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	Key Texts	Key Texts	Key Texts	Key Texts	Key Texts	Key Texts
	How to catch a star	A street through time	Spider Sandwiches	I want a pet	The kiss that missed	Handas Surprise
	Lighthouse Keeper Stories		Aaaaargh Spider	Rainbow Fish	The Three wishes	Mama Panya's Pancakes
	Poems about Fire		Diary of a Spider	Funnybones	The Tough Princess	Lazy Lion
			What Mr Darwin Saw		Sleeping Beauty	Greedy Zebra
					Cinderella	
					Jack and the Beanstalk	
Science	Using Electricity			Ourselves	Everyday Materials Y1	Animals - Y2
Working Scientifically		Everyday Materials Y1 distinguish between an object and	Plants Y1 identify and name a variety of		distinguish between an object and the	
Working Scientifically	Sc4 1a, b, c	the material from which it is made		identify, name, draw and label the basic	material from which it is made	notice that animals, including humans, have
During years 1 and 2, pupils should be		the material from which it is made	common wild and garden	parts of the human body and say which		offspring which grow into adults
taught to use the following practical	Electricity can be used to make things	identify and appear a contaty of	plants, including deciduous and	part of the body is associated with each		
scientific methods, processes and skills	light up, heat up, produce sounds or	identify and name a variety of	evergreen trees	sense.		find out about and describe the basic needs of
through the teaching of the programme of	move.	everyday materials, including	11.17		identify and name a variety of everyday	animals, including humans or survival (water,
study content:		wood, plastic, glass, metal, water,	identify and describe the basic		materials, including wood, plastic, glass,	food and air)
	Some appliances use mains electricity	and rock	structure of a variety of	Y2 - Health and Growth	metal, water, and rock	
asking simple questions and recognising	and some use a battery to supply the		common flowering plants,		describe the simple physical properties	identify and name a variety of common
that they can be answered in different	electricity.	describe the simple physical	including trees.	describe the importance for humans of	of a variety of everyday materials	animals that are carnivores, herbivores and
ways		properties of a variety of everyday		exercise, eating the right amounts of		omnivores
observing closely, using simple	Light and Dark	materials		different types of food, and hygiene.		
equipment	0.40.1.160.0.1	compare and group together a				
equipment	Sc4 3a, b KS2 – 3a, b, c	variety of everyday materials on	Y2 - Variation	identify and name a variety of common	compare and group together a variety of	Scientist: Jane Goodall biologist
performing simple tests	There are many different sources of light	the basis of their simple physical	observe and describe how	animals that are carnivores, herbivores	everyday materials on the basis of their simple physical properties.	
11.09	There are many unrerent sources or light	properties.	seeds and bulbs grow	and omnivores	simple physical properties.	Rising Stars Units On Safari(Y1) and Holiday
identifying and classifying	The sun is source of light and heat. This		into mature plants			(Y1)
using their observations and ideas to	will give us our warm days.	Y2		Scientist: Louis Pasteur Rising Stars	Y2 - Everyday Materials	
suggest answers to questions	J. 1 22 22 dayor	identify and compare the	find out and describe how	Units Who am I (Y1) and Move It(Y2)	identify and compare the suitability of	
	Investigations –	suitability of a variety of everyday	plants need water, light and a		a variety of everyday materials,	Investigations –
gathering and recording data to help in	<del></del>	materials, including wood, metal,	suitable temperature to grow	Investigations – Let's get cooking –	including wood, metal, plastic, glass, brick, rock, paper and cardboard for	Group and classify common animals
answering questions.	Mr Grinling problems	plastic, glass, brick, rock, paper	and stay healthy.	Create a menu and an exercise plan to	particular uses	into carnivores, herbivores and omnivores.
		and cardboard for particular uses		stay healthy compare with a menu of		Do animals with longer legs run faster? –
On-going across year Science Seasonal Changes	Group and classify what sources of light		Living Things and their habitats Y2	just unhealthy food and look at what		Pattern Seeking.
