

Long Term Plan – Year 1 and 2

KS1	Year A 2014-2015			Year B 2015-2016		
	Autumn	Spring	Summer	Autumn	Spring	Summer
	Switched On	A Street through Time	Creepers and Crawlers	Me, Myself and I	Turrets and Tiaras	African Adventure
English Key Texts	<b>Key Texts</b> <b>How to catch a star</b> <b>Lighthouse Keeper Stories</b> <b>Poems about Fire</b>	<b>Key Texts</b> A street through time	<b>Key Texts</b> <b>Spider Sandwiches</b> <b>Aaaaargh Spider</b> <b>Diary of a Spider</b> <b>What Mr Darwin Saw</b>	<b>Key Texts</b> <b>I want a pet</b> <b>Rainbow Fish</b> <b>Funnybones</b>	<b>Key Texts</b> <b>The kiss that missed</b> <b>The Three wishes</b> <b>The Tough Princess</b> <b>Sleeping Beauty</b> <b>Cinderella</b> <b>Jack and the Beanstalk</b>	<b>Key Texts</b> <b>Handas Surprise</b> <b>Mama Panya's Pancakes</b> <b>Lazy Lion</b> <b>Greedy Zebra</b>
<p>Science</p> <p><b>Working Scientifically</b></p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>performing simple tests</p> <p>identifying and classifying</p> <p>using their observations and ideas to suggest answers to questions</p> <p>gathering and recording data to help in answering questions.</p> <p><b>On-going across year</b></p> <p><b>Science Seasonal Changes</b></p> <p>Pupils should be taught to:</p>	<p><u>Using Electricity</u></p> <p>Sc4 1a, b, c</p> <p>Electricity can be used to make things light up, heat up, produce sounds or move.</p> <p>Some appliances use mains electricity and some use a battery to supply the electricity.</p> <p><u>Light and Dark</u></p> <p>Sc4 3a, b      KS2 – 3a, b, c</p> <p>There are many different sources of light</p> <p>The sun is source of light and heat. This will give us our warm days.</p> <p><u>Investigations –</u></p> <p>Mr Grinling problems</p> <p>Group and classify what sources of light use battery and which use mains power</p>	<p><u>Everyday Materials Y1</u></p> <p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Y2</p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials</p>	<p><u>Plants Y1</u></p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><u>Y2 - Variation</u></p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><u>Living Things and their habitats Y2</u></p> <p>explore and compare the differences between things that</p>	<p><u>Ourselfs</u></p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><u>Y2 – Health and Growth</u></p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Scientist: Louis Pasteur Rising Stars Units Who am I (Y1) and Move It(Y2)</p> <p><u>Investigations –</u> Let's get cooking – Create a menu and an exercise plan to stay healthy compare with a menu of just unhealthy food and look at what would happen if you did no exercise.</p>	<p><u>Everyday Materials Y1</u></p> <p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b><u>Y2 – Everyday Materials</u></b></p> <p><b>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</b></p> <p><b>find out how the shapes of solid objects made from some materials</b></p>	<p><u>Animals - Y2</u></p> <p>notice that animals, including humans, have offspring which grow into adults</p> <p>find out about and describe the basic needs of animals, including humans or survival (water, food and air)</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Scientist: Jane Goodall biologist</p> <p>Rising Stars Units On Safari(Y1) and Holiday (Y1)</p> <p><u>Investigations –</u></p> <p>Group and classify common animals into carnivores, herbivores and omnivores.</p> <p>Do animals with longer legs run faster? – Pattern Seeking.</p> <p><u>Eco Project – The country side code – what is</u></p>

<p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p> <p>Rising Stars Seasonal Change Units</p> <p>Focus on an area in our outdoor environment and make seasonal observations to its changes over the year.</p> <p>Make a wind vane, rain gauge and measure air pressure (Scientist to look at: James Hansen - climate )</p>	<p>supply.</p> <p>Why is the lighthouse source of light so important? Investigate if different sources of light could be used. – Fair testing and Observation</p> <p><u>Eco Project</u> – Energy switch off – How can we save energy in our home and school?</p>	<p>can be changed by squashing, bending, twisting and stretching.</p> <p>Rising Stars Units Material Monster (Y2) and Healthy Me (Y2)</p> <p>Investigations – Making a coat/swim suit or something related to topic? – Fair testing</p> <p>Identify a range of materials and sort them into groups – Rising stars – Meet the Materials Monster</p> <p><u>Eco Project</u> – Look at a range of materials, how can they be recycled?</p> <p>Can we up cycle any of them?</p>	<p>are living, dead, and things that have never been alive</p> <p>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</p> <p>identify and name a variety of plants and animals in their habitats, including micro habitats</p> <p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Rising Stars Units Mini Worlds (Y2) and Young Gardeners (Y2)</p> <p><u>Investigations</u> – watch caterpillars change to butterflies – national programme (Butterfly count) – Observation</p> <p>Sorting and classifying – Seeds</p> <p>Conditions of plants? – Fair testing</p> <p>Growing grass heads</p> <p>Create own mini-beast habitat</p> <p>Snail investigation – Can they smell?</p> <p>Where in the school grounds are you more likely to find snails?</p> <p><u>Eco Project</u> – Bio Diversity 'we need</p>	<p>Pattern seeking and observation</p> <p><b><u>Forces and Movement</u></b></p> <p>Pushes and pulls can make things speed up or slow down.</p> <p>Pushes and pulls are examples of a force that can change the shape of an object can change the direction of a moving object</p> <p><u>Investigation:</u> Elastic energy – What happens when you stretch a rubber band? What happens when you let go?</p> <p>Make a rubber paddle boat.</p> <p>If there was no force what would happen? – Fire a balloon rocket –Fair test</p> <p><u>Eco project</u>– Litter in the school grounds</p>	<p><b>can be changed by squashing, bending, twisting and stretching.</b></p> <p><u>Investigation</u> – Observe and explore a range of materials and group them into if they can be squashed, bent, twisted or stretched. Can some be in more than one category?</p> <p>Silly materials monster book – What if objects were made from silly materials such as a chocolate tea pot? (Rising stars pg 24)</p> <p>Create a class experiment to test one of the ideas.</p> <p>Rising Stars Units Treasure Island (Y1) and Polar Adventurers (Y1)</p> <p><u>Eco Project</u> – Grow your own</p>	<p>it and why should we take any notice of it?</p>
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			insects' use the secret woodland and bug hotel.			
History	<p>Key historical skills for KS1:</p> <ul style="list-style-type: none"> <li>- To develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>- To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>- To be able to use a wide vocabulary of everyday historical terms.</li> <li>- To be able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>- To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>					
	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>NB. These will be personal to the children in this term with the national change focused on in Year Map B. As for national changes, an example might be how London changed during the Olympics.</li> <li>Significant historical figures and events:               <ul style="list-style-type: none"> <li>- Thomas Edison</li> <li>- The Great Fire of London &amp; Samuel Pepys.</li> <li>- Guy Fawkes, his Gunpowder plot, and how it led to the annual celebration of Bonfire Night.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people and places in their own locality – King George IV and the Royal Pavilion.</li> <li>Significant historical figures and events:               <ul style="list-style-type: none"> <li>- Queen Victoria</li> <li>- The Great Plague &amp; Samuel Pepys.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Significant historical figures and events:               <ul style="list-style-type: none"> <li>- Charles Darwin and his development of the theory of evolution.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>NB. The focus will be on a national change in this term (an example might be how London changed during the Olympics).</li> <li>Significant historical figures and events:               <ul style="list-style-type: none"> <li>- Possibly Christopher Columbus, but TBC and linked to the Topic.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Significant historical events, people and places in their own locality – Lewes Castle</li> <li>Significant historical figures and events: - Possibly Henry VIII, but TBC and linked to the Topic.</li> </ul>	<ul style="list-style-type: none"> <li>Significant historical figures and events:               <ul style="list-style-type: none"> <li>- Abolition of slavery</li> <li>- Rosa Parks</li> <li>- Nelson Mandela</li> </ul> </li> </ul>
Geography	<p><b>The following objective will be used to help achieve, and provide context for, all the objectives mapped out for Key Stage 1-</b></p> <ul style="list-style-type: none"> <li><b>Skills &amp; Fieldwork:</b> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li><b>Key vocabulary that all children must learn and be able to apply in work done on the objectives mapped out for Key Stage 1-</b></li> </ul> <p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>					

	<ul style="list-style-type: none"> <li><b>Locational knowledge:</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li><b>Locational knowledge:</b> name and locate the world's seven continents and five oceans</li> </ul>	<p><b>Perhaps based on London:</b></p> <ul style="list-style-type: none"> <li><b>Skills &amp; Fieldwork:</b> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> <li><b>Based on map work above-</b></li> <li><b>Skills &amp; Fieldwork:</b> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>	<p>This term should be used to revise the atlas skills and locational knowledge work done in the Autumn Term to ensure that all children have a secure knowledge and understanding of these areas. If the children are confident in these areas, then objectives for Year B could be started.</p>	<p><b>By specifically focusing on Shoreham-by Sea for part of the UK weather patterns work in the objective below, the children will be better prepared for the comparison study in the Summer Term.</b></p> <ul style="list-style-type: none"> <li><b>Human and physical geography:</b> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>	<p>The objective below should be taught with a particular focus on the position of the school within the town and its residential and commercial areas. There should also be a focus on the South Downs, the River Adur and the seaside. This will prepare the children for the comparison study next term. <u>To achieve a good understanding of the objective below the map skills focused on in Year A Spring Term should also be revised and used.</u></p> <ul style="list-style-type: none"> <li><b>Skills &amp; Fieldwork:</b> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<p><b>Comparison of an African village with the English coastal town of Shoreham-by-Sea:</b></p> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>
Art and Design	<p>Year 1</p> <p><b>Switched on</b></p> <p>Individual</p> <p><i>Artist Study:</i> Carroll Thayer Berry</p> <p>Printing - Colour &amp; Texture (lighthouse printing)</p> <p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Make simple marks on rollers and printing palettes</p> <p>Take simple prints i.e. mono -printing</p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p>Build repeating patterns and recognise pattern in the environment</p> <p>Create simple printing blocks with press print</p> <p>Design more repetitive patterns</p> <p><u>Colour</u></p> <p>Experiment with overprinting motifs and colour</p>	<p>Year 1</p> <p>A Street through Time</p> <p>Individual <i>Craft &amp; Design Study:</i> Sculpture Form &amp; Texture</p> <p><b>Clay Tiles to decorate buildings</b></p> <p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Explore sculpture with a range of malleable media</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile</p> <p>Understand the safety and basic care of materials and tools</p> <p><u>Form</u></p> <p>Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Use simple 2-D shapes to create a 3-D form</p> <p><u>Texture</u></p> <p>Change the surface of a malleable</p>	<p>Year 1</p> <p><b>Creepers and Crawlers</b></p> <p>Individual</p> <p><b>Creative Study</b></p> <p><b>Drawing</b></p> <p><b>Shape colour symmetry (Butterflies)</b></p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Control the types of marks made with the range of media</p> <p><u>Lines and Marks</u></p> <p>Name, match and draw lines/marks from observations</p> <p>Invent new lines</p> <p>Draw on different surfaces with a range of media</p> <p><u>Shape</u></p> <p>Observe and draw shapes from observations</p> <p>Draw shapes in between objects</p>	<p>Year 1</p> <p><b>Ourselves</b></p> <p>Individual</p> <p><b>Creative Study: Portraits from the royal portrait gallery</b></p> <p><b>Drawing Line &amp; Shape</b></p> <p><b>(Drawings of self focus on body parts)</b></p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Control the types of marks made with the range of media</p> <p><u>Lines and Marks</u></p> <p>Name, match and draw lines/marks from observations</p> <p>Invent new lines</p> <p>Draw on different surfaces with a range of media</p> <p><u>Shape</u></p> <p>Observe and draw shapes from observations</p>	<p>Year 1</p> <p><b>Turrets &amp; Tiaras</b></p> <p><b>Pair/ group work</b></p> <p><b>Craft &amp; Design Study:</b></p> <p><b>Sculpture Form</b></p> <p><b>(Box modelling Castles)</b></p> <p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Explore sculpture with a range of malleable media</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile</p> <p>Understand the safety and basic care of materials and tools</p> <p><u>Form</u></p> <p>Experiment with constructing and joining recycled, natural and manmade materials</p> <p>Use simple 2-D shapes to create a 3-D form</p> <p><u>Texture</u></p>	<p>Year 1</p> <p><b>Africa</b></p> <p><b>Whole class</b></p> <p><b>Craft &amp; Design Study:</b></p> <p><b>Textiles Colour &amp; Texture</b></p> <p><b>(animal prints)</b></p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching</p> <p>Apply decoration using beads, buttons, feathers etc</p> <p>Create cords and plaits for decoration</p> <p><u>Colour</u></p> <p>Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p><u>Texture</u></p>

