |
| English | English -<br>Non-chronological report – about the Anglo-Saxons and early settlements<br>Report (news) – based around finding artefacts/treasure at Sutton Hoo<br>Narrative – historical story based on the Anglo-Saxons<br>Poetry – writing and performing own poem | English -<br>Non-chronological report – Famous Rivers<br>Narrative – Spiderwick Chronicles - stories set in imaginary world – Water World theme<br>Poetry – single voice collections | English –<br>Play scripts – Greek Myths<br>Narrative – creating own God<br>Persuasive Writing – Return of the Elgin marbles |
| Mathematics | Mathematics –<br>Counting in units, tens, hundreds, twenty-fives, thousands, six, seven and nine<br>Place value – four digits<br>Finding up to 1000 more or less than a given number<br>Columnar addition 3-digts and 4-digitis, including problem solving<br>Subtraction using columnar addition<br>Symmetry – shapes, lines of symmetry, create symmetrical figures<br>Measure – mm, cm and m, perimeter of rectilinear shapes<br>Multiplication – 9, 10, 6, 7, 12 and 11 | Mathematics –<br>Reasoning/problem solving<br>Division - pictorial /Short division 2/3-digit by 1 digit<br>Multiplication revision<br>Pictographs, bar graphs, line graphs<br>Factor pairs<br>Fractions, counting in hundredths, common equivalent fractions, add and subtract fractions with same denominator, recognise and use mixed fractions | Mathematics –<br>Roman numerals<br>Solving number and practical problems with increasingly large numbers<br>Recognise and use factor pairs and commutativity in calculations<br>Multiply 2 and 3-digit numbers by a 2-digit number using formal written method<br>Rounding decimals to the nearest whole number<br>Compare numbers with the same number of decimal places up to 2 decimal places |

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| Science | Sound:<br>Identify how sounds are made, associating some of them with something vibrating.<br>Recognise that vibrations from sounds travel through a medium to the ear.<br>Find patterns between the pitch of a sound and features of the objects that produced it.<br>Find patterns between the volume of a sound and the strength of the vibrations that produced it.<br>Recognise that sounds get fainted as the distance from the sounds source increases.<br>Child led investigation – Sound<br><br>Electricity:<br>Identify common appliances that run on electricity.<br>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.<br>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.<br>Recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit.<br>Recognise some common conductors and insulators, and associate metals with being good conductors. | States of Matter:<br>Compare and group materials together, according to whether they are solids, liquids or gases.<br>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.<br>Identify the part played nu evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.<br><br>Child led investigation – Solids and liquids | Plants:<br>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flower.<br>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.<br>Investigate the way in which water is transported within plants.<br>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.<br>Child led investigation - plants<br><br>Life things and their habitats:<br>Recognise that living things can be grouped in a variety of ways.<br>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.<br>Recognise that environments can change and that this can sometimes pose dangers to living things. |

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| Geography | Geography –<br>*Two units to be taught in the spring term.* | Geography –<br>***What is life like in the Alps?***<br>Locate the Alps on a world map and identify and label the eight countries they spread through.<br>Locate three physical and three human characteristics in the Alps.<br>Research and describe the physical and human features of Innsbruck.<br>Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.<br>Compare the human and physical geography of their local area and Innsbruck.<br>Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'<br><br>***What are rivers and how are they formed?***<br>Identify water stores and processes in the water cycle.<br>Describe the three courses of a river.<br>Name the physical features of a river.<br>Name some major rivers and their location.<br>Describe different ways a river is used.<br>List some of the problems around rivers.<br>Describe human and physical features around a river.<br>Identify the location of a river on an OS map.<br>Make a judgement on the environmental quality in a river environment.<br>Make suggestions on how a river environment could be improved. | Geography –<br>***Are all settlements the same?***<br>Locate some cities in the UK.<br>Describe the difference between villages, towns and cities.<br>Identify features on an OS map using the legend.<br>Describe the different types of land use.<br>Follow a route on an OS map.<br>Discuss reasons for the location of human and physical features.<br>Locate some geographical regions in the UK.<br>Identify and begin to offer explanations about changes to features in the local area.<br>Describe the location of New Delhi.<br>Identify some human and physical features in New Delhi.<br>State some similarities and differences between land use and features in New Delhi and the local area. |

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| History | Children are introduced to the idea that people from other societies have been coming to Britain for a long time. They learn about some of the tensions involved in the settlement as well as ways of life and matters that impact on us still. Links are made with other societies that contributed to the formation of the United Kingdom and how Saxons, Vikings and Scots contributed to the development of institutions, culture and ways of life in the country. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.<br><br>Chronology time line – putting in context of British history.<br><br>What happened to Britain when the Romans left?<br>How well did the Saxons and Vikings get on with each other? | *The lives of significant individuals in the past who have contributed to national and international achievements, some of whom should be used to compare aspects of life in different periods.*<br><br>*Isambard Kingdom Brunel*<br><br>Who is Brunel?<br><br>When did Brunel live?<br><br>Why is this individual remembered?<br><br>What were the most important events in his life?<br><br>What were some of the features of the society when he lived?<br><br>What sources of information have been helpful for learning about this individual?<br><br>How should we remember this individual and why? | A study of Greek life and achievements and their influence on the western world, gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'; know and understand significant aspects of the history of the wider world: the nature of ancient civilisations, achievements and follies of mankind, understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.<br><br>How can we find out about the civilisation of Ancient Greece?<br>Who were the Ancient Greeks?<br>What do artefacts tell us about what life was like in Ancient Greece?<br>What do archaeological sites tell us about what life was like in Ancient Greece?<br>Can we learn anything from Greek myths and legends?<br>What do we know about the achievements of Alexander the Great?<br>Can we thank the Ancient Greeks for anything in our lives today?<br>What can we learn from our language about Ancient Greece?<br>How were the Ancient Greeks governed and are there any similarities with how we are governed today? |
| Art | **Raiders and Invaders**<br>Area – textiles weaving<br>Media – fabric, thread, paper<br>Artist focus – Lucy Poskitt  | **Go with the Flow**<br>Area – Printing and drawing<br>Media – printing ink, lino print<br>Artist focus – William Morris  | **Ancient Greece**<br>Area – Body Sculpture<br>Media – clay<br>Artist focus –Ancient Greek sculpture and Anthony Gormley/ Henry Moore  |

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| DT | DT – Create a Raiders and Invaders electronic quiz- Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.) – link with Science | DT -<br>to design, make and evaluate a bridge focussing on supporting structures and a mechanism. (curriculum coverage - *Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.)*<br>Examine the structure of a variety of bridges and the materials they use, evaluate best design; investigate the structure of a bridge using a range of house hold waste boxes, design, make and evaluate a bridge with a purpose | DT –<br>**Lovely Lunch!**<br>End product to design, make and evaluate own plant-based dish – children to recap their learning about healthy eating (including food group proportions and composite dishes), seasonal ingredients, where some of their food comes from and how to prepare a simple dish safely and hygienically. They then evaluate their product against the design criteria. |
| Music | Music - Mamma Mia - Explore pop music through this song. Pupils to appraise and sing and accompany their singing using percussion instruments. Explore pulse, rhythm and pitch and link to their composing and performance work.<br><br>Christmas Production - develop performance skills with control and rhythmic accuracy | Music –<br>Lean on me - Explore Gospel/soul music through this song. Pupils to appraise and sing and accompany their singing using percussion instruments. Explore pulse, rhythm and pitch and link to their composing and performance work.<br><br>Glockenspiel Unit 2 | Music -<br>Recorders-Develop the pupils' understanding for the language of music through playing the recorders. Explore notation and link to the theory. Provide an opportunity to compose and improvise, appreciate music through listening and singing. Perform to each other.<br>Blackbird Charanga unit - appraising and singing techniques, create compositions and perform, use musical language to describe music the perform and listen to, develop performance skills with control and rhythmic accuracy. |

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| PE | Raiders and Invaders<br><br>INDOOR<br>**Fundamentals**<br>In this unit pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate.<br>Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.<br><br>**Dance**<br>Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work. This unit links to the following strand of the NC: perform dances using a range of movement patterns.<br><br>OUTDOOR<br>**Hockey**<br>Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do | Go with the Flow<br><br>INDOOR<br>**Yoga**<br>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation. Pupils will work independently and with others to create their own yoga flows. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.<br><br>**Dodgeball**<br>Dodgeball is a target game. In this unit pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to outwit their opponents. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.<br><br>OUTDOOR<br>**Tennis**<br>Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. | Ancient Greece<br><br>INDOOR<br>**Fitness**<br>In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. Pupils will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities make them feel. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.<br><br>**Gymnastics**<br>In this unit pupils develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Pupils are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with others to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.<br><br>OUTDOOR<br>**Rounders**<br>Rounders is a striking and fielding game. In this unit pupils explore their understanding of the principles of striking and fielding. Pupils learn how to score points by |