Science Seasonal Changes	use battery and which use mains power	find out how the shapes of solid	explore and compare the	would happen if you did no exercise.	find out how the shapes of solid	
Pupils should be taught to:		objects made from some materials	differences between things that		objects made from some materials	Eco Project - The country side code - what is

	supply.	can be changed by squashing,	are living, dead, and things that	Pattern seeking and observation	can be changed by squashing,	it and why should we take any notice of it?
observe changes across the four seasons		bending, twisting and stretching.	have never been alive		bending, twisting and stretching.	
seasons	Why is the lighthouse source of light so					
observe and describe weather	important? Investigate if different	Rising Stars Units Material Monster (Y2)	identify that most living things		Investigation – Observe and explore a	
associated with the seasons and how	sources of light could be used Fair	and Healthy Me (Y2)	live in habitats to which they are	Forces and Movement	range of materials and group them into if	
day length varies.	testing and Observation	Investigations – Making a coat/swim suit	suited and describe how		they can be squashed, bent, twisted or	
Rising Stars Seasonal Change Units		or something related to topic? – Fair	different habitats provide for the	Pushes and pulls can make things	stretched. Can some be in more than	
Focus on an area in our outdoor	Eco Project - Energy switch off - How	testing	basic needs of different kinds of	speed up or slow down.	one catergory?	
environment and make seasonal	can we save energy in our home and	Identify a range of materials and sort	animals and plants, and how			
observations to its changes over the	school?	them into groups – Rising stars – Meet	they depend on each other	Pushes and pulls are examples of a	Silly materials monster book – What if	
year.			they depend on each other	force that	objects were made from silly materials	
		the Materials Monster	the effect of the effect of	can change the shape of an object	such as a chocolate tea pot? (Rising	
Make a wind vane, rain gauge and		Eco Project – Look at a range of	identify and name a variety of	can change the direction of a moving	stars pg 24)	
measure air pressure (Scientist to look		materials, how can they be recycled?	plants and animals in their	object		
at: James Hansen - climate )		Can we up cycle any of them?	habitats, including micro		Create a class experiment to test one of	
,			habitats		the ideas.	
				Investigation: Elastic energy – What	Division Observation Transport Internal Orda	
			describe how animals obtain	happens when you stretch a rubber	Rising Stars Units Treasure Island (Y1)	
			their food from plants and other	band? What happens when you let go?	and Polar Adventurers (Y1)	
			animals, using the idea of a	Make a rubber paddle boat.	Eco Project – Grow your own	
			simple food chain, and identify		<u>Econ lojeci</u> – Glow your own	
			and name different sources of	If there was no force what would		
			food.	happen? – Fire a balloon rocket –Fair		
				test		
			Rising Stars Units Mini Worlds (Y2) and			
			Young Gardeners (Y2)	Eco project – Litter in the school grounds		
			Investigations – watch caterpillars			
			change to butterflies – national			
			programme (Butterfly count) –			
			Observation			
			Sorting and classifying – Seeds			
			Conditions of plants? – Fair testing			
			Growing grass heads			
			Create own mini-beast habitat			
			Snail investigation – Can they smell?			
			Where in the school grounds are you			
			more likely to find snails?			
			Eco Project – Bio Diversity 'we need			

		ins	ects' use the secret woodland and			
		δυίζ	g hotel.			
History	Key historical skills for KS1:	<u>,                                    </u>	,		1	1
	- To know where the people and - To be able to use a wide vocab	e past, using common words and phrases relati events they study fit within a chronological fran ulary of everyday historical terms. questions, choosing and using parts of stories a	nework and identify similarities and difference			
		s in which we find out about the past and ident	-	·		
	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  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.  Significant historical figures and events:  Thomas Edison The Great Fire of London & Samuel Pepys. Guy Fawkes, his Gunpowder plot, and how it led to the annual celebration of Bonfire Night.	Significant historical events, people and places in their own locality – King George IV and the Royal Pavilion.  Significant historical figures and events: Queen Victoria The Great Plague & Samuel Pepys.	Significant historical figures and events:  - Charles Darwin and his development of the theory of evolution.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  NB. The focus will be on a national change in this term (ar example might be how London changed during the Olympics).  Significant historical figures ar events: - Possibly Christopher Columbus, but TBC and linker to the Topic.	people and places in their own locality – Lewes Castle  Significant historical figures and events: - Possibly Henry VIII, but TBC and linked to the Topic.	