	<p><u>Texture</u></p> <p>Make rubbings to collect textures and patterns</p> <p><b>Year 2</b></p> <p>Illuminating Individual <i>Artist Study:</i> Jean Guichard Photography Tone &amp; line</p> <p><b>(Lighting lighthouse models from different angles to create different tones and shades)</b> Explore ideas using digital sources i.e. internet, CD-ROMs</p> <p>Record visual information using digital cameras, video recorders</p> <p>Use a simple graphics package to create images and effects with</p>	<p>material e.g. build a textured tile</p> <p><b>Year 2</b></p> <p>A Street through Time <i>Individual Artist Study: Adam Regester</i> <i>Drawing</i> Tone and Line <b>(line sketches of Royal Pavilion Brighton)</b> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Control the types of marks made with the range of media</p> <p><u>Lines and Marks</u></p> <p>Name, match and draw lines/marks from observations</p> <p>Invent new lines</p> <p>Draw on different surfaces with a range of media</p> <p><u>Shape</u></p> <p>Observe and draw shapes from observations</p> <p>Draw shapes in between objects Invent new shapes</p> <p><u>Tone</u></p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes</p> <p><u>Texture</u></p> <p>Investigate textures by describing, naming, rubbing, copying</p> <p>Exploration: How does an artist advertise and sell their products .</p>	<p>Invent new shapes</p> <p><u>Tone</u></p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes</p> <p><u>Texture</u></p> <p>Investigate textures by describing, naming, rubbing, copying</p> <p><b>Year 2</b></p> <p>Creepers and Crawlers <i>Individual Creative Study: The Amazing Trail of Seymour Snail by Lynn E. Hazen, Doug Cushman</i> Painting &amp; Printing Shape &amp; pattern <b>(Spiral snails and leaf prints)</b></p> <p>Use a variety of tools and techniques including different brush sizes and types</p> <p>Mix and match colours to artefacts and objects</p> <p>Work on different scales</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through</p> <p>Name different types of paint and their properties</p> <p><u>Colour</u></p> <p>Identify primary colours by name</p> <p>Mix primary shades and tones</p> <p><u>Texture</u></p> <p>Create textured paint by adding sand, plaster</p>	<p>Draw shapes in between objects</p> <p>Invent new shapes</p> <p><u>Tone</u></p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes</p> <p><u>Texture</u></p> <p>Investigate textures by describing, naming, rubbing, copying</p> <p><b>Year 2</b></p> <p><b>Ourselves</b></p> <p><b>Pair work</b></p> <p><b>Artist Study: Andy Warhol</b></p> <p><b>Photography Line &amp; Colour</b></p> <p><b>(use acetate for B&amp;W portrait underneath either use camouflage for single image or boxed colours for multi image representation)</b></p> <p>Explore ideas using digital sources i.e. internet, CD-ROMs</p> <p>Record visual information using digital cameras, video recorders</p> <p>Use a simple graphics package to create images and effects with</p> <p><u>Lines</u> by changing the size of brushes in response to ideas</p> <p><u>Shapes</u> using eraser, shape and fill tools</p> <p><u>Colours and Texture</u> using simple filters to manipulate and create images</p> <p>Use basic selection and cropping tool</p>	<p>Change the surface of a malleable material e.g. build a textured tile</p> <p><b>Year 2</b></p> <p><b>Turrets &amp; Tiaras</b></p> <p><b>Individual</b></p> <p><b>Creative Study</b></p> <p><b>Painting Colour &amp; Texture</b></p> <p><b>(castles)</b></p> <p>Use a variety of tools and techniques including different brush sizes and types</p> <p>Mix and match colours to artefacts and objects</p> <p>Work on different scales</p> <p>Experiment with tools and techniques e.g. layering, mixing media, scrapping through</p> <p>Name different types of paint and their properties</p> <p><u>Colour</u></p> <p>Identify primary colours by name</p> <p>Mix primary shades and tones</p> <p><u>Texture</u></p> <p>Create textured paint by adding sand, plaster</p>	<p>Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p> <p><b>Year 2</b></p> <p><b>Africa</b></p> <p><b>Whole class</b></p> <p><b>Craft &amp; Design Study:</b></p> <p><b>Textiles sewing Colour, Shape &amp; Texture</b></p> <p><b>(lion face &amp; mane on binca )</b></p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching</p> <p>Apply decoration using beads, buttons, feathers etc</p> <p>Create cords and plaits for decoration</p> <p><u>Colour</u></p> <p>Apply colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p> <p><u>Texture</u></p> <p>Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p>
Design Technology	<p><b>Switched On –</b></p> <p>Mechanisms investigate working pulleys - lighthouse keeper – wind up basket &amp; explore Construction kits</p> <p>Food Sandwiches</p>	<p><b>A Street through Time</b></p> <p>Textiles – different window designs through the ages</p>	<p><b>Creepers and Crawlers – Structures</b></p> <p>Build your own insect trap or Design and make new insect species &amp; explore Construction kits</p>	<p><b>Ourselves - Mechanisms –</b>Make your own moving body - how our bodies move push pin joints – levers to move body up and down</p>	<p><b>Turrets and Tiaras –</b> Textiles – Fairytale character hand puppet</p> <p>Food (humpty dumpty) All about eggs &amp; explore Construction kits</p>	<p><b>Africa - Structures</b> Design and make an animal enclosure that addresses issues such as shelter, need for space, food, water, and recreation</p>
	<p><b>Designing</b></p> <p>Understanding contexts, users and purposes</p> <ul style="list-style-type: none"> <li>• work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment</li> <li>• state what products they are designing and making</li> <li>• say whether their products are for themselves or other users</li> <li>• describe what their products are for</li> <li>• say how their products will work</li> </ul>		<p><b>Making</b></p> <p>Planning</p> <p><i>plan by suggesting what to do next</i></p> <ul style="list-style-type: none"> <li>• select from a range of tools and equipment, <i>explaining their choices</i></li> <li>• select from a range of materials and components according to their characteristics</li> </ul>	<p><b>Evaluating</b></p> <p>Own ideas and products</p> <p>talk about their design ideas and what they are making</p> <ul style="list-style-type: none"> <li>• make simple judgements about their products and ideas against design criteria</li> <li>• <i>suggest how their products</i></li> </ul>	<p><b>Technical Knowledge</b></p> <p>Making products work about the simple working characteristics of materials and components</p> <ul style="list-style-type: none"> <li>• about the movement of simple mechanisms such as levers, sliders, wheels and axles</li> </ul>	<p><b>Food &amp; Nutrition</b></p> <p>Where food comes from that all food comes from plants or animals</p> <ul style="list-style-type: none"> <li>• that food has to be farmed, grown elsewhere (e.g. home) or caught</li> </ul> <p>Food preparation, cooking and nutrition</p> <p>how to name and sort foods into the five</p>

	<ul style="list-style-type: none"><li>• say how they will make their products suitable for their intended users</li><li>• use simple design criteria to help develop their ideas</li></ul> Generating, developing, modelling and communicating ideas generate ideas by drawing on their own experiences <ul style="list-style-type: none"><li>• use knowledge of existing products to help come up with ideas</li><li>• develop and communicate ideas by talking and drawing</li><li>• model ideas by exploring materials, components and construction kits and by making templates and mockups</li><li>• use information and communication technology, where appropriate, to develop and communicate their ideas</li></ul>	Practical skills and techniques follow procedures for safety and hygiene <ul style="list-style-type: none"><li>• use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components</li><li>• measure, mark out, cut and shape materials and components</li><li>• assemble, join and combine materials and components</li><li>• use finishing techniques, including those from art and design</li></ul>	<i>could be improved</i> Existing products what products are <ul style="list-style-type: none"><li>• who products are for</li><li>• what products are for</li><li>• how products work</li><li>• how products are used</li><li>• where products might be used</li><li>• what materials products are made from</li><li>• what they like and dislike about products</li></ul>	<ul style="list-style-type: none"><li>• how freestanding structures can be made stronger, stiffer and more stable</li><li>• <i>that a 3-D textiles product can be assembled from two identical fabric shapes</i></li><li>• <i>that food ingredients should be combined according to their sensory characteristics</i></li><li>• <i>the correct technical vocabulary for the projects they are undertaking</i></li></ul>	groups in The eat well plate <ul style="list-style-type: none"><li>• that everyone should eat at least five portions of fruit and vegetables every day</li><li>• how to prepare simple dishes safely and hygienically, without using a heat source</li><li>• how to use techniques such as cutting, peeling and grating</li></ul>	
Computing We use Rising Stars Computing to support delivery of Computing	<ul style="list-style-type: none"><li>• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li><li>• create and debug simple programs</li><li>• use logical reasoning to predict the behaviour of simple programs</li><li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li><li>• recognise common uses of information technology beyond school</li><li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li></ul>					
	We are treasure hunters We are <i>astronauts</i> We are game tasters	Year 1 -Computing - Rising Stars – We are painters / We are collectors Year 2 -Computing - Rising Stars – We are <i>detectives</i> /We are <i>photographers</i>	Year 1 -Computing - Rising Stars – We are TV Chefs / We are storytellers Year 2 -Computing - Rising Stars – We are <i>zoologists</i> / We are <i>researchers</i>	Year 1 & 2 -Computing - Rising Stars – We are treasure hunters / We are <i>astronauts</i> /We are game tasters	Year 1 -Computing - Rising Stars – We are painters / We are collectors Year 2 -Computing - Rising Stars – We are photographers/ We are <i>detectives</i>	Year 1 -Computing - Rising Stars – We are TV Chefs / We are storytellers Year 2 -Computing - Rising Stars – We are zoologists / We are researchers
Music We use Music Express to support delivery of Music	<input type="checkbox"/> use their voices expressively and creatively by singing songs and speaking chants and rhymes <input type="checkbox"/> play tuned and untuned instruments musically <input type="checkbox"/> listen with concentration and understanding to a range of high-quality live and recorded music <input type="checkbox"/> experiment with, create, select and combine sounds using the inter-related dimensions of music.					
	Number Pattern	Our school Seasons	Weather Water	Ourselves Our Bodies	Storytime Machines	Animals Travel
PE 1&2	<b><u>OAA</u></b> Y1&2 To work as part of a team Outdoor Adventurous Activities – Team building and problem solving  <b><u>Gymnastics</u></b> Y1&2 To know how to perform a roll, balance, jump and travel, using changes in level, direction and speed. To link actions together to create a sequence. To improve and create quality performances.  <b><u>Fundamentals: Ball Skills</u></b> Y1	<b><u>Indoor Athletics/Skipping</u></b> Y1&2 To develop Jump rope for Heart activities and multi skills circuits  <b><u>Fundamentals:Spacial Awareness</u></b> Y1 To be confident and safe in the spaces used to play games.  Y2 To choose and use tactics to suit different situations.  <b><u>Fundamentals: Piggy in The Middle</u></b> Y1	<b><u>Gymnastics</u></b> Y1 To reinforce the basic actions and develop climbing and stillness. To copy, create and link movement phrases with beginning, middle and end.  Y2 To perform a range of actions, body shapes and balances with control and coordination. To adapt sequences to include apparatus or a partner.  <b><u>Athletics</u></b>	<b><u>OAA</u></b> Y1&2 To work as part of a team Outdoor Adventurous Activities – Team building and problem solving  <b><u>Gymnastics</u></b> Y1&2 To know how to perform a roll, balance, jump and travel, using changes in level, direction and speed. To link actions together to create a sequence. To improve and create quality performances.  <b><u>Fundamentals: Ball Skills</u></b> Y1	<b><u>Indoor Athletics/Skipping</u></b> Y1&2 To develop Jump rope for Heart activities and multi skills circuits  <b><u>Fundamentals:Spacial Awareness</u></b> Y1 To be confident and safe in the spaces used to play games.  Y2 To choose and use tactics to suit different situations.  <b><u>Fundamentals: Piggy in The Middle</u></b> Y1	<b><u>Gymnastics</u></b> Y1 To reinforce the basic actions and develop climbing and stillness. To copy, create and link movement phrases with beginning, middle and end.  Y2 To perform a range of actions, body shapes and balances with control and coordination. To adapt sequences to include apparatus or a partner.  <b><u>Athletics</u></b>

	<p>To hold a bean bag/ball correctly. To show some control and accuracy with the basic actions of rolling and underarm throwing.</p> <p>To kick, dribble and use hockey sticks to move the ball in different ways</p> <p>Y2</p> <p>To develop range of rolling, throwing and catching skills.</p> <p>To develop and improve kicking and dribbling skills</p> <p><b><u>Dance</u></b></p> <p>Y1</p> <p>Body parts – To explore different parts of the body and different ways of moving them</p> <p>Y2</p> <p>Shadows - working with a partner exploring shapes and linking actions</p>	<p>To play ball games using basic attacking and defending tactics, throwing and catching different sized balls with some accuracy and control. To move around a space safely and understand basic game play</p> <p><b><u>Fundamentals: 3 Point Score</u></b></p> <p><b><u>Y2</u></b></p> <p>To play increasingly complex games using a variety of different sized balls. To throw and catch showing accuracy and control. To know how to beat an opponent. To understand game play and use tactics appropriately</p> <p><b><u>Dance</u></b></p> <p>Y1</p> <p>Vehicle dance – To develop body movements and creating basic motifs</p> <p>Y2</p> <p>Arabian Nights Dance – To use balance and control to perform a dance. To explore shapes.</p>	<p>Y1</p> <p>To improve balance and agility.To learn techniques. To take part in cooperative challenges.</p> <p>Y2</p> <p>To extend agility, balance and coordination.</p> <p>To become confident movers. To take part in competitive activities.</p> <p><b><u>OAA</u></b></p> <p><b><u>Y1</u></b></p> <p>To use simple table top maps and plans confidently and to follow simple routes and trails successfully. To work with others to solve simple challenges.</p> <p>Y2</p> <p>To use maps of the school accurately. To discuss strategies and ideas with others and find alternative ways of completing challenges.</p> <p><b><u>Bat and Ball Skills</u></b></p> <p>Y1</p> <p>To use their bodies and equipment with greater control and coordination and choose skills and equipment to meet challenges set.</p> <p><b><u>Striking and Fielding Skills</u></b></p> <p>Y2</p> <p>To engage in competitive physical activities against self and others and to apply balance, coordination and agility using different bats and balls</p>	<p>To hold a bean bag/ball correctly. To show some control and accuracy with the basic actions of rolling and underarm throwing.</p> <p>To kick, dribble and use hockey sticks to move the ball in different ways</p> <p>Y2</p> <p>To develop range of rolling, throwing and catching skills.</p> <p>To develop and improve kicking and dribbling skills</p> <p><b><u>Dance</u></b></p> <p>Y1</p> <p>Body parts – To explore different parts of the body and different ways of moving them</p> <p>Y2</p> <p>Shadows - working with a partner exploring shapes and linking actions</p>	<p>To play ball games using basic attacking and defending tactics, throwing and catching different sized balls with some accuracy and control. To move around a space safely and understand basic game play</p> <p><b><u>Fundamentals: 3 Point Score</u></b></p> <p><b><u>Y2</u></b></p> <p>To play increasingly complex games using a variety of different sized balls. To throw and catch a range of balls. showing accuracy and control. To know how to beat an opponent. To understand game play and use tactics appropriately</p> <p><b><u>Dance</u></b></p> <p>Y1</p> <p>Vehicle dance – To develop body movements and creating basic motifs</p> <p>Y2</p> <p>Arabian Nights Dance – To use balance and control to perform a dance. To explore shapes.</p>	<p>Y1</p> <p>To improve balance and agility.To learn techniques. To take part in cooperative challenges.</p> <p>Y2</p> <p>To extend agility, balance and coordination.</p> <p>To become confident movers. To take part in competitive activities.</p> <p><b><u>OAA</u></b></p> <p><b><u>Y1</u></b></p> <p>To use simple table top maps and plans confidently and to follow simple routes and trails successfully. To work with others to solve simple challenges.</p> <p>Y2</p> <p>To use maps of the school accurately. To discuss strategies and ideas with others and find alternative ways of completing challenges.</p> <p><b><u>Bat and Ball Skills</u></b></p> <p>Y1</p> <p>To use their bodies and equipment with greater control and coordination and choose skills and equipment to meet challenges set.</p> <p><b><u>Striking and Fielding Skills</u></b></p> <p>Y2</p> <p>To engage in competitive physical activities against self and others and to apply balance, coordination and agility using different bats and balls</p>
RE	<p>The Local Church</p> <p>Harvest</p> <p>Unit RA What are harvest festivals?</p> <p><b>Ongoing: 3q</b> beginning to use ICT to explore religions and beliefs as practised</p>	<p>Jesus</p> <p>Friends and followers</p> <p><b>1a</b> explore a range of religious stories and sacred writings, and talk about their meanings;</p> <p><b>2a</b> reflect upon and consider religious</p>	<p>Moses</p> <p><b>1a</b> explore a range of religious stories and sacred writings, and talk about their meanings;</p> <p><b>2d</b> recognise how religious teachings and ideas about values, particularly those</p>	<p>Our Jewish friends</p> <p><b>1b</b> name and explore a range of celebrations, worship and rituals in religion, noting both similarities where appropriate;</p> <p><b>1c</b> identify the importance, for some</p>	<p>A man of Faith</p> <p>Noah</p> <p><b>1a</b> explore a range of religious stories and sacred writings, and talk about their meanings;</p>	<p>Christian Worship</p> <p>1c identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives;</p> <p>1d explore how religious beliefs and ideas can be expressed through the creative</p>