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| | this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.<br><br>**Tag Rugby**<br>Tag rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.<br><br>**Football**<br>Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.<br><br>**Athletics**<br>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. |

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| RE | RE –<br>**CHRISTIANITY**<br>***THEOLOGY: Where do religious beliefs come from?***<br>**Children will learn about:**<br>God: specifically, the Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit<br>Sources of authority that explain to Christians the nature of God, e.g Bible, experience, creeds, Jesus: as God incarnate, also known as the Son of God.<br>The Christian belief that Jesus fulfilled prophecies about the Messiah<br>The Christian belief that humans are made in God's image, but became sinful and needed saving<br>Textual theology; considering genre, author, context and audience in relation to the Bible<br>**Children will be able to:**<br>Identify the Bible as a source of authority for Christians<br>Identify the Laws of Moses and the teachings of the New Testament as sources of authority, and how these link with Christian beliefs<br>Identify how the crucifixion and resurrection of Jesus as a core event that has shaped Christian belief<br>Describe how individuals, communities, society and personal experiences can shape beliefs.<br><br>**MULTI/SIKHISM**<br>***PHILOSOPHY: What do we mean by truth? Is seeing believing?***<br>**Children will learn about:**<br>The different views about the nature of knowledge, meaning and existence.<br>Angels are referenced in religious texts such as the Bible, Torah and the Qur'an.<br>In Christianity, Judaism and Islam, angels are considered real spiritual beings that carry out God's will, offer guidance and protect people.<br>In Hindu and Buddhist traditions, angels are called devas, or goldy messengers.<br>The introduction to the concept of angels. | RE –<br>**HINDUISM/CHRISTIANITY**<br>***HUMAN AND SOCIAL SCIENCE: How do/have religious groups contribute to society and culture?***<br>**Children will learn about:**<br>Christian teachings about compassion and care for the most vulnerable in society e.g., Agape, "Love your neighbour …"<br>Hindu teachings about compassion and care for the most vulnerable in society e.g., seva (to serve selflessly), following dharma (duty).<br>The life and work of a Christian individual whose faith impacts (or impacted) on their actions e.g., Martin Luther King, Mother Teresa, Edith Cavell.<br>The role of the Hindu community in charity work as an expression of dharma e.g., Sewa UK, Bochasanwasi Shri Akshar Purushtottam Swaminarayan Sanstha.<br>The life and work of a Hindu whose faith impacts (or impacted on) their actions e.g., Mahatma Gandhi<br>**Children will be able to:**<br>Describe ways in which the Christian beliefs in God's compassion for the poor and the value of all people as equal in God's sight impact on and influence individual lives, communities and society.<br>Describe ways in which dharma impacts on and influences Hindu life and society.<br>Describe some of the varying ways in which religious beliefs are practised both locally and nationally with reference to Christianity and Hinduism.<br>Identify ways in which beliefs might make a Christian or Hindu think about how they live their life.<br><br>**CHRISTIANITY**<br>***HUMAN AND SOCIAL SCIENCE: Why is there so much diversity of belief within Christianity?***<br>**Children will learn about:**<br>Understand the Church as a global community of Christian believers.<br>Awareness of the concept of denominations within Christianity, along with examples e.g. Anglican, Roman | RE –<br>**UNDERSTANDING CHRISTIANITY – KINGDOM OF GOD**<br>***When Jesus left, what was the impact of Pentecost?***<br>**By the end of this unit, pupils are expected to be able to:**<br>MAKING SENSE OF THE TEXT<br>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.<br>Offer suggestions about what the description of Pentecost in Acts 2 might mean.<br>Give examples of what Pentecost means to some Christians now.<br>UNDERSTANDING THE IMPACT<br>Give examples of what Pentecost means to some Christians now.<br>Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.<br>MAKING CONNECTIONS<br>Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.<br>**Pupils will know that:**<br>Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now (Your kingdom will be done on earth as it is in heaven.)<br>Christians believe Jesus is still alive and rules in their hearts and lives by the Holy Spirit, if they let him.<br>Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus's invisible Kingdom visible by living lives that reflect the love of God.<br>Christians celebrate Pentecost as the beginning of the Church. |

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| | Stories of angels such as Angel Gabriel announcing the birth of Jesus and the angels who visited Mary and Joseph.<br>Islamic beliefs about angels, such as Jibril (Gabriel) delivering messages to the prophets.<br>Stories from the Torah, such as the angel who stopped Abraham from sacrificing Isaac.<br>How angels provide guidance, protection and deliver important messages.<br>**Children will be able to:**<br>Understand that angels are believed to be spiritual beings sent by God to guide, protect or deliver messages.<br>Learn about the role of angels in Christian beliefs.<br>Understand the importance of angels in Islam and how they serve as messengers of Allah.<br>Explore the role of angels in Jewish teachings.<br>Understand the various roles angels play in different religious stories.<br>Reflect on different views of angels and fostering respect for different beliefs. | Catholic, Baptist, Methodist, Free Church, Salvation Army.<br>Describe different expressions of Christian worship including for example the Eucharist and pilgrimage.<br>The diverse ways in which people celebrate festivals such as Christmas, Easter and Pentecost; in particular contrasting two different contexts such as local/global or rural/urban.<br>**Children will be able to:**<br>Describe the difference between the terms 'religion' and 'belief'.<br>Describe some of the varying ways in which Christianity is practised locally, nationally and globally.<br>Identify events in history which have influenced Christianity e.g. Martin Luther and the Reformation. | **MULTI/HUMANISM**<br>***PHILSOPHY: What does sacrifice mean?***<br>**Children will learn about:**<br>At least one interpretation of the term 'sacrifice'<br>The Fourth Pillar of Islam and the place of self-sacrifice in Islam<br>Christians believe Jesus was the 'ultimate' sacrifice for the forgiveness of sins.<br>Humanist views on altruism and charity, considering the reasoned approach to these.<br>**Children will be able to:**<br>Describe different philosophical and theological answers to questions about sacrifice<br>Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world<br>Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims<br>Give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts. |
| PSHE | PSHE – Being Me in My World<br>Celebrating Difference: tell you a time when my first impression of someone changed as I got to know them, explain why it is good to accept people for who they are | PSHE – Dreams and Goals: know how to make a new plan and set new goals even if I have been disappointed, know what it means to be resilient and to have a positive attitude<br>Health Me: recognise when people are putting me under pressure and can explain ways to resist this when I want to , identify feelings of anxiety and fear associated with peer pressure | PSHE – Relationships: explain different points of view on an animal rights issue and express my own opinion and feelings on this<br>Changing Me: identify what I am looking forward to when I am in Year 5, reflect on the changes I would like to make when I am in year 5 and can describe how to go about this<br><br>Democracy – linked to Ancient Greeks: understand my rights and responsibilities, have an opinion and listen to others, what is a democracy, creating a new class/school rule democratically |

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| Computing | **Computing**<br>e-safety<br><br>**COMPUTER SCIENCE: CODING**<br>**We are software developers**<br>Children to use scratch to make a multiplication game where two characters race against each other. Use turtle v fish saved on shared as a model. Children can open this and play first then work out how it works and create their own.<br>**Final product: Scratch**<br><br>**COMPUTER SCIENCE: CODING**<br>**We are makers**<br>Look at some examples of toys that make sounds and light up. Explain how these have to be programmed. Introduce the children to microbits and teach children to get their microbits to light up amd make sounds. Work through some microbit projects to introduce including name badge and flashing heart.<br>**Final product: Coding microbits** | **Computing**<br>e-safety<br><br>**INFORMATION TECHNOLOGY: DATA**<br>**We are meteorologists**<br>Children to collect and compare date about mountain heights and weather and display in charts and graphs in excel.<br>**Final product: Excel/PowerPoint**<br><br>**DIGITAL LITERACY: ONLINE SAFETY**<br>**We are bloggers**<br>Discuss what a blog is and why they are used. Children to us Google Sites to create a travel blog of the Alps.<br>**Final product: Google Sites** | **Computing**<br>e-safety<br><br>**COMPUTER SCIENCE: CODING**<br>**We are artists**<br>Children use Inkscape and scratch to create geometric designs, Inkscape- more creative using different techniques and scratch to programme the sprite to draw a repeating pattern.<br>**Final product: Fusing geometry and art**<br><br>**INFORMATION TECHNOLOGY: MEDIA**<br>**We are musicians**<br>Children to use GarageBand tutorials (Mr Morrison lessons).<br>**Final product: GarageBand** |