Geography	The following objective will be used to help:  Skills & Fieldwork: use world maps, at	achieve, and provide context for, all the objet tlases and globes to identify the United Kingdon		s, continents and oceans studied at this key st	age	
	. Key vocabulary that all children mus	t learn and be able to apply in work done on	the objectives mapped out for Key St	ge 1-		
	Human and physical geography:					
	key physical features, inclu	uding: beach, cliff, coast, forest, hill, mountain, s	sea, ocean, river, soil, valley, vegetation,	eason and weather		
	key human features, includ	ding: city, town, village, factory, farm, house, off	ice, port, harbour and shop			

	Locational knowledge: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas     Locational knowledge: name and locate the world's seven continents and five oceans	Perhaps based on London:  Skills & Fieldwork: 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.  Based on map work above- Skills & Fieldwork: 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	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.	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.  Human and physical geography: 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	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. 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.  Skills & Fieldwork: 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.	Comparison of an African village with the English coastal town of Shorehamby-Sea:  Place knowledge  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
Art and Design	Year 1  Switched on Individual  Artist Study: Carroll Thayer Berry Printing - Colour & Texture (lighthouse printing)  Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes  Take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Design more repetitive patterns Colour  Experiment with overprinting motifs and colour	Year 1 A Street through Time Individual Craft & Design Study: Sculpture Form & Texture Clay Tiles to decorate buildings Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools Form Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form Texture Change the surface of a malleable	Year 1 Creepers and Crawlers Individual Creative Study Drawing Shape colour symmetry (Butterflies) Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media Lines and Marks Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media Shape Observe and draw shapes from observations Draw shapes in between objects	Vear 1 Ourselves Individual Creative Study: Portraits from the royal portrait gallery Drawing Line & Shape (Drawings of self focus on body parts) Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media Lines and Marks Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media Shape Observe and draw shapes from observations	Year 1 Turrets & Tiaras Pair/ group work Craft & Design Study: Sculpture Form (Box modelling Castles) Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile Understand the safety and basic care of materials and tools Form Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form Texture	Year 1  Africa  Whole class  Craft & Design Study:  Textiles Colour & Texture (animal prints)  Match and sort fabrics and threads for colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc Create cords and plaits for decoration Colour Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee Texture

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	<u>Texture</u>	material e.g. build a textured tile	Invent new shapes	Draw shapes in between objects	Change the surface of a malleable	Create fabrics by weaving materials i.e.
	Make rubbings to collect textures and		Tone	Invent new shapes	material e.g. build a textured tile	grass through twigs, carrier bags on a
	patterns	Year 2	Investigate tone by drawing light/dark	<u>Tone</u>		bike wheel
		A Street through Time	lines, light/dark patterns, light/dark	Investigate tone by drawing light/dark	Year 2	
		Individual Artist Study: Adam Regester	shapes	lines, light/dark patterns, light/dark	Turrets & Tiaras	Year 2
		Drawing Tone and Line	<u>Texture</u>	shapes		Africa
	Year 2	(line sketches of Royal Pavilion	Investigate textures by describing,	<u>Texture</u>	Individual	
	Illuminating Individual	Brighton) Experiment with a variety of	naming, rubbing, copying	Investigate textures by describing,	Creative Study	Whole class
	Artist Study: Jean Guichard	media; pencils, rubbers, crayons, pastels,		naming, rubbing, copying	Painting Colour & Texture	Craft & Design Study:
	Photography Tone & line	felt tips, charcoal, ballpoints, chalk	Year 2			Textiles sewing Colour,Shape &
	(Lighting lighthouse models from	Control the types of marks made with the	Creepers and Crawlers	Year 2	(castles)	Texture
	different angles to create different	range of media	Individual Creative Study: The Amazing	Ourselves		
	tones and shades) Explore ideas using	Lines and Marks	Trail of Seymour Snail by Lynn E. Hazen,	Pair work	Use a variety of tools and techniques	(lion face & mane on binca)
	digital sources i.e. internet, CD-ROMs	Name, match and draw lines/marks from	Doug Cushman	Artist Study: Andy Warhol	including different brush sizes and types	
	Record visual information using digital	observations	Painting & Printing Shape & pattern		Mix and match colours to artefacts and	Match and sort fabrics and threads for
	cameras, video recorders	Invent new lines	(Spiral snails and leaf prints)	Photography Line & Colour	objects	colour, texture, length, size and shape
	Use a simple graphics package to create	Draw on different surfaces with a range	Use a variety of tools and techniques		Work on different scales	Change and modify threads and fabrics,
	images and effects with	of media	including different brush sizes and types	(use acetate for B&W portrait	Experiment with tools and techniques	knotting, fraying, fringing, pulling threads,
		Shape	Mix and match colours to artefacts and	underneath either use camouflage for	e.g. layering, mixing media, scrapping	twisting, plaiting
		Observe and draw shapes from	objects	single image or boxed colours for	through	Cut and shape fabric using scissors/snips