	<p>in the local and wider community.</p> <p><b>1c</b> identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives;</p> <p><b>1d</b> explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses</p> <p><b>1e</b> identify and suggest meanings for religious symbols and begin to use a range of religious words</p> <p><b>3j belonging:</b> where and how people belong and why belonging is important</p> <p><b>3i leaders and teachers:</b> figures who have an influence on others locally, nationally and globally in religion</p> <p><b>3h symbols:</b> how and why symbols express religious meaning</p> <p><b>3l</b> visiting places of worship and focusing on symbols and feelings</p> <p><b>3m</b> listening and responding to visitors from local faith communities</p> <p><b>3n</b> using their senses and having times of quiet reflection</p> <p>Christmas</p> <p>Gifts</p> <p>Unit 1C Why do Christians give gifts at</p>	<p>and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness;</p> <p><b>2b</b> ask and respond imaginatively to puzzling questions, communicating their ideas;</p> <p><b>2c</b> identify what matters to them and others, including those with religious commitments, and communicate their responses;</p> <p><b>2d</b> recognise how religious teachings and ideas about values, particularly those concerned with right and wrong, justice and injustice, make a difference to individuals, families and the local community.</p> <p><b>3k myself:</b> who I am and my uniqueness as a person in a family and community</p> <p><b>3p</b> sharing their own beliefs, ideas and values and talking about their feelings and experiences</p> <p>Easter</p> <p>'Palm Sunday'</p> <p><b>1b</b> name and explore a range of celebrations, worship and rituals in religion, noting both similarities where appropriate;</p> <p><b>1c</b> identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives;</p> <p><b>2a</b> reflect upon and consider religious</p>	<p>concerned with right and wrong, justice and injustice, make a difference to individuals, families and the local community.</p> <p><b>3f story:</b> how and why some stories are sacred and important in religion</p>	<p>people, of belonging to a religion and recognise the difference this makes to their lives;</p> <p><b>1d</b> explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses</p> <p><b>1e</b> identify and suggest meanings for religious symbols and begin to use a range of religious words</p> <p><b>2a</b> reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness;</p> <p><b>2b</b> ask and respond imaginatively to puzzling questions, communicating their ideas;</p> <p><b>2c</b> identify what matters to them and others, including those with religious commitments, and communicate their responses;</p> <p><b>2d</b> recognise how religious teachings and ideas about values, particularly those concerned with right and wrong, justice and injustice, make a difference to individuals, families and the local community.</p> <p><b>3l</b> visiting places of worship and focusing on symbols and feelings</p> <p><b>3m</b> listening and responding to visitors from local faith communities</p> <p><b>3n</b> using their senses and having times of quiet reflection</p>	<p><b>2d</b> recognise how religious teachings and ideas about values, particularly those concerned with right and wrong, justice and injustice, make a difference to individuals, families and the local community.</p> <p><b>3e believing:</b> what people believe about God, humanity and the natural world</p> <p><b>3f story:</b> how and why some stories are sacred and important in religion</p> <p>Easter</p> <p>'New Life'</p> <p><b>1a</b> explore a range of religious stories and sacred writings, and talk about their meanings;</p> <p><b>1b</b> name and explore a range of celebrations, worship and rituals in religion, noting both similarities where appropriate;</p> <p><b>1d</b> explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses</p> <p><b>1e</b> identify and suggest meanings for religious symbols and begin to use a range of religious words</p> <p><b>3e believing:</b> what people believe about God, humanity and the natural world</p> <p><b>3g celebrations:</b> how and why celebrations are important in religion</p> <p><b>3n</b> using their senses and having times</p>	<p>and expressive arts and communicate their responses</p> <p><b>1e</b> identify and suggest meanings for religious symbols and begin to use a range of religious words</p> <p><b>2a</b> reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness;</p> <p><b>2b</b> ask and respond imaginatively to puzzling questions, communicating their ideas;</p> <p><b>2c</b> identify what matters to them and others, including those with religious commitments, and communicate their responses;</p> <p><b>2d</b> recognise how religious teachings and ideas about values, particularly those concerned with right and wrong, justice and injustice, make a difference to individuals, families and the local community.</p> <p><b>3e</b> believing: what people believe about God, humanity and the natural world</p> <p><b>3h</b> symbols: how and why symbols express religious meaning</p> <p><b>3i</b> leaders and teachers: figures who have an influence on others locally, nationally and globally in religion</p> <p><b>3j</b> belonging: where and how people belong and why belonging is important</p> <p><b>3k</b> myself: who I am and my uniqueness</p>
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	<p>Christmas?</p> <p><b>1b</b> name and explore a range of celebrations, worship and rituals in religion, noting both similarities where appropriate;</p> <p><b>1c</b> identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives;</p> <p><b>2a</b> reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness;</p> <p><b>2b</b> ask and respond imaginatively to puzzling questions, communicating their ideas;</p> <p><b>2c</b> identify what matters to them and others, including those with religious commitments, and communicate their responses;</p> <p><b>3g</b> <u>celebrations</u>: how and why celebrations are important in religion</p> <p><b>3e</b> <u>believing</u>: what people believe about God, humanity and the natural world</p> <p><b>3o</b> using art and design, music, dance and drama to develop their creative talents and imagination</p>	<p>and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness;</p> <p><b>2b</b> ask and respond imaginatively to puzzling questions, communicating their ideas;</p> <p><b>2c</b> identify what matters to them and others, including those with religious commitments, and communicate their responses;</p> <p><b>3g</b> <u>celebrations</u>: how and why celebrations are important in religion</p> <p><b>3e</b> <u>believing</u>: what people believe about God, humanity and the natural world</p>		<p>Christmas</p> <p>The birth of Jesus</p> <p><b>1a</b> explore a range of religious stories and sacred writings, and talk about their meanings;</p> <p><b>1b</b> name and explore a range of celebrations, worship and rituals in religion, noting both similarities where appropriate;</p> <p><b>1d</b> explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses</p> <p><b>1e</b> identify and suggest meanings for religious symbols and begin to use a range of religious words</p> <p><b>3e</b> <u>believing</u>: what people believe about God, humanity and the natural world</p> <p><b>3g</b> <u>celebrations</u>: how and why celebrations are important in religion</p> <p><b>3o</b> using art and design, music, dance and drama to develop their creative talents and imagination</p> <p><b>3p</b> sharing their own beliefs, ideas and values and talking about their feelings and experiences</p>	<p>of quiet reflection</p> <p><b>3o</b> using art and design, music, dance and drama to develop their creative talents and imagination</p> <p><b>3p</b> sharing their own beliefs, ideas and values and talking about their feelings and experiences</p>	<p>as a person in a family and community</p> <p>3m listening and responding to visitors from local faith communities</p> <p>3p sharing their own beliefs, ideas and values and talking about their feelings and experiences</p>
PSHCE	<p>Respect for the self and others and the importance of responsible behaviours and actions – Class Charters Working With Others Activities</p> <p><u><b>SEAL New Beginnings &amp; Good to be me</b></u></p>	<p><u><b>SEAL Relationships &amp; Getting on and Falling out</b></u></p> <p><u><b>Core theme 2: Relationships</b></u></p> <p>to communicate their feelings to others, to recognise how others show feelings and how to respond</p>	<p><u><b>SEAL Going for goals &amp; Change</b></u></p> <p><u><b>Core theme 3: Living in the Wider World</b></u></p> <p>how to contribute to the life of the classroom</p> <p><input type="checkbox"/> to help construct, and agree to follow,</p>	<p>Respect for the self and others and the importance of responsible behaviours and actions – Class Charters Working With Others Activities</p> <p><u><b>SEAL New Beginnings &amp; Good to be me</b></u></p>	<p><u><b>SEAL Relationships &amp; Getting on and Falling out</b></u></p> <p><u><b>Core theme 2: Relationships</b></u></p> <p>to communicate their feelings to others, to recognise how others show feelings and how to respond</p>	<p><u><b>SEAL Going for goals &amp; Change</b></u></p> <p><u><b>Core theme 3: Living in the Wider World</b></u></p> <p>how to contribute to the life of the classroom</p> <p><input type="checkbox"/> to help construct, and agree to follow,</p>

	<p><b><u>Core theme 1: Health and Wellbeing</u></b>  <b><u>Including bullying and e-safety</u></b></p> <p>what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p><input type="checkbox"/> to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p><input type="checkbox"/> about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</p> <p><input type="checkbox"/> about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p><input type="checkbox"/> the importance of and how to maintain personal hygiene</p> <p><input type="checkbox"/> how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</p> <p><input type="checkbox"/> that household products, including medicines, can be harmful if not used properly</p> <p><input type="checkbox"/> rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets)</p>	<p><input type="checkbox"/> to recognise how their behaviour affects other people</p> <p><input type="checkbox"/> the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</p> <p><input type="checkbox"/> to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p><input type="checkbox"/> to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p><input type="checkbox"/> to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>to offer constructive support and feedback to others</p> <p><input type="checkbox"/> to identify and respect the differences and similarities between people</p> <p><input type="checkbox"/> to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p><input type="checkbox"/> to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p><input type="checkbox"/> that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p><input type="checkbox"/> that there are different types of teasing and bullying, that these are wrong and unacceptable</p> <p><input type="checkbox"/> how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p>	<p>group and class rules and to understand how these rules help them (review of class charter)</p> <p><input type="checkbox"/> that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</p> <p><input type="checkbox"/> that they belong to various groups and communities such as family and school</p> <p><input type="checkbox"/> what improves and harms their local, natural and built environments and about some of the ways people look after them</p> <p><input type="checkbox"/> that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p><input type="checkbox"/> about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.</p>	<p><b><u>Core theme 1: Health and Wellbeing</u></b>  <b><u>Including bullying and e-safety</u></b></p> <p>what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating</p> <p>to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p><input type="checkbox"/> to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p><input type="checkbox"/> about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</p> <p><input type="checkbox"/> about the process of growing from young to old and how people's needs change</p> <p><input type="checkbox"/> about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p><input type="checkbox"/> the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</p> <p><input type="checkbox"/> rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets)</p> <p><input type="checkbox"/> about people who look after them, their family networks, who to go to</p>	<p><input type="checkbox"/> to recognise how their behaviour affects other people</p> <p><input type="checkbox"/> the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</p> <p><input type="checkbox"/> to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p><input type="checkbox"/> to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p><input type="checkbox"/> to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>to offer constructive support and feedback to others</p> <p><input type="checkbox"/> to identify and respect the differences and similarities between people</p> <p><input type="checkbox"/> to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p><input type="checkbox"/> to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p><input type="checkbox"/> that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p><input type="checkbox"/> that there are different types of teasing and bullying, that these are wrong and unacceptable</p> <p><input type="checkbox"/> how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p>	<p>group and class rules and to understand how these rules help them (review of class charter)</p> <p><input type="checkbox"/> that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</p> <p><input type="checkbox"/> that they belong to various groups and communities such as family and school</p> <p><input type="checkbox"/> what improves and harms their local, natural and built environments and about some of the ways people look after them</p> <p><input type="checkbox"/> that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p><input type="checkbox"/> about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.</p>
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	<p>secrets)</p> <p><input type="checkbox"/> about people who look after them, their family networks, who to go to</p> <p>if they are worried and how to attract their attention, ways that pupils can help these people to look after them to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p>			<p>if they are worried and how to attract their attention, ways that pupils can help these people to look after them to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p>		
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Lower Key Stage Two Y3/4	Year A 2014-2015			Year B 2015-2016		
	Autumn	Spring	Summer	Autumn	Spring	Summer
	Stone Age/Iron Age	Night of the Gargoyles	Journey down the Nile	Italy and the Romans	Anglo Saxons/Vikings	Brazil
English Key Texts	Ug Stone girl Bone girl What's under the bed?	<b>Night of the gargoyles</b>		Pompeii		Into the forest
<p>Science</p> <p><b>Working Scientifically</b></p> <p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking relevant questions and using different types of scientific enquiries to answer them</p> <p>setting up simple practical enquiries, comparative and fair tests</p> <p>making systematic and careful observations and, where appropriate, taking accurate measurements</p> <p>using standard units,</p> <p>using a range of equipment, including thermometers and data loggers</p> <p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>recording findings using simple scientific language,</p>	<p><b>Science</b></p> <p><u>Earth Rocks</u> (Y3)</p> <p>compare and group together</p> <p>different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter.</p> <p><u>Investigations</u> – Build a model house and see which rocks would be best for the roof? Fair testing</p> <p>Which rocks are permeable? Which rock is the hardest? Group and classify– See Testing Rocks – Rising Stars</p> <p>Observation – Identify the different rocks – Rock families (Rising Stars)</p> <p>Add vinegar to the different rocks, what happens?</p> <p>Build in – Leaving an impression and Is it a fossil? – (Rising Stars)</p> <p><b>Using Materials – Y3</b></p> <p>It is important to choose the material with the right properties for a particular job.</p>	<p><b>Science <u>Light and Shadows</u> Y3</b></p> <p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>find patterns in the way that the size of shadows change.</p> <p><u>Electricity Y4 Power it up</u> (Y4)</p> <p>identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p>	<p><b>Science <u>Feeding, Moving and Growing</u>(Y3)</b></p> <p>Animals, including humans Y3 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><u>Investigation:</u> Are small oranges more juicy? Does this mean it is healthier? – Pattern seeking</p> <p><u>Y4 Teeth and Eating</u> (Y4)</p> <p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><u>Investigations</u> – What happens to teeth when they are left in sugary drinks? – Fair testing and Observation</p>	<p><b>Science – <u>Solids, Liquids and Gases</u> (Y4)</b></p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><u>Investigations</u> – How to get salt back from water?</p> <p>Look at a range of items and group them into solids, gases and liquids? Is this easy to do or do any fall into both groups or even all three?- Grouping and classify</p> <p>Observation – Look carefully at 4 different substances such as popping candy, sweetener, Gellibaff and Magic sand – use simple classification keys to identify unknown items.</p> <p>How can you change their appearance?</p> <p><b><u>Keeping Warm – Yr 4</u></b></p> <p>Something hot will cool down (or something cold will warm up) until it is the same temperature as its surroundings.</p>	<p><b>Science <u>Opposites Attract</u> (Y3)</b></p> <p><b><u>Forces and Magnets Y3</u></b></p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having two poles</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><u>Investigations</u> – Magnet Olympics – Does the size of the magnet effect the strength? – Fair testing and grouping and classifying</p> <p><b><u>Changing Sounds Y4</u></b></p> <p>identify how sounds are made, associating some of them with something</p>	<p><b>Science –<u>Helping plants to grow well</u> (Y3)</b></p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Investigation: Group and classify the features of plants (Root,stem, flower, leaf, fruit) How will you sort your findings?</p> <p><b><u>Habitats and Survival</u> (Y4)</b></p> <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers</p>