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| French | • To revise knowledge of French culture and landmarks.<br>• To revise colours from Year 3.<br>• To learn further parts of the body: 'une tete, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles, la jambe, le pied, le ventre, 'la main, le bras'.<br>• To develop conversation; ask for French translation: 'Comment dit-on … en francais?'<br>• To revise pet vocabulary and develop conversation skills using the following phrases: 'J'ai, je n'ai pas de, et, aussi').<br>• To learn zoo animals: 'le tigre, l'elephant, l'ours, la souris, le lion, la girafe, le singe, le crocodile, le pingouin'.<br>• To learn some letters of the alphabet and introduce vowels.<br>• To learn the verb 'etre' (to be).<br>• To learn qualifiers: 'assez', 'tres'.<br>• To revise and learn adjectives: 'grand', 'petit', 'gentil', 'rigolo', 'feroce'.<br>• To play a game in groups using French as the means of communication (Beetle/Dice Game: The object of the game is to be the first person to build a snowman, whilst reinforcing the following French words: 'le chapeau, la tete, le corps, le bras, la jambe, l'echarpe'.<br>• To revisit and memorise vocabulary and phrases learnt over the term. | • To learn a French nursery rhyme entitled 'Meunier, tu dors' and listen for sounds, rhyme and rhythm.<br>• To learn members of the family: 'papa, maman, le pere, la mere, le frere, la soeur, le grand-pere, la grand-mere'.<br>• To learn the possessive adjectives: 'mon, ma'.<br>• To ask and answer questions about family members.<br>• To recognise similarities and differences between traditional stories in French and English and learn the vocabulary for 'La petite fille'.<br>• To know about some French traditions relating to Easter.<br>• To draw and describe their own Easter egg using the following model: 'Mon oeuf est assez petit, rouge et vert.'<br>• To revisit and memorise vocabulary and phrases learnt over the term. | • To learn vocabulary related to hobbies including: 'danser, nager, jouer au football, jouer au tennis, manger au restaurant, lire, regarder la television, aller au parc'.<br>• To express likes and dislikes in oral and written form using the following phrases: 'J'adore, j'aime, je n'aime pas'.<br>• To learn numbers 11 to 30.<br>• To know the names and locations of some major ports and airports in France.<br>• To learn about ways of travelling to the country/countries including the following new vocabulary: 'en bateau, en voiture, en car, en train, en avion'<br>• To learn vocabulary related to holiday packing including: 'il fait chaud, il fait froid, tres, un peu, un pantalon, un short, une jupe, un pull, un tee shirt, un chapeau, une chemise, un maillot de bain, des lunettes de soleil'.<br>• To revisit and memorise vocabulary and phrases learnt over the year. |

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| Year 5 | **FINDING FLATFORD**<br><br>Stunning Starter - PowerPoint to introduce The Alps<br><br>Marvellous Middle - Forensic scientist<br><br>Fabulous Finish - make own water wheel.<br><br>Visit – Flatford Mill residential<br><br>Author Focus – Michael Morpurgo and Anne Fine | **STIG OF THE DUMP**<br><br>Stunning Starter – Journey back in Time to the Stone Age (toilet roll)<br><br>Marvellous Middle – Stone Age Trip<br><br>Fabulous Finish – Create a prehistoric house/Stonehenge- using natural materials.<br><br>Visit – Celtic Harmony-Stone Age Day<br><br>Author Focus – David Walliams and Anthony Horowitz | **I LOVE LONDON**<br><br>Stunning Starter – London landmarks and British Monarch<br><br>Marvellous Middle - London Visit<br><br>Fabulous Finish - Create London using junk material<br><br>Visit – London –Residential (inc. visit to Greenwich/Tower Bridge/river trip)<br><br>Author Focus – Jamilia Gavin and Elizabeth Laird |
| English | English -<br>Narrative - Midnight Fox<br>Instructions - Link to Science topics (Forensic Science)<br>Poetry - Michael Rosen and Charles Causley)<br>Recount – night walk at Flatford | English –<br>Persuasive writing –<br>**(The big write is based on the Jigsaw PHSE unit 'Healthy Me')**<br>Topic choices:<br>Smoking<br>Alcohol<br>Body Image<br>Relationship with food<br>Choosing a healthy lifestyle<br><br>Myths, Fables and Traditional Tales -<br>Recount – Celtic Harmony visit | English -<br>Narrative - Oranges in No Man's Land<br>Poetry - The Highway Man<br>Recount – Visit to London<br>Non-chronological report-linked to a visit leaflet/guide |

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| Maths | Mathematics -<br><br>Number: Place Value – numbers to 10,000, roman numerals to 1,00, round to nearest 10, 100 and 1,00, number to 100,000, compare and order numbers to 100,000, round numbers within 100,00, number to a million, counting in 10s, 100s, 1,000s, 10,000s, and 100,000s, compare and order number to one million, round numbers to one million, negative numbers.<br>Number: Addition and Subtraction – add whole numbers with more than 4 digits (column method), subtract whole numbers with more than 4 digits (column method), round to estimate and approximate, inverse operation (addition and subtraction), multi-step addition and subtraction problems.<br>Statistics – read and interpret line graphs, draw line graphs, use line graphs to solve problems, read and interpret tables, two-way tables, timetables.<br>Number: Multiplication and Division – multiples, factors, common factors, prime numbers, square numbers, cube numbers, multiply by 10, 100 and 1,00, divide by 10, 100 and 1,00, multiples of 10, 100 and 1,000.<br>Perimeter and Area – measure perimeter, calculate perimeter, area of rectangles, area of compound shapes, area of irregular shapes. | Mathematics -<br><br>Number: Multiplication and Division – multiply 4-digits by 1-digit, multiply 2-digits (area model), multiply 2-digits by 2-digits, multiply 3-digits by 2 digits, multiply 4-digits by 2-digits, divide 4-digits by 2-digits, divide with remainders.<br>Number: Fractions – equivalent fractions, improper fractions to mixed numbers, mixed numbers to improper fractions, number sequences, compare and order fractions less than 1, compare and order fractions greater than 1, add and subtract fractions add fractions within 1, add 2 or more fractions, add fractions, add mixed numbers, subtract fractions subtract mixed numbers subtract – breaking whole.<br>Number: Decimals and percentages – decimals up to 2dpm decimals as fractions, understand thousandths, thousands as decimals, rounding decimals, order and compare decimals, understand percentages, percentages as fractions and decimals, equivalent fractions, decimals and percentages. | Mathematics -<br><br>Number: Decimals – adding decimals within 1, subtracting decimals within 1, complements to 1, adding decimals – crossing the whole, adding decimals with the same number of decimal places, subtracting decimals with the same number of decimal places, adding decimals with a different number of decimal places, subtracting decimals with a different number of decimals places, adding and subtracting wholes and decimals, decimal sequences, multiplying decimals by 10, 100 and 1,00, dividing decimals by 10, 100 and 1,00.<br>Geometry: Properties of Shapes – measuring angles in degrees, measuring with a protractor, drawing lines and angles accurately, calculating angles on a straight line, calculating angles around a point, calculating lengths and angles in shapes, regular and irregular polygons, reasoning about 3D shapes.<br>Geometry: Position and Direction – position in the first quadrant, reflection, reflection with coordinates, translation, translation with coordinates.<br>Measurement: Converting Units – kilograms and kilometres, milligrams and millilitres, metric units, imperial units, converting units of time, timetables<br>Measures: Volume – What is volume? Compare volume, estimate volume, estimate capacity. |

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| Science | Science –<br>Super Scientists<br>Forensic Scientist –visitor-workshop<br>(inventions/discoveries, Da Vinci, Wallace and Grommit)<br><br>Forces:<br>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.<br>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.<br>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.<br><br>CHILD LEAD INVESTIGATION – Generating their own questions to plan and carry out an investigation exploring friction. | Science –<br>link with Stone Age materials available and limitations as a result.<br>Materials:<br>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.<br>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.<br>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.<br>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.<br>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.<br>CHILD LEAD INVESTIGATION - regarding materials | Science -<br>Electricity - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit.<br>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.<br>Use recognised symbols when representing a simple circuit in a diagram.<br><br>Earth and Space:<br>Describe the movement of the Earth and other plants relative to the Sun in the Solar system.<br>Describe the movement of the moon relative to the Earth.<br>Describe the sun, Earth and moon as approximately spherical bodies.<br>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.<br>CHILD LEAD INVESTIGATION |