		observations	Work on different scales	multi image representation)	Name different types of paint and their	Apply shapes with glue or by stitching
		Draw shapes in between objects Invent	Experiment with tools and techniques		properties	Apply decoration using beads, buttons,
		new shapes	e.g. layering, mixing media, scrapping	Explore ideas using digital sources i.e.	Colour	feathers etc
		<u>Tone</u>	through	internet, CD-ROMs	Identify primary colours by name	Create cords and plaits for decoration
		Investigate tone by drawing light/dark	Name different types of paint and their	Record visual information using digital	Mix primary shades and tones	Colour
		lines, light/dark patterns, light/dark	properties	cameras, video recorders	<u>Texture</u>	Apply colour with printing, dipping, fabric
		shapes	Colour	Use a simple graphics package to create	Create textured paint by adding sand,	crayons
		<u>Texture</u>	Identify primary colours by name	images and effects with	plaster	Create and use dyes i.e. onion skins, tea,
		Investigate textures by describing,	Mix primary shades and tones	Lines by changing the size of brushes in		coffee
		naming, rubbing, copying	<u>Texture</u>	response to ideas		<u>Texture</u>
		Exploration: How does an artist advertise	Create textured paint by adding sand,	Shapes using eraser, shape and fill tools		Create fabrics by weaving materials i.e.
		and sell their products .	plaster	Colours and Texture using simple filters		grass through twigs, carrier bags on a
				to manipulate and create images		bike wheel
				Use basic selection and cropping tool		
Design Technology	Switched On –	A Street through Time	Creepers and Crawlers – Structures	Ourselves -	Turrets and Tiaras – Textiles – Fairytale	Africa - Structures Design and make an
	Mechanisms investigate working pulleys -	Textiles – different window designs	Build your own insect trap or Design and	Mechanisms -Make your own moving	character hand puppet	animal enclosure that addresses issues
	lighthouse keeper – wind up basket	through the ages	make new insect species	body - how our bodies move push pin	Food (humpty dumpty) All about eggs	such as shelter, need for space, food,
	& explore Construction kits	_	& explore Construction kits	joints – levers to move body up and down	& explore Construction kits	water, and recreation
	Food Sandwiches					
	Designing		Making	Evaluating	Technical Knowledge	Food & Nutrition
	Understanding contexts, users and purpose	s	Planning	Own ideas and products	Making products work	Where food comes from
	work confidently within a range of contexts		plan by suggesting what to do next	talk about their design ideas and what	about the simple working	that all food comes from plants or animals
	school, gardens, playgrounds, local commu		select from a range of tools and	they are making	characteristics of materials and	that food has to be farmed, grown
	state what products they are designing and		equipment, explaining their choices	make simple judgements about their	components	elsewhere (e.g. home) or caught
	say whether their products are for themsel	=	select from a range of materials and	products and ideas	about the movement of simple	Food preparation,
	describe what their products are for		components according to their	against design criteria	mechanisms such as levers, sliders,	cooking and nutrition
	say how their products will work		characteristics	suggest how their products	wheels and axles	how to name and sort foods into the five
				- agg-st now those producto		

	say how they will make their products suita	able for their intended users	Practical	could be improved	<ul> <li>how freestanding structures can be</li> </ul>	groups in The eat well plate
	use simple design criteria to help develop t	their ideas	skills and techniques	Existing products	made stronger, stiffer and more stable	that everyone should eat at least five
	Generating, developing,		follow procedures for safety and hygiene	what products are	that a 3-D textiles product can be	portions of fruit and vegetables every day
	modelling and		use a range of materials and	who products are for	assembled from two	how to prepare simple dishes safely and
	communicating ideas		components, including	what products are for	identical fabric shapes	hygienically, without
	generate ideas by drawing on their own expe	eriences	construction materials and kits, textiles.	how products work	that food ingredients should be	using a heat source
	use knowledge of existing products to help come up with ideas		food ingredients and	how products are used	combined according to their	how to use techniques such as cutting,
			mechanical components	where products might be used	sensory characteristics	peeling and grating
	model ideas by exploring materials, compo		measure, mark out, cut and shape	what materials products are made from	the correct technical	pooming and graining
	construction kits and by	ments and	materials and	what they like and dislike about	vocabulary for the projects they are	
	making templates and mockups		components	products	undertaking	
	use information and			products	undertaking	
		and the territory	assemble, join and combine materials			
	communication technology, where appropria	ite, to develop	and components			
	and communicate their ideas		use finishing techniques, including			
			those from art and			
			design			
Computing	understand what algorithms	are; how they are implemented as programs of	n digital devices; and that programs execute b	y following precise and unambiguous instruction	ns	
We use Rising Stars Computing to	create and debug simple pro	ograms				
support delivery of Computing	<ul> <li>use logical reasoning to pre</li> </ul>	dict the behaviour of simple programs				
	<ul> <li>use technology purposefully</li> </ul>	to create, organise, store, manipulate and reti	ieve digital content			
	recognise common uses of	information technology beyond school				
	use technology safely and relationships	espectfully, keeping personal information priva	te; identify where to go for help and support wh	en they have concerns about content or contact	ct on the internet or other online technologies.	