<p>drawings, labelled diagrams, keys, bar charts, and tables</p> <p>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Some objects have versions that can be made out of different materials for different jobs.</p> <p>Testing ideas can give us evidence to help decide which is the best material for a particular job.</p> <p>Carrying out investigations involves us sorting, measuring and then describing our fair tests.</p> <p>Investigation: Bounty claims 'One Sheet is Plenty' is this true?</p> <p>Fair testing and Pattern seeking</p> <p><u>Eco Project</u> – Investigate the over use of packaging in supermarkets and the effect on the environment? (Plastic bags)</p>	<p>recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><u>Investigations</u> – What can you investigate about shadows?</p> <p>Can you find patterns in the way the size of shadows change? – Pattern seeking and Observation</p> <p><u>Eco Project</u> – Look at the different types of renewable energy and focus in detail on one main source.</p> <p>Scientist: James Maxwell, Nikola Tesla-</p>	<p>Is Oral-B Pro-expert toothpaste the best toothpaste?</p> <p><u>Eco Project</u> – How much food do we waste every year? Can you look at how much we waste within our own school in a day or week?</p>	<p>Temperature is a measure of how hot or cold things are.</p> <p>Materials such as metals that are good electrical conductors are often good thermal conductors .Good thermal insulators can be used to help keep hot objects hot, ore keep cool ones cold.</p> <p><u>Investigation:</u> Growing round in circles, Let's make ice cream, It's melting! – Look at rising stars Which material is best to keep the drink hot? Look at a range of thermal mugs. – Observation and Fair testing</p> <p><u>Eco Project</u> – How much water do we waste? Can we reduce our water consumption? - Links to Bton and Hove water scheme</p>	<p>vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Scientist: Albert Einstein Leonardo Da Vinci</p> <p><u>Investigations:</u> Rising stars – Pitch up link in to tuning forks</p> <p>Find patterns between the pitch of a sound and the features of the object that produced it. – Pattern seeking</p> <p><u>Eco Project</u> – How landscape has changed between now and then/ produce? The impact of Fair-trade</p>	<p>to living things.</p> <p><u>Investigations</u> – Create a habitat to create a certain type of mini-beast- What makes their habitat different to another mini-beast? – Observation and Fair testing</p> <p><u>Eco Project</u> – rainforests and woodland preservation v clearance – What effect has deforestation had on animals and the environment?</p>
History	<p>Key historical skills for KS2:</p> <ul style="list-style-type: none"> <li>- To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>- To be able to note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>- To be able to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>- To be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>- To understand how our knowledge of the past is constructed from a range of sources.</li> </ul>					

	<p><b><u>Changes in Britain from the Stone Age to the Iron Age:</u></b></p> <p><b>This could include (Non-statutory):</b></p> <ul style="list-style-type: none"> <li>- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>- Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>- Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>	<p>In preparation for next term-</p> <p>The achievements of the earliest civilisations– an overview of where and when the first civilizations (Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China) appeared.</p>	<p><b><u>The Achievements of the earliest civilisations - The Ancient Egyptians:</u></b></p> <p>Following last term's overview sessions on the earliest civilisations, a depth study of Ancient Egypt will now be taught.</p>	<p><b><u>The Roman Empire and its impact on Britain (Roman Britain):</u></b></p> <p><b>This could include (Non-statutory):</b></p> <ul style="list-style-type: none"> <li>-Julius Caesar's attempted invasion in 55-54 BC</li> <li>- the Roman Empire by AD 42 and the power of its army</li> <li>- successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>- British resistance, for example, Boudicca</li> <li>- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</li> </ul> <p><b>Local study link and visit – Fishbourne Roman Palace</b></p>	<p><b><u>Britain's settlement by Anglo-Saxons and Scots:</u></b></p> <p><b>This could include (Non-statutory):</b></p> <ul style="list-style-type: none"> <li>-Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>-Scots invasions from Ireland to north Britain (now Scotland)</li> <li>-Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>-Anglo-Saxon art and culture</li> <li>-Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <p><b><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></b></p> <p><b>This could include (Non-statutory):</b></p> <ul style="list-style-type: none"> <li>-Viking raids and invasion</li> <li>-resistance by Alfred the Great and Athelstan, first king of England</li> <li>-further Viking invasions and Danegeld</li> <li>-Anglo-Saxon laws and justice</li> <li>-Edward the Confessor and his death in 1066</li> </ul> <p><b><u>NB. Even though the unit states 'to the time of Edward the Confessor', it makes sense to also cover the build up to and fighting of the Battle of Hastings between Harold and William the Conqueror.</u></b></p> <p><b>Local study link and visit – Battle (Battle of Hastings)</b></p>	<p><b><u>A non-European society that provides contrasts with British history – Mayan civilisation c. AD 900</u></b></p>
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Geography	<p>The following objective will be used to help achieve, and provide context for, all the objectives mapped out for Lower Key Stage 2.</p> <p><b>Skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>					
	<p><u>Revise/check that the children have the locational knowledge that they are expected to learn in KS1.</u></p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>	<p><b>Skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</li> </ul>	<p><b>Focusing on Egypt and The Nile- Human and physical geography:</b></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography: rivers and the water cycle</li> <li>human geography: types of settlement and land use.</li> </ul>	<p><b>Focusing on Italy and Mount Vesuvius and Mount Etna- Human and physical geography:</b></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography: mountains and volcanoes</li> </ul>	<p><b>Skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<p><b>Focus on Mexico and how it compares to the UK- Place knowledge:</b></p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a <b>region within North or South America</b></p>
Art and Design	<p>Year 3</p> <p>Stone Age/ Iron Age</p> <p>Whole class</p> <p><i>Craft &amp; Design Study:</i></p> <p>Textiles Pattern colour and Texture</p> <p><b>(Dying wools and weaving on loom outside.</b></p> <p>Use a variety of techniques, e.g. dyeing, and weaving to create different textural effects</p> <p>Match the tool to the material</p> <p>Year 4</p> <p>Stone Age/ Iron Age</p> <p>Individual Creative Study</p> <p><i>Drawing</i> Shape &amp; line</p> <p><b>(cave drawings of animals with charcoal and pastel)</b></p> <p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at an appropriate level. <u>Lines and Marks</u></p> <p>Make marks and lines with a wide range</p>	<p>Year 3</p> <p>Literacy Study</p> <p>Individual Creative Study:</p> <p>Digital Media</p> <p>Photography Tone Composition</p> <p><b>(Gargoyle montage with sound background on photostory)</b></p> <p>Record and collect visual information using digital cameras and video recorders</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create images and effects with;</p> <p><u>Lines</u> by controlling the brush tool with increased precision</p> <p>Changing the type of brush to an appropriate style e.g. charcoal</p> <p>Create <u>shapes</u> by making selections to cut, duplicate and repeat</p> <p>Experiment with <u>colours and textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p> <p>Year 4</p>	<p>Year 3</p> <p>A Journey Down The Nile</p> <p>Individual Creative Study:</p> <p>Printing Line Perspective Tone</p> <p><b>(Landscape of the river Nile)</b></p> <p>Create printing blocks using a relief or impressed method</p> <p>Create repeating patterns</p> <p>Print with two colour overlays</p> <p>Year 4</p> <p>A Journey Down The Nile</p> <p>Individual <i>Craft &amp; Design Study:</i></p> <p>Painting Colour &amp; Symbolism</p> <p><b>(Hieroglyphics &amp; making paints and dyes)</b></p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p>Create different effects and textures with paint according to what they need for the</p>	<p>Year 3</p> <p>Italy &amp; The Romans</p> <p>Individual <i>Artist Study:</i> Renato Guttuso</p> <p>Printing Line Colour</p> <p><b>(Portraits)</b></p> <p>Create printing blocks using a relief or impressed method</p> <p>Create repeating patterns</p> <p>Print with two colour overlays</p> <p>Year 4</p> <p>Italy &amp; The Romans</p> <p>Pair/ group work</p> <p><i>Craft &amp; Design Study:</i></p> <p><i>Sculpture</i></p> <p>Pattern</p> <p><b>(mosaic with paper and tiles)</b></p> <p>Plan, design and make models from observation or imagination</p> <p>Create surface patterns and designs in paper</p>	<p>Year 3</p> <p>Anglo Saxons/Vikings</p> <p>Individual <i>Craft &amp; Design Study:</i></p> <p>Painting</p> <p>Line, Colour &amp; Perspective</p> <p><b><i>Shelters</i></b></p> <p><b>(paint a whole or part of an Anglo Saxon shelter)</b></p> <p>Look closely at the structure of Anglo Saxon shelters and sketch key areas with some detail.</p> <p>Experiment with different effects and textures to portray detail and atmosphere..</p> <p>blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales</p> <p>Create different effects and textures with paint according to what they need for the task.</p> <p><u>Colour</u></p> <p>Mix colours and know which primary colours make secondary colours</p>	<p>Year 3</p> <p>Brazil</p> <p>Pair/ group work</p> <p>Creative Study:</p> <p><i>Drawing</i> Line, tone</p> <p><b>(Stick and ink Christ the redeemer or Flavela landscape)</b></p> <p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at an appropriate level. <u>Lines and Marks</u></p> <p>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and Shape</u></p> <p>Experiment with different grades of pencil and other implements to draw different</p>

	<p>of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and Shape</u></p> <p>Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p><u>Tone</u></p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Apply tone in a drawing in a simple way.</p> <p><u>Texture</u></p> <p>Create textures with a wide range of drawing implements.</p> <p>Apply a simple use of pattern and texture in a drawing.</p>	<p>Literacy Study</p> <p>Individual <i>Artist Study: David Wiesner Sculpture</i> Form Texture</p> <p><b>(Silk Clay Gargoyles)</b></p> <p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material</p> <p>Use papier mache to create a simple 3D object</p>	<p>task.</p> <p><u>Colour</u></p> <p>Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language</p> <p>Mix and use tints and shades</p>	<p>Construct a simple base and join clay tiles adequately by cutting, filing and grouting .</p> <p>Create grid effect tile base and paint design on mosaic effect tile and glaze.</p>	<p>Use more specific colour language</p> <p>Mix and use tints and shades</p> <p>Year 4</p> <p>Anglo Saxons/Vikings</p> <p>Individual Creative Study:</p> <p>Digital Media – Photography Shape &amp; composition</p> <p><b>(montage of artefacts and green screen photographs )</b></p> <p>Record and collect visual information using digital cameras and video recorders</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create images and effects with;</p> <p>Create <u>shapes</u> by making selections to cut, duplicate and repeat</p> <p>Experiment with <u>colours</u> and <u>textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p>	<p>forms and shapes.</p> <p>Begin to show an awareness of objects having a third dimension.</p> <p><u>Tone</u></p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Apply tone in a drawing in a simple way.</p> <p>Year 4</p> <p>Brazil</p> <p>Whole class</p> <p><i>Artist Study: Romero Britto</i></p> <p>Textiles Line &amp; colour</p> <p><b>(pop art textile banner)</b></p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining</p> <p>Experiment with paste resist</p>
Design Technology	<p><b>Rock &amp; Roll – Textiles</b></p> <p><b>2D shape to 3D product</b></p> <p>Dye and decorate fabric to create Celtic garment.</p>	<p><b>Night of the Gargoyles</b></p> <p><b>Electrical systems</b> - light up a box modelled gargoyles eyes</p>	<p><b>Journey down the Nile</b></p> <p><b>Food</b> Egyptian bread <b>Structures</b> making (papyrus)paper</p>	<p><b>Italy and the Romans - Mechanical systems</b> Ski lift</p> <p><b>Food</b> Make pasta</p>	<p><b>Anglo Saxons/Vikings - Structures</b></p> <p>Design and construct a small Anglo-Saxon Model Village</p>	<p><b>Brazil - Structures</b> Carnival Head Dress</p>
	<b>Designing</b>		<b>Making</b>	<b>Evaluating</b>	<b>Technical Knowledge</b>	<b>Food &amp; Nutrition</b>
	<p><b>Understanding contexts, users and purposes</b></p> <p>work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment</p> <ul style="list-style-type: none"> <li>describe the purpose of their products</li> <li>indicate the design features of their products that will appeal to intended users</li> <li>explain how particular parts of their products work</li> </ul> <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>gather information about the needs and wants of particular individuals and groups</li> <li>develop their own design criteria and use these to inform their ideas</li> </ul> <p><b>Generating, developing, modelling and communicating ideas</b></p> <p>share and clarify ideas through discussion</p> <ul style="list-style-type: none"> <li>model their ideas using prototypes and pattern pieces</li> <li>use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</li> </ul>		<p><b>Planning</b></p> <p>select tools and equipment suitable for the task</p> <ul style="list-style-type: none"> <li><i>explain their choice of tools and equipment in relation to the skills and techniques they will be using</i></li> <li>select materials and components suitable for the task</li> <li>explain their choice of materials and components according to functional properties and aesthetic qualities</li> </ul> <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> <li><i>order the main stages of making</i></li> </ul> <p><b>Practical skills and techniques</b></p>	<p><b>Own ideas and products</b></p> <p>identify the strengths and areas for development in their ideas and products</p> <ul style="list-style-type: none"> <li>consider the views of others, including intended users, to improve their work</li> </ul> <p>In early KS2 pupils should also:</p> <ul style="list-style-type: none"> <li>refer to their design criteria as they design and make</li> <li>use their design criteria to evaluate their completed products</li> </ul> <p><b>Existing products</b></p> <p>how well products have been designed</p> <ul style="list-style-type: none"> <li>how well products have been made</li> <li>why materials have been chosen</li> <li>what methods of construction have been used</li> <li>how well products work</li> </ul>	<p><b>Making products work</b></p> <p>how to use learning from science to help design and make products that work</p> <ul style="list-style-type: none"> <li>how to use learning from mathematics to help design and make products that work</li> <li>that materials have both functional properties and aesthetic qualities</li> <li><i>that materials can be combined and mixed to create more useful characteristics</i></li> <li>that mechanical and electrical systems have an input, process and output</li> <li><i>the correct technical vocabulary for the projects they are undertaking</i></li> </ul> <p>In early KS2 pupils should also know:</p> <ul style="list-style-type: none"> <li>how mechanical systems such as levers and linkages or pneumatic systems create</li> </ul>	<p><b>Where food comes from</b></p> <p>that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world</p> <p><b>Food preparation, cooking and nutrition</b></p> <p>how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source</p> <ul style="list-style-type: none"> <li>how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li> </ul> <p>In early KS2 pupils should also know:</p>