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| Geography | Geography –<br>***Can I carry out an independent fieldwork enquiry?***<br>Give examples of issues in the local area.<br>Identify questions to be asked to find the relevant data.<br>Justify which data collection method is most suitable.<br>Design an accurate data collection template.<br>Identify areas along a route that are best for data collection.<br>Discuss how to mediate potential risks.<br>Collect data at points located on an OS map.<br>Manage risks during a fieldwork trip.<br>Identify any outcomes from data collected.<br>Map data digitally.<br>Describe the enquiry process.<br><br>Link to Flatford Mill<br>Mapping skills-how to read maps, scaling, how to create maps of different areas and making a suitable key. Comparing locations –where we live and East Bergholt-include the services provided etc. Place knowledge & understand geographical similarities and differences through the study of human and physical geography – impact of tourism. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. Include using photos to identify different locations on a map. Orienteering-at Flatford to practise mapping skills. | Geography –<br>***Would you like to live in the desert?***<br>Identify the lines of latitude where hot desert biomes are located.<br>Describe the characteristics of a hot desert biome.<br>Locate the largest deserts in each continent.<br>Describe ways the Mojave Desert is used.<br>Name and describe the physical features found in a desert.<br>Identify how humans use the desert.<br>Explain how human activity may contribute to the changing climate and landscape of a desert.<br>Recognise that the Mojave Desert has a different time zone to the UK.<br>Describe some of the threats to deserts.<br>Give the benefits and drawbacks of living in a desert environment.<br>Identify characteristics of two contrasting biomes and compare land use.<br>Discussing if a desert environment is hospitable and why. | Geography –<br>***Why does population change?***<br>Identify the most densely and sparsely populated areas.<br>Describe the increase in global population over time.<br>Begin to describe what might influence the environments people live in.<br>Define birth and death rates, suggesting what may influence them.<br>Define migration, discussing push and pull factors.<br>Explain why some people have no choice but to leave their homes.<br>Describe the causes of climate change, explaining its impact on the global population.<br>Suggest an action they can take to fight climate change.<br>Calculate the length of a route to scale.<br>Follow a selected route on an OS map.<br>Use a variety of data collection methods, including using a Likert scale.<br>Collect information from a member of the public.<br>Create a digital map to plot and compare data collected from two locations.<br>Suggest an idea to improve the environment. |

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| History | **Flatford (Geography focus)**<br><br>*The lives of significant individuals in the past who have contributed to national and international achievements, some of whom should be used to compare aspects of life in different periods.*<br><br>Who is John Constable?<br><br>When did John Constable live?<br><br>Why is this individual remembered?<br><br>What were the most important events in his life?<br><br>What were some of the features of the society when he/she lived?<br><br>What sources of information have been helpful for learning about this individual?<br><br>How should we remember this individual and why? | **Stone Age to Iron Age**<br>Children can be introduced to the idea that people have been living in Britain for a very long time. They can learn about the changes that occurred between the middle Stone Age [Mesolithic Times] to the Iron Age – a period of over 10,000 years! Pupils should be encouraged to recognise the continuities too. For example, there is very little change in houses, house-building or settlement size, until well into the Iron Age. For most of the period there is no written evidence, so the archaeological record is very important.<br><br>There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.<br><br>What was 'new' about the New Stone Age?<br>Which was better, bronze or iron?<br>If you were Julius Caesar, would you have invaded Britain in 55BC?<br>When do you think it was better to live – Stone Age, Bronze Age or Iron Age? | **I love London**<br><br>*The lives of significant individuals in the past who have contributed to national and international achievements, some of whom should be used to compare aspects of life in different periods.*<br><br>Links to Year 1, 2 – Great fire and Paddington topic.<br><br>Who is Queen Victoria?<br><br>When did Queen Victoria live?<br><br>Why is this individual remembered?<br><br>What were the most important events in his/her life?<br><br>What were some of the features of the society when he/she lived?<br><br>What sources of information have been helpful for learning about this individual?<br><br>How should we remember this individual and why?<br><br>**Local History: A study over time reflected in London: Transport**<br><br>Children can be introduced to the idea that transport has changed considerably in London over time and that this has had a significant impact on the way that the community has changed and developed. They can also understand how and why these developments have occurred.<br><br>How did early transport hold back developments in London?<br>How many different kinds of transport would there have been in the area long ago?<br>Has transport always been the same in the past? |

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| | | | What challenges might people in the past have had when using transport?<br>Why were improvements made to transport in London?<br>Why do things change?<br>Can the children:<br>Why did changes occur in the order they did?<br>How might local people have reacted to CASE STUDY?<br>How much difference did these improvements in transport make to London?<br>Who would make most use of this transport development? [<br>What evidence exists today and how useful is it?<br>How and why has transport changed in recent times? |
| Art | **Finding Flatford**<br>Area – Painting and drawing (including perspective)<br>Media – paint (poster paint, water colour paint and mixed media)<br>Artist focus –John Constable<br>  | **Stig of the Dump**<br>Area – Painting (different effects eg stippling)<br>Media – paint and mixed media<br>Artist focus – cave paintings<br>  | **I love London**<br>Area – Textiles sewing<br>Media – paint , fabric, thread, sewing other items<br>Artist focus –Rachel Howard<br>  |
| DT | DT –<br>understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages –Use this to make their own water wheels. | DT –<br>structures, create a weatherproof structure using natural materials-e.g. Stone circle/prehistoric home. Focus on testing the product and evaluating it using a wind and water test. Discuss testing of products, specifically look at different tests a car has to go through in order to be deemed roadworthy | DT -<br>Children look at different fabric prints of London and compare. Also look at arrange of fabrics discussing/ comparing textures. Children plan a fabric with structures of London. Landmarks: London Eye, Tower of London, Monument etc and choose a range of fabrics carefully explaining choices. Sewing- linked to art topic. Children build on from the unit in Year three to create a car that moves using electronics both forwards and backwards. Children to make a vehicle related to London- with a taxi or a bus, or create a new London vehicle. Links with Ford, with engineers coming in to assist. Children will work in partners to create a car using electric motors. The car will be built on a wooden frame. |

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| Music | Music-<br>Living on a prayer - How Rock music developed from the Beatles onwards. Analysing performance. Pulse (duration) - steady beat rhythm (duration) - long and short sounds over a steady beat pitch -high and low sounds<br>Tempo - fast and slow Dynamics- loud and quiet timbre - the character of a sound<br>Texture - layers of sound, how thick or thin music is Structure-<br><br>Charanga Blown Away Recorders Book 1 (continued)<br>Learn the notes F,D and C and their written notation.<br>Introduce F and C sharp and the notation.<br>Crotchet, quavers, minims, semibreves and rests notation.<br>Time signatures.<br><br>Music for Christmas | Music-<br><br>How Does Music Connect Us with Our Past? – Charanga Model Music Curriculum<br>Sing and play instruments to 'The Sparkle in my Life', 'Dreaming of Mars' and 'Get on Board'. Improvise with the song, 'Dreaming of Mars' and compose with the song, 'Sparkle in my Life'. Children will have opportunities to perform throughout the unit, whether this be singing, playing instrumental parts or performing their compositions and improvising in front of their peers, allowing them to receive feedback.<br><br>Djembe (Charanga lessons) x3<br>Play with alternate left and right hands.<br>Play different high and low tones accurately.<br>Respond to call and response accurately.<br>Improvise rhythmic patterns.<br><br>Make You Feel My Love (Pop ballads)<br>Listen to and appraise pop ballads.<br><br>Children will learn songs and sing in large and small groups in preparation for the Easter<br><br>Children will learn songs and sing in large and small groups in preparation for the Easter service | Music -<br>Dancing In The Street<br>Pulse (duration) - steady beat rhythm (duration) - long and short sounds over a steady beat PITCH - high and low sounds Tempo - fast and slow<br>Dynamics - loud and quiet timbre - the character of a sound Texture - layers of sound, how thick or thin music is Structure - how the section of a song or piece of music are ordered.<br><br>Ukulele (Charanga)<br>Play open strings<br>Learn the chords C, F, G7 and G<br>Hold and play the Ukulele in the correct way, sing a simple song and strum open string patterns rhythmically and in time.<br>Change between the chords C and F in time with the song.<br>Improvise different chord rhythms.<br>Play a clean chord of G7.<br>Change between the chords C and G7 in time with the song.<br>Sing and play at the same time.<br>Play the chords C, F and G7 confidently and clearly.<br>Play and sing a two chord song.<br><br>Children will learn the songs for the Summer Production. |

| PE | Finding Flatford | Stig of the Dump | I Love London |
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| | INDOOR<br>**Fitness**<br>In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.<br><br>**Dodgeball**<br>Dodgeball is a target game. In this unit pupils improve on key skills used in dodgeball such as throwing, dodging, jumping and catching. They learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.<br><br>OUTDOOR<br>**Netball**<br>Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, | INDOOR<br>**Dance**<br>Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.<br><br>**Gymnastics**<br>In this unit pupils develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.<br><br>OUTDOOR<br>**Football**<br>Football is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and | INDOOR<br>**Volleyball**<br>Volleyball is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In volleyball, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.<br><br>**Yoga**<br>Pupils learn poses that challenge their balance, flexibility and strength. They learn how to use their breath to hold poses, move within poses and transition from pose to pose. Pupils explore how to link poses to create a flow and develop leadership skills to create, refine and lead their own flow. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.<br><br>OUTDOOR<br>**Athletics**<br>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are |

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| | pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.<br><br>**Hockey**<br>Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.<br><br>**Tennis**<br>Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work co-operatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, relay, triple jump, shot put and javelin. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.<br><br>**Cricket**<br>Cricket is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. |

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| RE | RE –<br>**MULTI/HUMANISM**<br>***PHILOSOPHY: Is believing in God reasonable?***<br>**Children will learn about:**<br>What makes for a reasonable argument?<br>Arguments for the existence of God made by some Christians.<br>Arguments from a humanist perspective against the existence of God.<br>Arguments for the existence of God which have come from outside mainstream religious thought (Pascal's wager).<br>**Children will be able to:**<br>Understand arguments for and against the existence of God.<br>To identify weak arguments and baseless assertions.<br>To support their own arguments with evidence and logical reasoning.<br>To understand what makes a position reasonable or unreasonable.<br><br>**CHRISTIANITY/ISLAM**<br>***HUMAN AND SOCIAL SCIENCE: How has belief impacted on music and art through history?***<br>**Children will learn about:**<br>Explain divergent role of music in worship in the history of the Christian Church.<br>Explain how art has been used in Christianity to reflect key events and facilitate worship.<br>Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art.<br>Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history.<br>**Children will be able to:**<br>Show awareness that talking about religion and belief can be complex. | RE –<br>**MULTI**<br>***PHILOSOPHY: Why should we be good?***<br>**Children will learn about:**<br>The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy, Hinduism and Christianity.<br>Some of the key teachings about morality in Christianity/Hinduism/Buddhism, their similarities and differences.<br>Two influential schools of moral philosophy; the deontological and utilitarian.<br>The work of philosophers: Plato & Kant<br>**Children will be able to:**<br>Understand arguments made by great philosophers<br>To respond to these arguments with their own thoughts<br>To explore different forms of communicating ideas such as parables or dialogues<br>To identify weak arguments and baseless assertions<br>To compare different approaches to morality and identify similarities and differences<br>To articulate and summarise abstract thoughts about morality.<br><br>**CHRISTIANITY**<br>***THEOLOGY: What difference does the resurrection make to Christians?***<br>**Children will learn about:**<br>Jesus: As God incarnate, also known as the Son of God.<br>Christian belief that Jesus fulfilled prophecies about the Messiah.<br>Salvation: Gospel accounts of Jesus' death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption).<br>Textual theology: consideration of genre, author, content, reliability and audience in relation to the Gospels and resurrection of Jesus. | RE –<br>**UNDERSTANDING CHRISTIANITY – GOSPEL**<br>***HUMAN AND SOCIAL SCIENCE: What would Jesus do?***<br>**By the end of this unit, pupils are expected to be able to:**<br>MAKING SENSE OF THE TEXT<br>Identify features of Gospel texts (for example, teachings, parable, narrative)<br>Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christian interpret biblical texts, showing awareness of different interpretations.<br>UNDERSTANDING THE IMPACT<br>Make clear connections between Gospel texts. Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.<br>MAKING CONNECTIONS<br>Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.<br>**Pupils will know that:**<br>The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.<br>Christians see that Jesus' teachings and example cut across expectations – the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.<br>Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.<br><br>**HINDUISM**<br>***THEOLOGY: How do Hindus make sense of the world?***<br>**Children will learn about:**<br>Hindus believe in in a God with many faces Brahma. |

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| | Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.<br>Describe ways in which beliefs shape the way Christians/Muslims view the world in which they live and how they view others. | Festivals: the diverse ways in which people celebrate festivals such as Easter.<br>**Children will be able to:**<br>Describe the similarities and differences between the Gospel accounts of Jesus' death and resurrection.<br>Describe the connections between sacrifice in the Old Testament and New Testament and the link to Jesus as the ultimate sacrifice.<br>Describe the significance of resurrection and how it shapes how Christians see the world and others.<br>Describe how the resurrection effects how Christians might live their lives. | Hindus believe truth is eternal.<br>Hindus strive to achieve dharma – the right way of living (duties, rights, laws, behaviour and virtues.<br>Karma – how Hindus act for others and themselves.<br>Murti –an image, statue of the divine and seen as a deity.<br>Samsara – the cycle of birth, death and rebirth<br>Moksha – is when the soul passes through many lives.<br>Hindus worship in a Mandir, where they make offerings to a murti, which is a statue of God or a goddess. Hindu temples are dedicated to different gods and goddesses.<br>Who Mahatma Gandhi was and why he influenced the concept of ahimsa – a total avoidance of harming any living thing by deeds, words and actions.<br>**Children will be able to:**<br>Describe different sources of authority and how they link with beliefs.<br>Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.<br>Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others.<br>Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.<br>Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. |

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| PSHE | PSHE – Being Me in My World<br>Celebrating Difference: explain the differences between direct and indirect types of bullying, know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied | PSHE – Dreams and Goals: describe the dreams and goals of a young person in a culture different from mine and can reflect on how these related to my own<br>Healthy Me: describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures, respect and value my body<br><br>***MENTAL HEALTH TRAINING**<br>Luke from Nuffield Health delivers sessions to the children about different aspects of mental health, covering topics such as feelings and the impact that food can have on your mood. It may be that in future years, these sessions may be offered to other year groups. Year 5 are trialling it in the 2024/25 academic year. | PSHE – Relationships: explain how to stay safe when using technology to communicated with my friends, recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others<br>Changing Me: describe how boys' and girls' bodies change during puberty, express how I feel about the changes that will happen to me during puberty |

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| Computing | Computing -<br>E-Safety<br><br>**DIGITAL LITERACY: ONLINE SAFETY**<br>**We are website makers**<br>Children to use google sites to create a website about their trip to Flatford. The website should include pictures, text, polls and have different pages.<br>**Final product: Google Sites**<br><br>**INFORMATION TECHNOLOGY: MEDIA**<br>**We are advertisers**<br>Children to use iMovie and green screen to create a persuasive advert about going to Flatford.<br>**Final product: iMovie** | Computing -<br>E-Safety<br><br>**COMPUTER SCIENCE: CODING**<br>**We are game developers**<br>Children to use scratch to create a game set in the stone age. It should be a game which includes sounds and score. An example could be a person from the stone age moving around the screen, collecting apples. Each apple collected will score a point and make a sound once 5 collected. This should be planned carefully with children making careful choices about which blocks can be used to create their ideas.<br>**Final product: Scratch**<br><br>**INFORMATION TECHNOLOGY: MEDIA**<br>**We are adventure gamers**<br>Children to tie in with Literacy and to make a choose your own adventure book on PowerPoint. Children will be given a choice at the end of each page what happens to a character, then a hyperlink should happen to the next page to finish the story. Books should be kept simple and maybe shared with a younger year group.<br>**Final product: PowerPoint** | Computing -<br>E-Safety<br><br>**INFORMATION TECHNOLOGY: MEDIA**<br>**We are architects**<br>Children to be introduced to Tinkercad and what computer aided design is. Children to design their own London hotel bedroom.<br>**Final product: TinkerCAD**<br><br>**DIGITAL LITERACY: ONLINE SAFETY**<br>**We are connected**<br>Children explore different forms of communication online e.g. blogs, wikis, social media posts and forums. This unit to be added to throughout the term with a class computer where children can add information to a class blog created on Google Sites.<br>**Final product: Google Sites** |