	<ul style="list-style-type: none"><li>• use computer-aided design to develop and communicate their ideas</li></ul> In early KS2 pupils should also: <ul style="list-style-type: none"><li>• generate realistic ideas, focusing on the needs of the user</li><li>• <i>make design decisions that take account of the availability of resources</i></li></ul>	follow procedures for safety and hygiene <ul style="list-style-type: none"><li>• use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</li></ul> In early KS2 pupils should also: <ul style="list-style-type: none"><li>• measure, mark out, cut and shape materials and components with some accuracy</li><li>• assemble, join and combine materials and components with some accuracy</li><li>• apply a range of finishing techniques, including those from art and design, with some accuracy</li></ul>	<ul style="list-style-type: none"><li>• how well products achieve their purposes</li><li>• how well products meet user needs and wants</li></ul> In early KS2 pupils should also investigate and analyse: <ul style="list-style-type: none"><li>• who designed and made the products</li><li>• where products were designed and made</li><li>• when products were designed and made</li><li>• whether products can be recycled or reused</li></ul> <b>Key events and individuals</b> about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products	movement <ul style="list-style-type: none"><li>• how simple electrical circuits and components can be used to create functional products</li><li>• how to program a computer to control their products</li><li>• how to make strong, stiff shell structures</li><li>• <i>that a single fabric shape can be used to make a 3D textiles product</i></li><li>• <i>that food ingredients can be fresh, pre-cooked and processed</i></li></ul>	<ul style="list-style-type: none"><li>• that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eat well plate</li><li>• that to be active and healthy, food and drink are needed to provide energy for the body</li></ul>	
Computing	<input type="checkbox"/> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts					
We use Rising Stars Computing to support delivery of Computing	<input type="checkbox"/> use sequence, selection, and repetition in programs; work with variables and various forms of input and output					
	<input type="checkbox"/> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs					
	<input type="checkbox"/> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration					
	<input type="checkbox"/> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content					
	<input type="checkbox"/> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information					
	<input type="checkbox"/> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
	We are programmers / We are software developers	We are network engineers / We are HTML editors	We are presenters / We are musicians	We are communicators / We are co-authors	We are bug fixers / We are Toy designers	We are opinion pollsters / We are meteorologists
Music	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.					
We use Music Express to support delivery of Music	Pupils should be taught to: <input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music					
	<input type="checkbox"/> listen with attention to detail and recall sounds with increasing aural memory					
	<input type="checkbox"/> use and understand staff and other musical notations					
Year 3 and 4 both learn to play Ukulele in weekly lessons with K2M	<input type="checkbox"/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians					
	<input type="checkbox"/> develop an understanding of the history of music.					
	In the past Environment	Poetry Building	Ancient Worlds Time	Food and Drink Communication	Sounds Recycling (Y4) Human Body (Y3)	Around the World (Y4) China (Y3) Singing French (Y3) Singing Spanish (Y4)
PE 3&4	<b>OAA</b> Y3&4 To work as part of a team Outdoor	<b>Indoor Athletics</b> Y3 To develop skills from KS1 multi skills:	<b>Gymnastics</b> Y3 To devise, repeat, perform sequences	<b>OAA</b> Y3&4 To work as part of a team Outdoor	<b>Indoor Athletics</b> Y3 To develop skills from KS1 multi skills:	<b>Gymnastics</b> Y3 To devise, repeat, perform sequences

	<p>Adventurous Activities – Team building and problem solving</p> <p><b><u>Gymnastics</u></b> Y3 To know how to move their bodies with control and fluency, working with a partner devising a sequence and using changes in level, direction and speed. To improve and create quality performances.</p> <p>Y4 To apply compositional ideas to the sequences they create. To repeat and perform accurately longer sequences with more challenging actions.</p> <p><b><u>Racket and ball skills</u></b> Y3 To explore different types and sizes of rackets and different ways to strike a ball.</p> <p>Y4 To use a rackets to direct the ball in different ways. To direct the ball in different ways.</p> <p><b><u>Dance</u></b> Y3 Machines – To use percussion to support dance. To create motifs.</p> <p>Y4 Paintings – To explore moods within pictures and representing them in movements. To explore less obvious body parts to convey meaning</p> <p><b><u>Invasion game skills:</u></b> Y3 To pass, receive and dribble the ball keeping control and possession. To know and use a range of techniques when [passing, changing direction and speed)□</p>	<p>jumping, aiming, balance, coordination and agility</p> <p>Y4 To develop skills in jumping high and far, aiming speed and stamina</p> <p><b><u>Invasion game skills</u></b> y3 To develop a range of skills to enable them to know how to keep possession and make progress towards a goal</p> <p>Y4 To devise rules for their own games and suggest how rules can improve the game</p> <p><b><u>Dance</u></b> Y3 Indian delight – to explore other ways of moving. To copy and create own motifs.</p> <p>Y4 Zigger zagger To look at rhythmical phrases and create motifs to be repeated. To explore gestures.</p> <p><b><u>Game play : On the Attack</u></b> Y3 To play increasingly complex games using different sized balls, showing accuracy, control and a range of techniques. To know how to move around a space safely when playing games and to use this to beat an opponent. To understand game play and use tactics appropriately.</p> <p><b><u>Game play : Calling The Shots</u></b> Y4 To outwit opponent, agree rules and apply principles of team play to keep possession.</p>	<p>showing a range of actions, body shapes and balances. To move with control and co-ordination.</p> <p><b><u>Fitness and health</u></b> Y4 To know what is fitness and health. To know how to measure it and ways to improve it. Focus on skipping.</p> <p><b><u>Striking and Fielding skills</u></b> Y3 To use a variety of ways to strike a ball. To begin to use knowledge of striking and fielding games and develop a broader range of skills.</p> <p>Y4 To develop and apply an increasing range of striking and fielding skills. To retrieve and stop a ball under control. To make up their own versions of games and adapt the rules.</p> <p><b><u>OAA</u></b> Y3 To solve different challenges using maps and plans. To know and understand the use of signs and symbols on maps.</p> <p>Y4 To develop the range of skills and actions they use to solve problems. To apply their map skills when setting routes for others.</p> <p><b><u>Athletics</u></b> Y3 To be able to run distances and underarm and overarm target throws. To set targets.</p> <p>Y4 To develop running styles, changing speed and relay takeovers. To improve technique for running and jumping.</p>	<p>Adventurous Activities – Team building and problem solving</p> <p><b><u>Gymnastics</u></b> Y3 To know how to move their bodies with control and fluency, working with a partner devising a sequence and using changes in level, direction and speed. To improve and create quality performances.</p> <p>Y4 To apply compositional ideas to the sequences they create. To repeat and perform accurately longer sequences with more challenging actions.</p> <p><b><u>Racket and ball skills</u></b> Y3 To explore different types and sizes of rackets and different ways to strike a ball.</p> <p>Y4 To use a rackets to direct the ball in different ways. To direct the ball in different ways.</p> <p><b><u>Dance</u></b> y3 Machines – To use percussion to support dance. To create motifs.</p> <p>Y4 Paintings – To explore moods within pictures and representing them in movements. To explore less obvious body parts to convey meaning</p> <p><b><u>Invasion game skills:</u></b> Y3 To pass, receive and dribble the ball keeping control and possession. To know and use a range of techniques when [passing, changing direction and speed)□</p>	<p>jumping, aiming, balance, coordination and agility</p> <p>Y4 To develop skills in jumping high and far, aiming speed and stamina</p> <p><b><u>Invasion game skills</u></b> y3 To develop a range of skills to enable them to know how to keep possession and make progress towards a goal</p> <p>Y4 To devise rules for their own games and suggest how rules can improve the game</p> <p><b><u>Dance</u></b> Y3 Indian delight – to explore other ways of moving. To copy and create own motifs.</p> <p>Y4 Zigger zagger To look at rhythmical phrases and create motifs to be repeated. 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To begin to use knowledge of striking and fielding games and develop a broader range of skills.</p> <p>Y4 To develop and apply an increasing range of striking and fielding skills. To retrieve and stop a ball under control. To make up their own versions of games and adapt the rules.</p> <p><b><u>OAA</u></b> Y3 To solve different challenges using maps and plans. To know and understand the use of signs and symbols on maps.</p> <p>Y4 To develop the range of skills and actions they use to solve problems. To apply their map skills when setting routes for others.</p> <p><b><u>Athletics</u></b> Y3 To be able to run distances and underarm and overarm target throws. To set targets.</p> <p>Y4 To develop running styles, changing speed and relay takeovers. To improve technique for running and jumping.</p>
RE	Jesus	Christian Heroes and Villians	A wonderful World	Holy Books	Stories Jesus Told	Hinduism