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| French | • To make simple sentences and manipulate them by changing an element – 'Il y a …'<br>• To introduce buildings on the high street: 'un marche, un magasin, un supermarche, une poste, une banque, un café, une mairie, un magazine de vetements, une boulangerie'.<br>• To learn directions: 'a gauche, a droite'.<br>• To revise connectives: 'et' and 'aussi'; to revise adjectives: 'grand' and 'petit'.<br>• To ask where places are: 'Ou est..?' and learn the following terms: 'ici, c'est, au coin'.<br>• To revise days of the week and introduce times of the day: 'le matin', 'l'apres-midi', 'le soir', 'a 10 heures', a 4 heures et demie'.<br>• To learn weather vocabulary: 'Il fait froid, Il fait chaud, Il fait beau, Il fait mauvais, Il y a du soleil, Il y a du vent, Il y a du brouillard, Il pleut, Il neige'.<br>• To compare the Christmas tree tradition in England and France. | • To revise days of the week.<br>• To revise hobbies and sports vocabulary from Year 4.<br>• To revise months of the year.<br>• To revise numbers from 0 to 30 and learn numbers from 31 to 50<br>• To learn mathematical vocabulary: 'plus que'.<br>• To revise fruit and food words from Year 3 and extend vocabulary to include: 'le pain, la baguette, 'e riz, les pates, les pommes de terre, le jambon, le poisson, le fromage, l'eau, le yaourt, la glace, le gateau, les biscuits, les frites, la salade, 'es carottes, les petis pois'.<br>• Revise connectives: 'et, mais, aussi' and express food likes and dislikes using the terms: 'J'aime, Je n'aime pas'.<br>• To learn breakfast vocabulary: 'un croissant, un pain au chocolat, un pain aux raisins, une tartine, un chocolate chaud, un jus d'orange.'<br>• To be able to respond to the question 'Qu'est-ce que tu veux?' with the response 'Je voudrais'.<br>• To revise telling the time. | • To begin to order text correctly in French using recipe sentence cards; to learn the following dessert vocabulary: 'le beurre, le sucre, des oeufs, le sel'.<br>• To revise days of the week and months of the year.<br>• To know how to say today's date in French following the model: 'aujourd 'hui c'est le lundi 10 octobre'.<br>• To revise weather vocabulary and to learn seasons vocabulary: 'en automne, en hiver, au printemps, 'en ete', extending to 'normalement' and 'en general'.<br>• To develop sentence construction orally using vocabulary about where you live including: 'J'habite a …., dans la nord, dans le sud, dans l'ouest, dans l'est, de l'Angleterre'.<br>• To learn a traditional French song entitled 'Vive le vent' to the tune of Jingle Bells.<br>• To revise and memorise vocabulary and phrases learnt over the year. |
| Year 6 | **The Explorer**<br><br>Stunning Starter – Mayan workshop to visit school, Mexicolore<br><br>Marvellous Middle:masks and rainmakers<br><br>Fabulous Finish: Christmas Service<br><br>Visit – Mexicolore workshop | **Goodnight Mr Tom**<br><br>Stunning Starter: Watch film Carrie's War<br><br>Marvellous Middle: wartime visitors from local community<br><br>Fabulous Finish: visit to Duxford as evacuees with gas masks and wartime lunches.<br><br>Visit: Duxford | **On Dangerous Ground**<br><br>Stunning Starter: Ice Age 4<br><br>Marvellous Middle: Make volcano<br><br>Fabulous finish: Leaver's Assembly<br><br>**Visit: PGL** |

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| English | English<br>Spelling and Grammar alongside day to day teaching.<br>Term 1<br>Book focus – The Explorer<br>Descriptions of settings<br>Figurative features- simile, metaphor, personification<br>Information texts- Information page on a sloth<br>Biographies- Katherine Rundell and explorer Frederick Catherwood<br>Book Focus- Eye of the Wolf<br>Writing stories using flashbacks combining past and present tense<br>AUTHOR FOCUS- Katherine Rundell | English<br>Spelling and Grammar alongside day to day teaching.<br>Term 2<br>Book focus- Goodnight Mr Tom<br>Poetry- Dreadful Menace, rhyming couplets<br>Letter writing- formal, informal<br>Diary writing- Two views of the same event<br>Newspaper reports<br>Information leaflet- Duxford<br>Narrative - The Piano<br><br>**AUTHOR FOCUS-** Michelle Magorian | English<br>Spelling and Grammar alongside day to day teaching.<br>Term 3<br>Information texts- Miptors<br>Descriptive writing- Little Vixen Street<br>Writing using suspense and mystery<br>Instruction writing<br>Factual writing- Dangers of a volcano<br>Letter writing – Pompeii<br>Playscripts- Macbeth and Midsummer Night's Dream<br><br>**AUTHOR FOCUS- Shakespeare** |

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| Maths | **Mathematics -**<br>Place Value - Read, write, order, and compare numbers up to 10,000,000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above.<br><br>Addition, subtraction, multiplication and division - Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. Divide numbers up to 4 digit by a 2-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context. Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context. Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy.<br><br>Fractions - Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions including >1. Generate and describe linear number sequences (with fractions). Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form. Divide proper fractions by whole numbers. Associate a fraction with division and calculate decimal fraction | **Mathematics -**<br>Decimals - Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1000 giving answers up to 3 decimal places. Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy.<br><br>Percentages - Solve problems involving the calculation of percentages (for example, of measures and such as 15% of 360) and the use of percentages for comparison. Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.<br><br>Algebra - Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.<br><br>Converting units- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places. Convert between miles and kilometres.<br><br>Perimeter, area and volume- Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles.Calculate, estimate and compare volume of cubes and cuboids using standard units and extending to other units. | **Mathematics -**<br>Properties of shapes - Draw 2D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.<br><br>Problem Solving - Apply knowledge of a variety of mathematical concepts to problem-solving and reasoning tasks.<br><br>Statistics - Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average.<br><br>Famous mathematicians: Look at the work of a number of mathematicians including: Napier, Fibonacci and Brahmagupta. |

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| | equivalents for a simple fraction. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.<br><br>Geometry: Position and Direction - Describe positions on the full coordinate (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. | Ratio - Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found. | |
| Science | **Science -**<br>Evolution and inheritance - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.<br>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents,<br>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.<br><br>**Light -** Recognise that light appears to travel in straight lines.<br>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.<br>Explain that we see things because light travels from light sources to our eyes or light sources to objects and then to our eyes.<br>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.<br>CHILD-LED INVESTIGATION-How could you prove that light travels in straight lines? | **Science –**<br>Staying Alive – The circulatory system<br>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.<br>Recognised 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.<br>Classifying Critters-<br>Children will learn that the animal kingdom can be subdivided into vertebrates and invertebrates and what this means. They look at the five kingdoms of living things plus fungi and microbes. Children find about Carl Linnaeus and plant classification.<br>CHILD-LED INVESTIGATION- Devise an investigation which uses what you have learned about how lungs work. | **Science –**<br>Circle of life<br>Children look at life cycles of various species including mammals, amphibians and birds. Children will also look at and describe the changes as humans develop to old age. They will draw a timeline to indicate stages in the growth and development of humans and learn about the changes experienced in puberty.<br>Growing Up and Growing Old<br>Children will look at changes as humans develop to old age, including puberty and adolescence. They will compare and analysis the gestation periods of different animals. They will collect and compare data on average heights as we grow up. Children will describe the changes that happen to us as we enter old age and consider the impact of living<br>CHILD-LED INVESTIGATION- What can you investigate involving growth? |

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| Geography | Geography –<br>***Why are the rainforests so important to us?***<br>Describe a biome and give an example.<br>State the location and some key features of the Amazon rainforest.<br>Name and describe the four layers of tropical rainforests.<br>Understand that trees and plants adapt to living in the rainforest and give an example.<br>Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.<br>Name one way in which the Amazon is changing.<br>Articulate why the Amazon rainforest is important.<br>Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.<br>Use a variety of data collection methods with support.<br>Summarise how the local woodland is used and suggest changes to improve the area. | Geography –<br>***Where does our energy come from?***<br>Describe the significance of energy.<br>Give examples of sources of energy and their trading routes.<br>Define renewable and non-renewable energy.<br>Discuss the benefits and drawbacks of different energy sources.<br>Describe the significance of the Prime Meridian.<br>Identify human features on a digital map.<br>Discuss how transport links have changed over time.<br>Locate UK cities on a map.<br>Use six-figure grid references to identify features on an OS map.<br>Consider and justify the location of energy sources.<br>Design and use interview questions.<br>Plot points on a sketch map. | Geography –<br>***Why do people live near volcanoes?***<br>Name all four layers of the Earth in the correct order, stating one fact about each layer.<br>Explain one or more ways a mountain can be formed.<br>Give a correct example of a mountain range and its continent.<br>Describe a tectonic plate and know that mountains occur along plate boundaries.<br>Correctly label the features of shield and composite volcanoes and explain how they form.<br>Name three ways in which volcanoes can be classified.<br>Describe how volcanoes form at tectonic plate boundaries.<br>Explain a mix of negative and positive consequences of living near a volcano.<br>State whether they would or would not want to live near a volcano.<br>State that an earthquake is caused when two plate boundaries move and shake the ground.<br>Explain that earthquakes happen along plate boundaries.<br>List some negative effects that an earthquake can have on a community.<br>Observe, digitally record and map different rocks using a symbol on a map.<br>Identify rock types and their origins based on collected data. |