	<p><b>1a</b> describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p><b>1b</b> describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings</p> <p><b>1c</b> identify and begin to describe the similarities and differences between religions</p> <p><b>1d</b> investigate the significance of religion in the local, national and global communities</p> <p><b>1g</b> use specialist vocabulary in communicating their knowledge and understanding;</p> <p><b>2d</b> reflect on ideas of right and wrong and their own and others' responses to them;</p> <p><b>2e</b> reflect on sources of inspiration in their own and others' lives.</p> <p><b>3j</b> <u>inspirational people</u>: figures from whom believers find inspiration</p> <p><b>3p</b> considering a range of human experiences and feelings</p> <p>Christmas Wise Men</p> <p><b>1a</b> describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p><b>1b</b> describe the variety of practices and ways of life in religions and understand how these stem from, and are closely</p>	<p><b>1a</b> describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p><b>2d</b> reflect on ideas of right and wrong and their own and others' responses to them;</p> <p><b>2e</b> reflect on sources of inspiration in their own and others' lives.</p> <p><b>3j</b> <u>inspirational people</u>: figures from whom believers find inspiration</p> <p><b>3p</b> considering a range of human experiences and feelings</p> <p>Easter Symbols</p> <p><b>1a</b> describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p><b>1b</b> describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings</p> <p><b>1e</b> make links between different forms of religious expression and understand why they are important in religion, explaining how religious beliefs and teachings can be expressed in a variety of forms</p> <p><b>1g</b> use specialist vocabulary in communicating their knowledge and understanding;</p> <p><b>1h</b> use and interpret information about religions from a range of sources.</p> <p><b>2a</b> reflect on what it means to belong to a</p>	<p>1a describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p>1e make links between different forms of religious expression and understand why they are important in religion, explaining how religious beliefs and teachings can be expressed in a variety of forms</p> <p>1f describe and begin to understand religious and other responses to ultimate and ethical questions;</p> <p>2c discuss their own and others' views of religious truth and belief, expressing their own ideas;</p> <p>3e beliefs and questions: how people's beliefs about God, the world and others impact on their lives</p> <p>3f teachings and authority: what sacred texts and other sources say about God, the world and human life</p> <p>3m beliefs in action in the world: how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.</p> <p>3o discussing religious and philosophical questions, giving reasons for their own beliefs and those of others</p> <p>3q reflecting on their own and others' insights into life and its origin, purpose and meaning</p>	<p><b>2e</b> reflect on sources of inspiration in their own and others' lives.</p> <p><b>3f</b> <u>teachings and authority</u>: what sacred texts and other sources say about God, the world and human life</p> <p><b>3i</b> <u>symbols and religious expression</u>: how religious and spiritual ideas are expressed</p> <p><b>3o</b> discussing religious and philosophical questions, giving reasons for their own beliefs and those of others</p> <p><b>3p</b> considering a range of human experiences and feelings</p> <p><b>3q</b> reflecting on their own and others' insights into life and its origin, purpose and meaning</p> <p>Christmas Journeys</p> <p><b>1a</b> describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p><b>1b</b> describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings</p> <p><b>3h</b> <u>the journey of life and death</u>: why some occasions are sacred to believers, and what people think about life after death</p>	<p><b>1a</b> describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p><b>1b</b> describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings</p> <p><b>1f</b> describe and begin to understand religious and other responses to ultimate and ethical questions;</p> <p><b>2b</b> respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</p> <p><b>2c</b> discuss their own and others' views of religious truth and belief, expressing their own ideas;</p> <p><b>2d</b> reflect on ideas of right and wrong and their own and others' responses to them;</p> <p><b>3j</b> <u>inspirational people</u>: figures from whom believers find inspiration</p> <p>Easter</p> <p><b>1a</b> describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p><b>1b</b> describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings</p>	<p><b>1a</b> describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p><b>1b</b> describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings</p> <p><b>1c</b> identify and begin to describe the similarities and differences between religions</p> <p><b>1d</b> investigate the significance of religion in the local, national and global communities</p> <p><b>1e</b> make links between different forms of religious expression and understand why they are important in religion, explaining how religious beliefs and teachings can be expressed in a variety of forms</p> <p><b>1f</b> describe and begin to understand religious and other responses to ultimate and ethical questions;</p> <p><b>1g</b> use specialist vocabulary in communicating their knowledge and understanding;</p> <p><b>2a</b> reflect on what it means to belong to a faith community, communicating their own and others' responses</p> <p><b>2b</b> respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</p> <p><b>2c</b> discuss their own and others' views of</p>
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	<p>connected to, beliefs and teachings</p> <p><b>1e</b> make links between different forms of religious expression and understand why they are important in religion, explaining how religious beliefs and teachings can be expressed in a variety of forms</p> <p><b>2a</b> reflect on what it means to belong to a faith community, communicating their own and others' responses</p> <p><b>2b</b> respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</p> <p><b>2c</b> discuss their own and others' views of religious truth and belief, expressing their own ideas;</p> <p><b>3e</b> <u>beliefs and questions</u>: how people's beliefs about God, the world and others impact on their lives</p> <p><b>3f</b> <u>teachings and authority</u>: what sacred texts and other sources say about God, the world and human life</p> <p><b>3g</b> <u>worship, pilgrimage and sacred places</u>: where, how and why people worship, including at particular sites</p> <p><b>3i</b> <u>symbols and religious expression</u>: how religious and spiritual ideas are expressed</p> <p><b>3h</b> <u>the journey of life and death</u>: why some occasions are sacred to believers, and what people think about life after death</p> <p><b>3k</b> <u>religion and the individual</u>: what is</p>	<p>faith community, communicating their own and others' responses</p> <p><b>2b</b> respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</p> <p><b>2c</b> discuss their own and others' views of religious truth and belief, expressing their own ideas;</p> <p><b>3e</b> <u>beliefs and questions</u>: how people's beliefs about God, the world and others impact on their lives</p> <p><b>3f</b> <u>teachings and authority</u>: what sacred texts and other sources say about God, the world and human life</p> <p><b>3g</b> <u>worship, pilgrimage and sacred places</u>: where, how and why people worship, including at particular sites</p> <p><b>3i</b> <u>symbols and religious expression</u>: how religious and spiritual ideas are expressed</p> <p><b>3h</b> <u>the journey of life and death</u>: why some occasions are sacred to believers, and what people think about life after death</p> <p><b>3k</b> <u>religion and the individual</u>: what is expected of a person in following a religion or belief</p> <p><b>3l</b> <u>religion, family and community</u>: how religious families and communities practise their faith, and the contributions this makes to local life</p> <p><b>3p</b> considering a range of human</p>			<p><b>1g</b> use specialist vocabulary in communicating their knowledge and understanding;</p> <p><b>3h</b> <u>the journey of life and death</u>: why some occasions are sacred to believers, and what people think about life after death</p>	<p>religious truth and belief, expressing their own ideas;</p> <p><b>2d</b> reflect on ideas of right and wrong and their own and others' responses to them;</p> <p><b>3e</b> <u>beliefs and questions</u>: how people's beliefs about God, the world and others impact on their lives</p> <p><b>3g</b> <u>worship, pilgrimage and sacred places</u>: where, how and why people worship, including at particular sites</p> <p><b>3h</b> <u>the journey of life and death</u>: why some occasions are sacred to believers, and what people think about life after death</p> <p><b>3k</b> <u>religion and the individual</u>: what is expected of a person in following a religion or belief</p> <p><b>3l</b> <u>religion, family and community</u>: how religious families and communities practise their faith, and the contributions this makes to local life</p> <p><b>3m</b> <u>beliefs in action in the world</u>: how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.</p> <p><b>3n</b> encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community</p>
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	<p>expected of a person in following a religion or belief</p> <p><b>3i</b> religion, family and community: how religious families and communities practise their faith, and the contributions this makes to local life</p> <p><b>3p</b> considering a range of human experiences and feelings</p>	<p>experiences and feelings</p> <p><b>3q</b> reflecting on their own and others' insights into life and its origin, purpose and meaning</p>				
PSHCE	<p>Respect for the self and others and the importance of responsible behaviours and actions – Class Charters</p> <p>Working With Others Activities</p> <p><b><u>SEAL New Beginnings &amp; Good to be me</u></b></p> <p><b><u>Core theme 1: Health and Wellbeing Including bullying and e-safety</u></b></p> <p>what positively and negatively affects their physical, mental and emotional health (including the media)</p> <p><input type="checkbox"/> how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p><input type="checkbox"/> to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p> <p><input type="checkbox"/> to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p><input type="checkbox"/> that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p><input type="checkbox"/> to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes</p>	<p><b><u>SEAL Relationships &amp; Getting on and Falling out</u></b></p> <p><b><u>Core theme 2: Relationships</u></b></p> <p><input type="checkbox"/> to recognize and respond appropriately to a wider range of feelings in others</p> <p><input type="checkbox"/> to recognise what constitutes a positive, healthy relationship</p> <p><input type="checkbox"/> to develop the skills to develop and maintain positive and healthy relationships</p> <p><input type="checkbox"/> that their actions affect themselves and others</p> <p><input type="checkbox"/> to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p><input type="checkbox"/> the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p><input type="checkbox"/> to listen and respond respectfully to a wide range of people, to feel confident to raise their own</p>	<p><b><u>SEAL Going for goals &amp; Change</u></b></p> <p><b><u>Core theme 3: Living in the Wider World</u></b></p> <p><input type="checkbox"/> to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people</p> <p><input type="checkbox"/> why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p><input type="checkbox"/> to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities</p> <p><input type="checkbox"/> that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</p> <p><input type="checkbox"/> to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p><input type="checkbox"/> about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p><input type="checkbox"/> about enterprise and the skills that make someone 'enterprising'</p>	<p>Respect for the self and others and the importance of responsible behaviours and actions – Class Charters</p> <p>Working With Others Activities</p> <p><b><u>SEAL New Beginnings &amp; Good to be me</u></b></p> <p><b><u>Core theme 1: Health and Wellbeing Including bullying and e-safety</u></b></p> <p>what positively and negatively affects their physical, mental and emotional health (including the media)</p> <p><input type="checkbox"/> how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p><input type="checkbox"/> to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p> <p><input type="checkbox"/> to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p><input type="checkbox"/> that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p><input type="checkbox"/> to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes</p>	<p><b><u>SEAL Relationships &amp; 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	<p>them uncomfortable, anxious or that they believe to be wrong</p> <p><input type="checkbox"/> school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p><input type="checkbox"/> what is meant by the term <i>hàbit</i> and why habits can be hard to change</p> <p><input type="checkbox"/> which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</p> <p><input type="checkbox"/> to recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p><input type="checkbox"/> about human reproduction</p> <p><input type="checkbox"/> strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)</p> <p><input type="checkbox"/> the importance of protecting personal information, including passwords, addresses and images</p> <p><input type="checkbox"/> about people who are responsible for helping them stay healthy and safe and ways that they can help these people</p>	<p>concerns, to recognise and care about other people's feelings and to</p> <p>try to see, respect and if necessary constructively</p> <p>challenge their points of view</p> <p><input type="checkbox"/></p> <p>to work collaboratively towards shared goals</p> <p><input type="checkbox"/></p> <p>to develop strategies to resolve disputes and conflict</p> <p>through negotiation and appropriate compromise and</p> <p>to give rich and constructive feedback and support to</p> <p>benefit others as well as themselves</p> <p><input type="checkbox"/> to recognise and manage 'dares' _</p>		<p>them uncomfortable, anxious or that they believe to be wrong</p> <p><input type="checkbox"/> school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p><input type="checkbox"/> what is meant by the term <i>hàbit</i> and why habits can be hard to change</p> <p><input type="checkbox"/> which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</p> <p><input type="checkbox"/> to recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p><input type="checkbox"/> about human reproduction</p> <p><input type="checkbox"/> strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)</p> <p><input type="checkbox"/> the importance of protecting personal information, including passwords, addresses and images</p> <p><input type="checkbox"/> about people who are responsible for helping them stay healthy and safe and ways that they can help these people</p>	<p>concerns, to recognise and care about other people's feelings and to</p> <p>try to see, respect and if necessary constructively</p> <p>challenge their points of view</p> <p><input type="checkbox"/></p> <p>to work collaboratively towards shared goals</p> <p><input type="checkbox"/></p> <p>to develop strategies to resolve disputes and conflict</p> <p>through negotiation and appropriate compromise and</p> <p>to give rich and constructive feedback and support to</p> <p>benefit others as well as themselves</p> <p><input type="checkbox"/> to recognise and manage 'dares' _</p>	
<p>MFL</p> <p>French</p>	<p><input type="checkbox"/> listen attentively to spoken language and show understanding by joining in and responding</p> <p><input type="checkbox"/> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p><input type="checkbox"/> engage in conversations; ask and answer questions; express opinions and respond to those of others; <b>seek clarification and help</b></p> <p><input type="checkbox"/> speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p><input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words <b>and phrases</b></p> <p><input type="checkbox"/> present ideas and information orally to a range of audiences</p> <p><input type="checkbox"/> read carefully and show understanding of words, phrases and simple writing</p> <p><input type="checkbox"/> appreciate stories, songs, poems and rhymes in the language</p> <p><input type="checkbox"/> broaden their vocabulary and develop their <b>ability to understand new words that are introduced into familiar written material, including through using a dictionary</b></p> <p><input type="checkbox"/> write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p><input type="checkbox"/> describe people, places, things and <b>actions orally and in writing</b></p> <p><input type="checkbox"/> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and <b>neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</b></p>					

Upper Key Stage Two Y5/6	Year A 2014-2015			Year B 2015-2016		
	Autumn	Spring	Summer	Autumn	Spring	Summer
	We'll Meet Again	The Watertower	It's all Greek to me	To Infinity and beyond	Polar Expeditions	Falling Angels
English Key Texts	<b>The Lion &amp; The Unicorn Rose Blanche</b>	<b>The Red Tree by Shaun Tan The Water Tower by Gary Crew The Viewer by Crew and Tan</b>			<b>Ice Trap</b>	Falling Angels The Alchemist
<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and</li> </ul>	<p><b>Science</b></p> <p>Light Y6 <u>How We See Things</u></p> <p>recognise that light appears to travel in straight lines</p> <p>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</p> <p>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><u>Investigation:</u> Make a periscope to understand and explain how we see. – Observation</p> <p><u>Y6 – Changing Circuits</u></p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>compare and give reasons for variations in how components function,</p>	<p><b>Science</b></p> <p><u>Evolution and Inheritance</u></p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Scientist: Charles Darwin, James Watson</p> <p><u>Investigations</u> – Do taller people have longer legs? Are older people taller? - Pattern seeking Why are we getting taller as a species? How do we know we are getting taller? Look at bar charts, how can this pattern help you explain the question? The same but different – Rising stars Observation</p> <p><u>Eco Project:</u> Natural selection – Observe the birds in our local area and record data</p>	<p><b>Science</b></p> <p><u>Reversible and Irreversible changes</u></p> <p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain that some changes result in the formation of new materials, and that this kind of</p>	<p><b>Science</b></p> <p><u>The Earth in Space</u></p> <p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>describe the movement of the Moon relative to the Earth</p> <p>describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p><u>Experiments:</u> What's out there? – Rising stars Explain about the phases of the moon in a creative way by using observational skills.</p> <p>If the moon was stolen like in the plan in the film 'Despicable Me' what effect would this have on the Earth?</p> <p>Investigate this problem and demonstrate the effects in a creative way.</p> <p><u>Forces, Movement and Gravity</u> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p>	<p><b>Science</b></p> <p><u>Independence and Adaptation</u></p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals.</p> <p>Y6</p> <p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics.</p> <p><u>Investigations</u> – Vegetation – ( Rising stars) Grouping and classify, Observation</p> <p>Why is it important to classify and why is it useful for scientists? Look at Carl Linnaeus see rising stars pg 17</p> <p>Invisible creatures – Yeast balloon – Investigation on microbes</p> <p><u>Eco Project</u> – melting of the polar ice caps and global warming</p> <p>Scientist: Steven Savage (Brighton based), Carl Linnaeus</p>	<p><b>Science</b></p> <p><u>Life cycles and Fuel for Life</u></p> <p>Animals including humans Y5</p> <p>describe the changes as humans develop to old age.</p> <p>Y6</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><u>Investigations</u> – How is the heart affected by exercise? Do taller people have bigger lungs? Do swimmers have bigger lungs than most people – Pattern seeking – Out of puff (rising stars)</p> <p>Create a plastic lung to explain about how we breathe. – Observation</p> <p><u>Eco Project</u> - How do we travel to school and what is the government doing to reduce carbon emissions?</p>

<p>explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <ul style="list-style-type: none"> <li>Identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul> <p><b>Super Scientists</b></p>	<p>including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>use recognised symbols when representing a simple circuit in a diagram.</p> <p><u>Investigations</u> – Create a siren/ warning sound for air raid shelter or an alarm to protect the countries weapons.</p> <p>Look at changing circuits (Rising stars)</p> <p>Fair testing</p> <p><u>Eco Project</u> – Community spirit – Litter picking to local area outside the school grounds and look at representing the data for the whole school to see</p> <p>Scientist: Marie Curie, Benjamin Franklin</p>	<p>use Rising Stars pg. 43 for investigation.</p> <p>How has our school grounds changed over the years?</p>	<p>change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p><u>Investigations</u>: Create a medicinal potion</p> <p>Observe what happens when you mix bicarbonate soda to different solutions</p> <p>Group and Classify – Use your loaf – rising stars</p> <p>Slime Olympics – How far do the different types of slime slide? – fair test</p> <p><u>Eco project</u></p> <p>How has the climate changed over the past 60 years?</p>	<p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Scientist: Stephen Hawking, Albert Einstein, Galileo Galilei, Issac Newton</p> <p><u>Investigations</u> – Develop and make own flying rockets for air resistance – How can you make your rocket go further? Create own fair test experiment</p> <p><u>Eco Project</u> – Brighton and Lewes Downs Biosphere – what is this and what can we do?</p>		
<p>Computing</p> <p>We use Rising Stars Computing to support delivery of Computing</p>	<p><input type="checkbox"/> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p><input type="checkbox"/> use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p><input type="checkbox"/> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p><input type="checkbox"/> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p><input type="checkbox"/> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p><input type="checkbox"/> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p><input type="checkbox"/> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>					



	<p><b>Yr 5: Computing - Rising Stars – We are Cryptographers</b></p> <p><b>Yr6 Computing - Rising Stars – We are app planners - We are project managers - – We are researchers - We are interface developers - We are mobile app developers -We are marketers</b></p>	<b>We are games developers</b>	<p><b>Yr 5 Computing – Rising Stars – We are architects</b></p> <p><b>Yr6 Computing - Rising Stars – We are app planners - We are project managers - – We are researchers - We are interface developers - We are mobile app developers -We are marketers</b></p>	<b>We are bloggers</b>	<b>We are artists</b>	<b>We are web developers</b>
History	<p>Key historical skills for KS2:</p> <ul style="list-style-type: none"> <li>- To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>- To be able to note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>- To be able to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>- To be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>- To understand how our knowledge of the past is constructed from a range of sources.</li> </ul>					
	<p><u><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - WW2 (Conflict)</b></u></p> <p><b>Local study link and visit – WW2 kitchen at Southwick Cottage.</b></p>	Free choice of unit/extra SATs revision.	<p><u><b>Ancient Greece - a study of Greek life and achievements and their influence on the western world.</b></u></p>	<p><u><b>A local history study – Victorian Brighton</b></u></p>	<p><u><b>Antarctic explorers (extra history unit)</b></u></p> <p>- Robert Falcon Scott's and Roald Amundsen's race to the South Pole, and Ernest Shackleton's Endurance expedition.</p>	Revision unit of all of KS2's previous units with a particular focus on developing the children's understanding of how the periods fit together chronologically.
Geography	<p><b>The following objective will be used to help achieve, and provide context for, all the objectives mapped out for Upper Key Stage 2.</b></p> <p><b>Skills and fieldwork:</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>					
	<p><u><b>Revise/check that the children have the locational knowledge that they are expected to learn in KS1 and Lower KS2.</b></u></p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>	<p><b>Human and physical geography:</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography including: climate zones, biomes and vegetation belts, <u>rivers</u>, <u>mountains</u>, <u>volcanoes</u> and earthquakes, and the <u>water cycle</u></li> </ul> <p><b>NB: Those underlined will be covered in Years 3/4, and so should only need revising.</b></p>	<p><b>Focus on Greece in Europe and how it compares to the UK:</b> <b>Place knowledge</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a <b>European country</b>.</p> <p><u><b>Also</b></u> see the objective for Summer Term of Year B, and, if time permits, do some preparatory work ready for the residential trips.</p>	<p><b>Human and physical geography:</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>human geography, including: <u>types of settlement and land use</u>, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>NB: Those underlined will be covered in Years 3/4, and so should only need revising.</b></p>	<p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). <u><b>NB: Night and day should have been covered as part of Science in the Space unit from the Autumn Term.</b></u></li> </ul>	<p><b>Skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>use the eight points (extend to 16 for most able) of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to revise their knowledge of the United Kingdom (including the Isle of Wight in preparation for the residential) and develop their knowledge of the wider world (including the region of France being visited for the residential).</li> </ul>