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| History | Pupils will learn about the remarkable achievements of the ancient Maya. Through these activities pupils will learn about the Maya perspective of time, the calendar system, writing, maths and the environment. In doing so they should see the stark contrast between their own history and that of the Maya. Aside from learning about Maya culture, the unit will encourage pupils to move away from the tendency in applying one's own cultural values in judging the behaviour and beliefs of people raised in other cultures. Instead, pupils will be aware of the different (though not inferior) ways of doing things and the complexity of human life.<br><br>Links with Year 2 – Aztecs, Year 3 Egyptians and Year 5 Stone Age to Iron Age<br><br>Where and when did the Maya live?<br>What was Maya writing like?<br>How did the Maya tell the time?<br>What numbers did the Maya use in Maths?<br>How do we know about the Maya?<br>Did the Maya play football like us? | **Goodnight Mr Tom – World War II**<br>This unit provides children with the opportunity to look at World War II as an aspect of British history that extends pupils' chronological knowledge beyond 1066.<br><br>World War II: whose war?<br>How significant was the Blitz?<br>What was the impact of World War II on people in our locality?<br>How well does a fictional story tell us what it was like to be an evacuee?<br>Evacuee experiences in Britain: is this all we need to know about children in World War II?<br>New opportunities? How significant was the impact of World War II on women?<br>What did men do in World War II? Did all men have to fight?<br>When was the most dangerous time to live? How different was the Blitz? | **On Dangerous Ground**<br>A historical earthquake and volcanic eruption - own research<br>Children will learn about some of the deadliest natural disasters focusing particularly on Pompeii and how archaeologists were able to use their finds to establish how people lived at that time.<br><br>Make links with learning about rebuilding your life/home in the Great Fire of London in Year 2, Roman life in Year 3 and the impact of significant events from WW II in Year 6.<br><br>**What was the impact of the eruption of Vesuvius?**<br><br>What was life like in a Roman town?<br>What would it have been like to have been in Pompeii when the volcano erupted?<br>How is this event similar or different to other significant events in history that have changed people's day-to-day lives? |
| Art | **The Explorer**<br>Area – sculpture mask making<br>Media –modroc<br>Artist focus – Mayan death masks  | **Goodnight Mr Tom**<br>Area – Still life<br>Media – photography<br>Artist focus – iconic WWII photographs  | **On Dangerous Ground**<br>Area – Painting<br>Media – paint and pastel<br>Artist focus –Lichtenstein  |

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| DT | DT -<br>Children will investigate cams- their shape, size and movement. Using the unit Automata Animals, they will choose an animal from the Central American Rainforest to add to a moving mechanism to illustrate part of 'The Explorer' story.<br>Generate a design from research; develop a specification, model and communicate ideas. Produce lists of tools and materials and plans to make accurately assembled and well finished products within constraints. Compare final product to the original specification; test products with the intended user and critically evaluate the product, considering the views of others. Investigate famous manufacturing and engineering companies relevant to the project. | DT -<br>Children will investigate what a shelter is. They will work in groups to define a need for a shelter and design one using Tinkercad. They will list materials used, estimate cost, size and location.<br>Generate ideas and designs, developing them through analysis of shell structures and use CAD to model and communicate ideas. Plan the making and use appropriate tools and software, explaining their choices. Use computer-generated finishing techniques.<br>Final product: Create their own shelter using online design programme. | DT -<br>When studying earthquakes, children to research how to make earthquake proof homes looking at properties of different materials. Children bring in knowledge of structures and materials to design a home that would withstand an earthquake. Children to also consider how to secure contents and how to add a safety aspect using pulleys that could save other people. |

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| Music | Music-<br><u>Charanga Model Music Curriculum Unit 2 – How Does Music Connect Us With Our Past?</u><br>The children will develop their understanding of the unit's Musical Spotlight, Structure and Form, through singing the songs My Best Friend, Swinging Star and Roll Alabama and playing parts on tuned instruments from notation. Soul, Jazz Swing and Rock styles of music will be focused on.<br>They will compose a short piece of music to include a time signature, key signature, dynamics, rhythmic combinations of semibreves, minims, crotchets, paired quavers, semiquavers and their rests and structured musical ideas, eg. question and answer phrases or echo.<br>Children will also listen and respond to The Rite of Spring by Stravinsky, identifying features of Avant-Garde 20th and 21st Century Orchestral music.<br><br><u>Ukelele – Charanga unit (continued from Year 5)</u><br>Hold and play the Ukulele in the correct way, singing a simple song and strumming open string patterns rhythmically and in time.<br>Change between the chords C and F in time with the song.<br>Improvise different chord rhythms.<br>Play a clean chord of G7.<br>Change between the chords C and G7 in time with the song.<br>Sing and play at the same time.<br>Play the chords C, F and G7 confidently and clearly.<br>Play and sing a two chord song.<br><br>Christmas songs and music | Music-<br><u>You've Got a Friend (70s Ballad/Pop)</u><br>Listen to and appraise Carole King's music - her life as a composer.<br>Compose using the Charanga on-screen Music Explorer Composition Tool.<br><br><u>Classroom Jazz 2 (Bacharach and Blues)</u><br>Listen to and appraise a range of jazz and blues music.<br>Learn about the structure of blues music, usually in 12 bar sections. Create a short riff based composition ie. A short repeated melody.<br><br><u>Ukelele – Charanga unit (continued from previous term)</u><br>Hold and play the Ukulele in the correct way, singing a simple song and strumming open string patterns rhythmically and in time.<br>Change between the chords C and F in time with the song.<br>Improvise different chord rhythms.<br>Play a clean chord of G7.<br>Change between the chords C and G7 in time with the song.<br>Sing and play at the same time.<br>Play the chords C, F and G7 confidently and clearly.<br>Play and sing a two chord song. | Music -<br><u>Music and Me</u><br>Find out about the important and inspirational role women have had in the music industry.<br>Create their own music, inspired by the four featured artists and their own identity.<br>Choose one of the 3 different beats, then create lyrics, raps and melodies over that beat using the Music Explorer Composition Tool.<br><br><u>Djembe Charanga lessons</u><br>Play with correct posture using alternate left and right hands.<br>Understand beat and rhythm and playing in time.<br>Play the different high and low tones.<br>Respond to call and response.<br>Understand and use dynamics.<br>Follow changes in tempo.<br>Improvising and composing rhythmic patterns.<br>Understand structure.<br><br><u>Summer production</u> |

| PE | The Explorer | Goodnight Mr Tom | On Dangerous Ground |
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| | INDOOR<br>**Dodgeball**<br>Dodgeball is a target game. In this unit pupils improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and suggest improvements to their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.<br><br>**Gymnastics**<br>In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.<br><br>OUTDOOR<br>**Basketball**<br>Basketball is an invasion game. In this unit pupils develop their understanding of the attacking and | INDOOR<br>**Fitness**<br>In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve on their personal fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.<br><br>**Volleyball**<br>Volleyball is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In volleyball, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.<br><br>OUTDOOR<br>**Tennis** | INDOOR<br>**Yoga**<br>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others. This unit links to the following strands of the NC: develop flexibility, strength, technique, control and balance.<br><br>**Dance**<br>Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups. This unit links to the following strand of the NC: perform dances using a range of movement patterns.<br><br>OUTDOOR<br>**Rounders**<br>Rounders is a striking and fielding game. In this unit pupils develop their understanding of the principles of striking and fielding. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They expand on their knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics |

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| | defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.<br><br>**Tag Rugby**<br>Tag rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work co-operatively with others as well as independently, they are able to lead and officiate showing honesty and fair play whilst abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent when playing individually and with a partner. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.<br><br>**Netball**<br>Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.<br><br>**Athletics**<br>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, short distance running, triple jump, discus and shot put. This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. |