Music	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <p><b>With increasing accuracy, fluency, control and expression:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li><input type="checkbox"/> listen with attention to detail and recall sounds with increasing aural memory</li> <li><input type="checkbox"/> use and understand staff and other musical notations</li> <li><input type="checkbox"/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li><input type="checkbox"/> develop an understanding of the history of music.</li> </ul>					
We use Music Express to support delivery of Music	Our Community (5)	Journeys (6)	World Unite (6)	Solar System (5)	Keeping Healthy (5)	Class Awards (6)
Year 5 learn to play guitar in weekly lessons with K2M	At the Movies (5)	Growth (6)	Roots (6)	Celebration (5)	Life Cycles (5)	Moving On (6)
Art	<p>We'll Meet Again</p> <p>Pair/ group work</p> <p>Creative Study</p> <p>The national archives</p> <p>The Art of War</p> <p><i>Artist Study: Giles Carl</i></p> <p><i>Propaganda posters</i></p> <p>Photography &amp; Text Art</p> <p>Composition</p> <p>(Trial different poses and compositions to make own propaganda poster)</p> <p>Record, collect and store visual information using digital cameras, video recorders</p> <p>Present recorded visual images using software e.g. Photostory, PowerPoint</p> <p>Use a graphics package to create and manipulate new images</p> <p>Be able to Import an image (scanned, retrieved, taken) into a graphics package</p> <p>Understand that a digital image is created by layering</p> <p>Create layered images from original ideas (sketch books etc.)</p>	<p>Literacy Study</p> <p>The water tower by Gary Crew &amp;Viewer by Shaun Tan</p> <p>Individual</p> <p>Creative Study :</p> <p>Drawing Tone</p> <p>(Draw an eye in a spiral)</p> <p>Work from a variety of sources including observation, photographs and digital images.</p> <p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Use a sketchbook to collect and develop ideas.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p><u>Lines, Marks, Tone, Form &amp; Texture</u></p> <p>Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>Experiment with wet media to make different marks , lines, patterns, textures and shapes.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u></p> <p>Begin to use simple perspective in their work using a single focal point and horizon.</p>	<p>Greeks</p> <p>Individual</p> <p><i>Craft &amp; Design Study:</i></p> <p>Architecture of ancient Greece</p> <p><i>Sculpture Clay Temples and columns</i></p> <p>Form &amp; Proportion</p> <p>(make Parthenon etc also explore and make different orders)</p> <p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc</p> <p>Produce intricate patterns and textures in a malleable media</p>	<p>To Infinity and Beyond</p> <p>Individual</p> <p>Creative Study</p> <p>Sabrina kaici.</p> <p>Painting - Form and space</p> <p>(moon planet or star pointillism )</p> <p>Develop a painting from a drawing</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p><u>Colour</u></p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify primary secondary, complementary and contrasting colours</p> <p>Work with complementary colours</p>	<p>Polar Expeditions</p> <p>Individual</p> <p><i>Artist Study:</i></p> <p><i>Ice Paintings: by Xavier Cortada or Antarctic Paintings by Davis Abbey Paige or Mixed media by Frances Hatch</i></p> <p><i>Painting Perspective</i></p> <p>(Arctic landscapes)</p> <p><i>additional idea - Penguin portrait</i></p> <p>Develop a painting from a drawing</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours</p> <p>Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p><u>Colour</u></p> <p>Mix and match colours to create atmosphere and light effects</p> <p>Be able to identify primary secondary, complementary and contrasting colours</p> <p>Work with complementary colours</p>	<p>Literacy Study</p> <p>Whole class</p> <p><i>Artist Study: Banksy</i></p> <p>Printing</p> <p>Graffiti text work and stencilling Shape and Space</p> <p>(spellings and word art / explore text types and images that support text meaning)</p> <p>Create printing blocks by simplifying an initial sketch book idea</p> <p>Use relief or impressed method</p> <p>Create prints with three overlays</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p>

		Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.  Show an awareness of how paintings are created ie. Composition.							
Design and technology	<b>WW2 – Structures</b> Design and make an Anderson shelter, <b>Food</b> rationing and a healthy diet, rabbit stew.	<b>Literacy Study – Mechanical systems</b> design and make a Water tower <b>Structures</b> Make an origami boat that floats.	<b>It's all Greek to me - Structures</b> Design and make Greek sandal/ <b>Food</b> Make pitta bread humus etc for feast.	<b>To Infinity and beyond</b> <b>Textiles</b> – space suit or 3D fabric model of rocket including computer aided design	<b>Polar Expeditions - Electrical systems</b> Design and make a vehicle to use in Antarctica.	<b>Literacy Study</b> <b>Food</b> - food tests to identify differences in brand and product quality V's advertising and packaging.			
	<b>Designing</b>  <b>Understanding contexts, users and purposes</b> work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment <ul style="list-style-type: none"><li>• describe the purpose of their products</li><li>• indicate the design features of their products that will appeal to intended users</li><li>• explain how particular parts of their products work</li></ul> In late KS2 pupils should also: <ul style="list-style-type: none"><li>• carry out research, using surveys, interviews, questionnaires and web-based resources</li><li>• identify the needs, wants, preferences and values of particular individuals and groups</li><li>• <i>develop a simple design specification to guide their thinking</i></li></ul> <b>Generating, developing, modelling and communicating ideas</b> share and clarify ideas through discussion <ul style="list-style-type: none"><li>• model their ideas using prototypes and pattern pieces</li><li>• use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas</li><li>• use computer-aided design to develop and communicate their ideas</li></ul> In late KS2 pupils should also: <ul style="list-style-type: none"><li>• generate innovative ideas, drawing on research</li><li>• <i>make design decisions, taking account of constraints such as time, resources and cost</i></li></ul>		<b>Making</b>  <b>Planning</b> select tools and equipment suitable for the task <ul style="list-style-type: none"><li>• <i>explain their choice of tools and equipment in relation to the skills and techniques they will be using</i></li><li>• select materials and components suitable for the task</li><li>• explain their choice of materials and components according to functional properties and aesthetic qualities</li></ul> In late KS2 pupils should also: <ul style="list-style-type: none"><li>• <i>produce appropriate lists of tools, equipment and materials that they need</i></li><li>• <i>formulate step-by-step plans as a guide to making</i></li></ul> <b>Practical skills and techniques</b> follow procedures for safety and hygiene <ul style="list-style-type: none"><li>• use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components</li></ul> In late KS2 pupils should also: <ul style="list-style-type: none"><li>• accurately measure, mark out, cut and shape materials and components</li><li>• accurately assemble, join and combine materials and components</li><li>• accurately apply a range of finishing techniques, including those from art and design</li><li>• <i>use techniques that involve a number of steps</i></li></ul>		<b>Evaluating</b>  <b>Own ideas and products</b> identify the strengths and areas for development in their ideas and products <ul style="list-style-type: none"><li>• consider the views of others, including intended users, to improve their work</li></ul> In late KS2 pupils should also: <ul style="list-style-type: none"><li>• critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</li><li>• <i>evaluate their ideas and products against their original design specification</i></li></ul> <b>Existing products</b> how well products have been designed <ul style="list-style-type: none"><li>• how well products have been made</li><li>• why materials have been chosen</li><li>• what methods of construction have been used</li><li>• how well products work</li><li>• how well products achieve their purposes</li><li>• how well products meet user needs and wants</li></ul> In late KS2 pupils should also investigate and analyse: <ul style="list-style-type: none"><li>• how much products cost to make</li><li>• how innovative products are</li><li>• how sustainable the materials in products are</li><li>• what impact products have beyond their intended purpose</li></ul> <b>Key events and Individuals</b> about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products		<b>Technical Knowledge</b>  <b>Making products work</b> how to use learning from science to help design and make products that work <ul style="list-style-type: none"><li>• how to use learning from mathematics to help design and make products that work</li><li>• that materials have both functional properties and aesthetic qualities</li><li>• <i>that materials can be combined and mixed to create more useful characteristics</i></li><li>• that mechanical and electrical systems have an input, process and output</li><li>• <i>the correct technical vocabulary for the projects they are undertaking</i></li></ul> In late KS2 pupils should also know: <ul style="list-style-type: none"><li>• how mechanical systems such as cams or pulleys or gears create movement</li><li>• how more complex electrical circuits and components can be used to create functional products</li><li>• how to program a computer to monitor changes in the environment and control their products</li><li>• how to reinforce and strengthen a 3D framework</li><li>• <i>that a 3D textiles product can be made from a combination of fabric shapes</i></li><li>• <i>that a recipe can be adapted by adding or substituting one or more ingredients</i></li></ul>		<b>Food &amp; Nutrition</b>  <b>Where food comes from</b> In late KS2 pupils should know: <ul style="list-style-type: none"><li>• that seasons may affect the food available</li><li>• how food is processed into ingredients that can be eaten or used in cooking</li></ul> <b>Food preparation, cooking and nutrition</b> how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source <ul style="list-style-type: none"><li>• how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</li></ul> In late KS2 pupils should also know: <ul style="list-style-type: none"><li>• <i>that recipes can be adapted to change the appearance, taste, texture and aroma</i></li><li>• that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</li></ul>

			• demonstrate resourcefulness when tackling practical problems			
PE 5&6	<p><b><u>OAA</u></b> Y5&amp;6 To work as part of a team Outdoor Adventurous Activities – Team building and problem solving</p> <p><b><u>Indoor Athletics</u></b> Y5 To develop specific skills in speed bounce, SLJ, STJ, aiming and speed and stamina</p> <p>Y6 To refine techniques for the events used in competition. Target setting to improve scores</p> <p><b><u>Game Play</u></b> Y5 To develop range and consistency of the skills, especially in net games.</p> <p>Y6 To improve consistency of techniques for different purposes within net games.</p> <p><b><u>Dance</u></b> Y5 Read all About it – To use text to develop movement. To represent feelings and emotions.</p> <p>Y6 Dance Styles – To explore different styles of dance. To copy moves and create own in the same style</p> <p><b><u>Game Play</u></b> Y5 To develop the range of skills needed in invasion games with accuracy, confidence and control</p> <p>Y6</p>	<p><b><u>Body Conditioning and Fitness</u></b> Y5 To monitoring heart rate and fitness levels. To focus on body control and strength</p> <p>Y6 To monitoring fitness levels and set targets. To focus on suppleness, stamina and agility</p> <p><b><u>Game Play</u></b> Y5 To choose and apply skills consistently within game situations.</p> <p>Y6 To use marking, tackling and intercepting to improve defense skills. To plan attacking tactics.</p> <p><b><u>Dance</u></b> Y5 Olympics Dance – To explore different ways of moving the body to represent actions</p> <p>Y6 Recycling Dance – To explore a variety of relationships within a dance, using props to be creative.</p> <p><b><u>Game Play: Wide Attack</u></b> Y5 To demonstrate a range of attacking and defending skills and working well as part of a team.</p> <p>Y6 To find a variety of games to apply skills. Dodgeball, volleyball, Handball</p> <p><b><u>Swimming</u></b> Y5 and 6</p>	<p><b><u>Fitness and Health</u></b> Y5 To find different ways to increase fitness and health. To focus on activity levels and duration.</p> <p>Y6 To find different ways to increase fitness and health. To focus on heart health</p> <p><b><u>Striking and Fielding Skills</u></b> Y5 To know and use different ways of bowling and range of fielding skills. To use and adapt rules, strategies and tactics, using their knowledge of batting and fielding principles.</p> <p>Y6 To become increasingly more competent in a range of striking and fielding skills. To know how to throw over arm for accuracy and for distance. To know the importance of bowlers and fielders working together and to apply tactics more effectively.</p> <p><b><u>OAA</u></b> Y5 To choose and apply and adapt strategies used to solve problems. To orientate a map accurately.</p> <p>Y6 To find solutions to challenges set. To create own course and plan how to complete timed challenges.</p> <p><b><u>Athletics</u></b> Y5 To understand pace, stamina and power.</p>	<p><b><u>OAA</u></b> Y5&amp;6 To work as part of a team Outdoor Adventurous Activities – Team building and problem solving</p> <p><b><u>Indoor Athletics</u></b> Y5 To develop specific skills in speed bounce, SLJ, STJ, aiming and speed and stamina</p> <p>Y6 To refine techniques for the events used in competition. 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To focus on heart health</p> <p><b><u>Striking and Fielding Skills</u></b> Y5 To know and use different ways of bowling and range of fielding skills. To use and adapt rules, strategies and tactics, using their knowledge of batting and fielding principles.</p> <p>Y6 To become increasingly more competent in a range of striking and fielding skills. To know how to throw over arm for accuracy and for distance. To know the importance of bowlers and fielders working together and to apply tactics more effectively.</p> <p><b><u>OAA</u></b> Y5 To choose and apply and adapt strategies used to solve problems. To orientate a map accurately.</p> <p>Y6 To find solutions to challenges set. To create own course and plan how to complete timed challenges.</p> <p><b><u>Athletics</u></b> Y5 To understand pace, stamina and power.</p>