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| RE | RE –<br>**MULTI**<br>***HUMAN AND SOCIAL SCIENCE: How and why does religion bring peace and conflict?***<br>**Children will learn about:**<br>Religion is a useful cover (to justify heinous crimes) and a powerful motivator (interpretations of texts) for conflict<br>Interpretations lead to beliefs about how to behave<br>It's important not to group all people of one religious background under one bracket and judge a whole group of people by the actions of a few<br>'Holy' wars are justified by religions<br>Lots of wars are started because of non-religious causes<br>Many people see war to be a last resort and seek peace.<br>**Children will be able to:**<br>Recognise the controversial nature of this topic, explaining divergent views relating to it.<br>Explain what at least two religions believe about peace and conflict.<br>Analyse the relationship between peace and pacifism.<br>Begin to analyse and evaluate the role of religion in peace and conflict in real life situations, i.e., Pakistan (Taliban) America (Civil Rights Movement).<br><br>**BUDDHISM**<br>***THEOLOGY: How do Buddhists explain the suffering in the world?***<br>**Children will learn about:**<br>The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Eightfold Pathway<br>The different views about the nature of knowledge, meaning and existence.<br>Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma.<br>The use of Jakata Tales as a source of moral guidance<br>**Children will be able to:** | RE –<br>**CHRISTIANITY/HUMANISM**<br>***PHILOSOPHY: What does it mean to be human? Is being happy the greatest purpose in life?***<br>**Children will learn about:**<br>Plato's views on virtue and happiness according to The Republic alongside Christs blessings as delivered in the Beatitudes and Humanists 10 Commitments.<br>Diogenes 'Cynical' beliefs regarding wealth, power and happiness.<br>Theological and Philosophical understandings of right and wrong.<br>Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife.<br>**Children will be able to:**<br>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.<br>Begin to analyse and evaluate different ways in which philosophers understand humanness incorporating what it means to live a 'good' life.<br>Use well-chosen pieces of evidence to support and counter a particular argument.<br><br>**UNDERSTANDING CHRISTIANITY - SALVATION**<br>***PHILOSOPHY: What did Jesus do to save human beings?***<br>**By the end of this unit, pupils are expected to be able to:**<br>MAKING SENSE OF THE TEXT<br>Explain connections between biblical texts used at funerals and the core concepts of Gospel, Salvation and Hope, using theological terms.<br>Taking account of the context, suggest meanings for the selected texts, and compare their ideas which ways in which Christians interpret these texts, showing awareness of how they are used in funerals.<br>UNDERSTANDING THE IMPACT | RE –<br>**CHRISTIANITY/HUMANISM**<br>***THEOLOGY*: *Creation or science: conflicting or complementary?***<br>**Children will learn about:**<br>Creation: Christian belief that humans are made in God's image, by God.<br>Theistic Evolution: Awareness of the relationship between the Genesis narratives and scientific explanations.<br>Scientific Theory: The Big Bang Theory.<br>Textual theology: consideration of the genre of Genesis.<br>Logic: debates about whether some things can be proven.<br>**Children will be able to:**<br>Begin to analyse and evaluate different ideas of how the universe came to be, including The Big Bang and Biblical accounts of creation.<br>Explain the connections and divergence between different theories, and how they may fit together or disagree entirely.<br>Begin to analyse the reliability of the sources of the different ideas of how the universe came to be.<br><br>**ISLAM**<br>***HUMAN AND SOCIAL SCIENCE: How do beliefs shape identity for Muslims?***<br>**Children will learn about:**<br>The ways in which the Qur'an and Hadith form a source of authority.<br>Key distinctions between the three main Muslim traditions (Sunni, Shia and Sufi).<br>Muslim perspectives on moral issues including the idea of 'intention'.<br>The role of the Masjid (mosque).<br>The significance and impact of Five Pillars of Islam.<br>The importance of Ramadan, the two Eid festivals and Jummah Prayers.<br>**Children will be able to:** |

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| | Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others.<br>Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.<br>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.<br>Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs. | Make clear connections between the Christian concept of the resurrection and what Christians believe about hope and life after death and how they show this in their church communities.<br>Show how Christian belief in resurrection and life after death make a difference in their lives.<br>MAKING CONNECTIONS<br>Weight up how far biblical teachings and beliefs about life after death might make a difference to people in the world today, developing responses and insights of their own.<br>**Pupils will know that:**<br>Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.<br>The Gospels give accounts of Jesus' death and resurrection.<br>Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.<br>This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).<br><br>***BIBLE EXPLORERS**<br>Bringing the Bible to Life deliver a 6-week programme to the Year pupils. The idea is that each week, the children are taught practically through drama, in order that they learn 8 key words to help them remember the stories in various books of the Old Testament in the Bible.<br>*For example in Week 1: GENESIS: Creation, Fall, Flood, Nation, Abraham, Isaac, Jacob and Joseph.* | Explain different sources of authority and the connections with beliefs.<br>Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.<br>Explain connections different beliefs being studied and link them to sources of authority using theological terms.<br>Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others.<br>Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs. |

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| PSHE | PSHE – Being Me in My World<br>Celebrating Difference: explain ways in which difference can be a source of conflict or a cause of celebration and can show empathy with people in either situation | PSHE – Dreams and Goals: describe some ways in which I can work with other people to help make the world a better place, identify why I am motivated to do this<br>Healthy Me: evaluate when alcohol is being used responsibly, antisocially or being misused, tell you how I feel about using alcohol when I am older and my reason for this | PSHE – Relationships: recognise when people are trying to gain power or control, demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control<br>Changing Me: describe how a baby develops from conception through the nine months of pregnancy, and how it is born and recognise how I feel when I reflect on the development and birth of a baby |
| Computing | ***E-Safety***<br><br>**<u>INFORMATION TECHNOLOGY: MEDIA</u>**<br>**We are app designers**<br>Explain to children how GPS works. Children to design an app in pairs which includes GPS. Show some examples of previous ones. Children to use PowerPoint with hyperlinks to recreate how the app will work. Mays must be included as part of the app as it is to involve GPS.<br>**Final product:** GPS and PowerPoint<br><br>**<u>COMPUTER SCIENCE: CODING</u>**<br>**We are toy makers**<br>Use microbits to complete following projects: Dice, teleporting duck and times table tests.<br>**Final product: Microbit** | ***E-Safety***<br><br>**<u>COMPUTER SCIENCE: COMPUTATIONAL THINKING</u>**<br>**We are cryptographers**<br>Children to look at different types of codes used in WW2 and recreate and send messages to one another. Discuss how this type of coding is linked to coding on computers.<br>**Final product: sending messages practically**<br><br>**<u>COMPUTER SCIENCE: COMPUTATIONAL THINKING</u>**<br>**We are computational thinkers**<br>Understand the terms algorithm, linear and binary. Explain to children that this unit will be about finding the quickest route to doing things - compare to real life with quickest way on a map then refer to google maps- how does it work- what questions would it need to ask. Really look at examining how different games work and the types on questions that need to be posed. Children to understand how a binary search can be more effective than a linear search.<br>**Final product: theory** | ***E-Safety***<br><br>**<u>INFORMATION TECHNOLOGY: MEDIA</u>**<br>**We are publishers**<br>Children to use iMovie to create an advert of their time at school in trailer tool.<br>**Final product: iMovie**<br><br>**<u>COMPUTER SCIENCE: CODING</u>**<br>**We are AI developers**<br>Children to understand what AI is. Children to use teachable machine and scratch to make codes using artificial intelligence.<br>**Final product: Teachable Machine** |

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| French | • To be familiar with classroom routines and instructional language, giving information appropriately in French eg. answering the register (Je suis presente / Il est absent.); stating the date (C'est le mardi 8 octobre.); describing the weather (Il fait gris.); asking for classroom objects.<br>• To learn classroom vocabulary including: 'un stylo, un crayon, une gomme, un taille-crayon, des ciseaux, un cahier, un sac'.<br>• To revise the question 'As tu ….? and the two possible responses: 'J'ai' and 'Je n'ai pas de'.<br>• To revise clothes vocabulary from Year 4 and learn the following new words: des chaussures, des chaussettes, un sweat, une cravate.<br>• To be able to express and justify opinions using phrases such as: 'j'aime, je n'aime pas, je n'aime pas le rouge, 'c'est laid, c'est moche, c'est super, c'est joli'.<br>• To revise vocabulary about family members; to extend descriptions of them using the terms: 'Il s'appelle, Il a dix ans, 'Il est, Il habite a'.<br>• To recap the adjectives: plus, sympa, intelligent, amusant.<br>• To revise the forms of the verb 'etre'.<br>• To learn the French words for some common occupations including: medecin, 'vendeur/vendeuse, serveur/serveuse, agent de police, professeur'.<br>• To practise and perform a song entitled 'Le divin enfant'. | • To learn words associated with where you live and the rooms in a house including: 'j'habite dans, j'habite a, une maison, un appartement. un salon, une salle a manger, une cuisine, une salle de bains, un garage, un balcon, un jardin, une chambre, une fenetre, une piscine'.<br>• To recap adjectives taught so far plus: 'superbe, magnifique, immense, deluxe, en haut, en bas'.<br>• To understand the gist of a short text recognising familiar vocabulary.<br>• To learn the prepositions: 'sur' and 'sous'.<br>• To develop conversational language: 'Repete s'il te plait, Repetez s'il vous plait, 'Qu'est-ce que c'est en francais?'<br>• To learn some furniture words in French including: 'une chaise, un divan, une table, un frigo, une chaine hi-fi, une douche, un micr-ondes, un tapis, une lampe'.<br>• To revise days of the week and months of the year. | • To learn simple future tense: 'Je vais …'<br><u>PROJECT (to be completed over several weeks):</u><br>• To work with a partner to plan a holiday to France and describe it to an audience using words/phrases like: 'On va aller, on va partir, on va rester dans un hotel, on va rester dans un appartement, on va rester dans un gite, on va rester dans un camping, on va prendre'.<br>• To select a means of transport: revising the following vocabulary from Year 4: 'en bateau, en avion, en voiture, en train'.<br>• To find places to visit using the internet and add these to their plan using phrases such as: 'On va visiter, on va regarder, 'd'abord, plus tard'.<br>• To write a programme of activities for a week on holiday using the future tense and some of the following vocabulary: ' le muse, le chateau, la plage, le zoo, le jardin publique, la piscine, le centre commercial, le parc d'attractions, un match de'.<br>• To revise and memorise vocabulary and phrases learnt over the year. |