	<p>To use different techniques for passing, controlling, dribbling and shooting within games</p> <p><b>Swimming</b> Y5 and 6</p> <p>To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations.</p>	<p>To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations.</p>	<p>To use different starts. To take off and land with control. To throw with accuracy and distance. To take on the role of coach.</p> <p>Y6</p> <p>To use control, power and sound technique. To lead warm ups. To run over different distances and times. To complete athletics challenges.</p> <p><b>Swimming</b> Y5 and 6</p> <p>To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations.</p>	<p>To use different techniques for passing, controlling, dribbling and shooting within games</p> <p><b>Swimming</b> Y5 and 6</p> <p>To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations.</p>	<p>To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations.</p>	<p>To use different starts. To take off and land with control. To throw with accuracy and distance. To take on the role of coach.</p> <p>Y6</p> <p>To use control, power and sound technique. To lead warm ups. To run over different distances and times. To complete athletics challenges.</p> <p><b>Swimming</b> Y5 and 6</p> <p>To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations.</p>
RE	<p>The Church Today</p> <p><b>1a</b> describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p><b>1b</b> describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings</p> <p><b>1c</b> identify and begin to describe the similarities and differences between religions</p> <p><b>1d</b> investigate the significance of religion in the local, national and global communities</p> <p><b>1e</b> make links between different forms of religious expression and understand why they are important in religion, explaining</p>	<p>Lent (Temptations)</p> <p>Baptism</p> <p><b>2c</b> discuss their own and others' views of religious truth and belief, expressing their own ideas;</p> <p><b>2d</b> reflect on ideas of right and wrong and their own and others' responses to them;</p> <p><b>2e</b> reflect on sources of inspiration in their own and others' lives.</p> <p><b>3o</b> discussing religious and philosophical questions, giving reasons for their own beliefs and those of others</p> <p><b>3p</b> considering a range of human experiences and feelings</p> <p><b>3q</b> reflecting on their own and others' insights into life and its origin, purpose and meaning</p>	<p>Islam</p> <p><b>1a</b> describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p><b>1b</b> describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings</p> <p><b>1c</b> identify and begin to describe the similarities and differences between religions</p> <p><b>1d</b> investigate the significance of religion in the local, national and global communities</p> <p><b>1e</b> make links between different forms of religious expression and understand why they are important in religion, explaining how religious beliefs and teachings can</p>	<p>People of Faith</p> <p><b>1a</b> describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p><b>1b</b> describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings</p> <p><b>1c</b> identify and begin to describe the similarities and differences between religions</p> <p><b>1d</b> investigate the significance of religion in the local, national and global communities</p> <p><b>1e</b> make links between different forms of religious expression and understand why they are important in religion, explaining how religious beliefs and teachings can</p>	<p>The Arts and Faith</p> <p><b>1h</b> use and interpret information about religions from a range of sources.</p> <p><b>2e</b> reflect on sources of inspiration in their own and others' lives.</p> <p><b>3n</b> encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community</p> <p><b>3r</b> expressing and communicating their own and others' insights through art and design, music, dance, drama and ICT</p> <p><b>3s</b> developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally.</p> <p><b>3f</b> <u>teachings and authority</u>: what sacred texts and other sources say about God, the world and human life</p>	<p>Prayer</p> <p><b>1b</b> describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings</p> <p><b>1c</b> identify and begin to describe the similarities and differences between religions</p> <p><b>2a</b> reflect on what it means to belong to a faith community, communicating their own and others' responses</p> <p><b>2b</b> respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</p> <p><b>2c</b> discuss their own and others' views of religious truth and belief, expressing their own ideas;</p>

	<p>how religious beliefs and teachings can be expressed in a variety of forms</p> <p><b>1f</b> describe and begin to understand religious and other responses to ultimate and ethical questions;</p> <p><b>1g</b> use specialist vocabulary in communicating their knowledge and understanding;</p> <p><b>1h</b> use and interpret information about religions from a range of sources.</p> <p><b>2a</b> reflect on what it means to belong to a faith community, communicating their own and others' responses</p> <p><b>2b</b> respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</p> <p><b>3e</b> <u>beliefs and questions</u>: how people's beliefs about God, the world and others impact on their lives</p> <p><b>3f</b> <u>teachings and authority</u>: what sacred texts and other sources say about God, the world and human life</p> <p><b>3g</b> <u>worship, pilgrimage and sacred places</u>: where, how and why people worship, including at particular sites</p> <p><b>3i</b> <u>symbols and religious expression</u>: how religious and spiritual ideas are expressed</p> <p><b>3j</b> <u>inspirational people</u>: figures from whom believers find inspiration</p>	<p>Easter The Last Week</p> <p><b>3h</b> <u>the journey of life and death</u>: why some occasions are sacred to believers, and what people think about life after death</p> <p><b>3o</b> discussing religious and philosophical questions, giving reasons for their own beliefs and those of others</p> <p><b>3p</b> considering a range of human experiences and feelings</p> <p><b>3q</b> reflecting on their own and others' insights into life and its origin, purpose and meaning</p>	<p>be expressed in a variety of forms</p> <p><b>1f</b> describe and begin to understand religious and other responses to ultimate and ethical questions;</p> <p><b>1g</b> use specialist vocabulary in communicating their knowledge and understanding;</p> <p><b>1h</b> use and interpret information about religions from a range of sources.</p> <p><b>2a</b> reflect on what it means to belong to a faith community, communicating their own and others' responses</p> <p><b>2b</b> respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</p> <p><b>3e</b> <u>beliefs and questions</u>: how people's beliefs about God, the world and others impact on their lives</p> <p><b>3f</b> <u>teachings and authority</u>: what sacred texts and other sources say about God, the world and human life</p> <p><b>3g</b> <u>worship, pilgrimage and sacred places</u>: where, how and why people worship, including at particular sites</p> <p><b>3i</b> <u>symbols and religious expression</u>: how religious and spiritual ideas are expressed</p> <p><b>3j</b> <u>inspirational people</u>: figures from whom believers find inspiration</p> <p><b>3k</b> <u>religion and the individual</u>: what is</p>	<p>be expressed in a variety of forms</p> <p><b>1f</b> describe and begin to understand religious and other responses to ultimate and ethical questions;</p> <p><b>1g</b> use specialist vocabulary in communicating their knowledge and understanding;</p> <p><b>2a</b> reflect on what it means to belong to a faith community, communicating their own and others' responses</p> <p><b>2b</b> respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</p> <p><b>2c</b> discuss their own and others' views of religious truth and belief, expressing their own ideas;</p> <p><b>2d</b> reflect on ideas of right and wrong and their own and others' responses to them;</p> <p><b>2e</b> reflect on sources of inspiration in their own and others' lives.</p> <p><b>3o</b> discussing religious and philosophical questions, giving reasons for their own beliefs and those of others</p> <p><b>3p</b> considering a range of human experiences and feelings</p> <p><b>3q</b> reflecting on their own and others' insights into life and its origin, purpose and meaning</p> <p><b>3s</b> developing the use of ICT, particularly in enhancing pupils' awareness of</p>	<p>Easter Hope</p> <p><b>2a</b> reflect on what it means to belong to a faith community, communicating their own and others' responses</p> <p><b>2b</b> respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</p> <p><b>2c</b> discuss their own and others' views of religious truth and belief, expressing their own ideas;</p> <p><b>3h</b> <u>the journey of life and death</u>: why some occasions are sacred to believers, and what people think about life after death</p>	<p><b>2d</b> reflect on ideas of right and wrong and their own and others' responses to them;</p> <p><b>3o</b> discussing religious and philosophical questions, giving reasons for their own beliefs and those of others</p> <p><b>3p</b> considering a range of human experiences and feelings</p> <p><b>3q</b> reflecting on their own and others' insights into life and its origin, purpose and meaning</p> <p><b>3e</b> <u>beliefs and questions</u>: how people's beliefs about God, the world and others impact on their lives</p> <p><b>3f</b> <u>teachings and authority</u>: what sacred texts and other sources say about God, the world and human life</p> <p><b>3g</b> <u>worship, pilgrimage and sacred places</u>: where, how and why people worship, including at particular sites</p> <p><b>3i</b> <u>symbols and religious expression</u>: how religious and spiritual ideas are expressed</p> <p><b>3k</b> <u>religion and the individual</u>: what is expected of a person in following a religion or belief</p> <p><b>3l</b> <u>religion, family and community</u>: how religious families and communities practise their faith, and the contributions this makes to local life</p>
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	<p><b>3k religion and the individual:</b> what is expected of a person in following a religion or belief</p> <p><b>3l religion, family and community:</b> how religious families and communities practise their faith, and the contributions this makes to local life</p> <p><b>3m beliefs in action in the world:</b> how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.</p> <p><b>3n</b> encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community</p> <p>Christmas Advent</p> <p><b>3h the journey of life and death:</b> why some occasions are sacred to believers, and what people think about life after death</p> <p><b>3o</b> discussing religious and philosophical questions, giving reasons for their own beliefs and those of others</p> <p><b>3p</b> considering a range of human experiences and feelings</p> <p><b>3q</b> reflecting on their own and others' insights into life and its origin, purpose and meaning</p>		<p>expected of a person in following a religion or belief</p> <p><b>3l religion, family and community:</b> how religious families and communities practise their faith, and the contributions this makes to local life</p> <p><b>3m beliefs in action in the world:</b> how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.</p> <p><b>3n</b> encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community</p> <p><b>3o</b> discussing religious and philosophical questions, giving reasons for their own beliefs and those of others</p> <p><b>3p</b> considering a range of human experiences and feelings</p> <p><b>3q</b> reflecting on their own and others' insights into life and its origin, purpose and meaning</p>	<p>religions and beliefs globally.</p> <p><b>3j inspirational people:</b> figures from whom believers find inspiration</p> <p><b>3m beliefs in action in the world:</b> how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.</p> <p>Christmas The message</p> <p><b>2a</b> reflect on what it means to belong to a faith community, communicating their own and others' responses</p> <p><b>2b</b> respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</p> <p><b>2c</b> discuss their own and others' views of religious truth and belief, expressing their own ideas;</p> <p><b>3h the journey of life and death:</b> why some occasions are sacred to believers, and what people think about life after death</p>		
PSHCE	<p>Respect for the self and others and the importance of responsible behaviours and actions – Class Charters</p> <p>Working With Others Activities</p> <p><b>SEAL New Beginnings &amp; Good to be</b></p>	<p><b>SEAL Relationships &amp; Getting on and Falling out</b></p> <p><b>Core theme 2: Relationships</b></p> <p>to be aware of different types of relationsh</p>	<p><b>SEAL Going for goals &amp; Change</b></p> <p><b>Core theme 3: Living in the Wider World</b></p>	<p>Respect for the self and others and the importance of responsible behaviours and actions – Class Charters</p> <p>Working With Others Activities</p> <p><b>SEAL New Beginnings &amp; Good to be</b></p>	<p><b>SEAL Relationships &amp; Getting on and Falling out</b></p> <p><b>Core theme 2: Relationships</b></p> <p>to be aware of different types of relationsh</p>	<p><b>SEAL Going for goals &amp; Change</b></p> <p><b>Core theme 3: Living in the Wider World</b></p> <p><input type="checkbox"/> what being part of a community means.</p>

	<p><b>me</b></p> <p><b><u>Core theme 1: Health and Wellbeing</u></b>  <b><u>Including bullying and e-safety</u></b></p> <p><input type="checkbox"/> to recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p><input type="checkbox"/> to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use (cycling proficiency &amp; <a href="http://think.direct.gov.uk/resource-centre/">http://think.direct.gov.uk/resource-centre/</a> <a href="http://think.direct.gov.uk/resource-centre/">http://think.direct.gov.uk/resource-centre/</a></p> <p><b><u>Be bright, be seen, Crossing the road safely on your own, Crossing the road safely with an adult, Cycle safety</u></b> (cycling proficiency) <b><u>In car safety, Pedestrian safety</u></b></p> <p>) and risks in their local environment) and to use this as an opportunity to build resilience</p> <p><input type="checkbox"/> about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</p> <p><input type="checkbox"/> how their body will change as they approach and move through puberty</p> <p><input type="checkbox"/> that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p> <p><input type="checkbox"/> to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p>	<p>ip, including those between friends and families, civil partnerships and marriage</p> <p><input type="checkbox"/> that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p><input type="checkbox"/> to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, and towards all minority groups (including gay lesbian, bisexual and trans sexual and those suffering from poor mental health), and how to respond to them and ask for help</p> <p><input type="checkbox"/> to recognise and challenge stereotypes.</p>	<p><input type="checkbox"/> what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p><input type="checkbox"/> to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p><input type="checkbox"/> to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p><input type="checkbox"/> to think about the lives of people living in other places, and people with different values and customs</p> <p><input type="checkbox"/> to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p><input type="checkbox"/> that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p><input type="checkbox"/> about enterprise and the skills that make someone 'enterprising'</p> <p><input type="checkbox"/> to explore and critique how the media present information.</p>	<p><b>me</b></p> <p><b><u>Core theme 1: Health and Wellbeing</u></b>  <b><u>Including bullying and e-safety</u></b></p> <p><input type="checkbox"/> to recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p><input type="checkbox"/> to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use (cycling proficiency) and risks in their local environment) and to use this as an opportunity to build resilience</p> <p><input type="checkbox"/> about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</p> <p><input type="checkbox"/> how their body will change as they approach and move through puberty</p> <p><input type="checkbox"/> that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p> <p><input type="checkbox"/> to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p>	<p>ip, including those between friends and families, civil partnerships and marriage</p> <p><input type="checkbox"/> that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p><input type="checkbox"/> to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, and towards all minority groups (including gay lesbian, bisexual and trans sexual and those suffering from poor mental health), and how to respond to them and ask for help</p> <p><input type="checkbox"/> to recognise and challenge stereotypes.</p>	<p>and about the varied institutions that support communities locally and nationally</p> <p><input type="checkbox"/> to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p><input type="checkbox"/> to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p><input type="checkbox"/> to think about the lives of people living in other places, and people with different values and customs</p> <p><input type="checkbox"/> to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p><input type="checkbox"/> that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p><input type="checkbox"/> about enterprise and the skills that make someone 'enterprising'</p> <p><input type="checkbox"/> to explore and critique how the media present information.</p> <p>Safety on the beach – surf lifesaving experience run by Brighton and Hove Surf Lifesaving club</p>
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	<input type="checkbox"/> to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet  <input type="checkbox"/> to differentiate between the terms, 'risk', 'danger' and 'hazard'					
MFL	<input type="checkbox"/> listen attentively to spoken language and show understanding by joining in and responding <input type="checkbox"/> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <input type="checkbox"/> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help <input type="checkbox"/> speak in sentences, using familiar vocabulary, phrases and basic language structures <input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases <input type="checkbox"/> present ideas and information orally to a range of audiences <input type="checkbox"/> read carefully and show understanding of words, phrases and simple writing <input type="checkbox"/> appreciate stories, songs, poems and rhymes in the language <input type="checkbox"/> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <input type="checkbox"/> write phrases from memory, and adapt these to create new sentences, to express ideas clearly <input type="checkbox"/> describe people, places, things and actions orally and in writing <input type="checkbox"/> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.					
	German	French	Spanish	German	French	Spanish