	We are treasure hunters	Year 1 -Computing - Rising Stars – We	Year 1 -Computing - Rising Stars - We	Year 1 & 2 -Computing - Rising Stars -	Year 1 -Computing - Rising Stars – We	Year 1 -Computing - Rising Stars – We
	We are astronauts	are painters / We are collectors	are TV Chefs / We are storytellers	We are treasure hunters / We are	are painters / We are collectors	are TV Chefs / We are storytellers
	We are game tasters	Year 2 -Computing - Rising Stars – We	Year 2 -Computing - Rising Stars – We	astronauts /We are game tasters	Year 2 -Computing - Rising Stars – We	Year 2 -Computing - Rising Stars – We
	We are game tasters	are detectives /We are photographers	are zoologists/ We are researchers	donoridado / 110 dro game tactoro	are photographers/ We are detectives	are zoologists / We are researchers
Music		i	-			
		ely by singing songs and speaking chants and	nymes			
We use Music Express to support	play tuned and untuned instruments musi					
delivery of Music		ng to a range of high-quality live and recorded r				
		ne sounds using the inter-related dimensions of			a	
	Number	Our school	Weather	Ourselves	Storytime	Animals
	Pattern	Seasons	Water	Our Bodies	Machines	Travel
PE 1&2	OAA	Indoor Athletics/Skipping	<u>Gymnastics</u>	OAA	Indoor Athletics/Skipping	<u>Gymnastics</u>
	Y1&2	Y1&2	Y1	Y1&2	Y1&2	Y1
	To work as part of a team Outdoor	To develop Jump rope for Heart activities	To reinforce the basic actions and	To work as part of a team Outdoor	To develop Jump rope for Heart activities	To reinforce the basic actions and
	Adventurous Activities – Team building	and multi skills circuits	develop climbing and stillness. To copy,	Adventurous Activities – Team building	and multi skills circuits	develop climbing and stillness. To copy,
	and problem solving		create and	and problem solving		create and
		Fundamentals:Spacial Awareness	link movement phrases with beginning,		Fundamentals:Spacial Awareness	link movement phrases with beginning,
	<u>Gymnastics</u>	Y1 To be confident and safe in the	middle and end.	<u>Gymnastics</u>	Y1 To be confident and safe in the	middle and end.
	Y1&2	spaces used to play games.		Y1&2	spaces used to play games.	
	To know how to perform a roll, balance,		Y2	To know how to perform a roll, balance,		Y2
	jump and travel, using changes in level,	Y2	To perform a range of actions, body	jump and travel, using changes in level,	Y2	To perform a range of actions, body
	direction and speed. To link actions	To choose and use tactics to suit	shapes	direction and speed. To link actions	To choose and use tactics to suit	shapes
	together to create a sequence. To	different situations.	and balances with control and	together to create a sequence. To	different situations.	and balances with control and
	improve and create quality performances.		coordination. To adapt sequences to	improve and create quality performances.		coordination. To adapt sequences to
			include apparatus or a partner.	. ,.		include apparatus or a partner.
	Fundamentals: Ball Skills	Fundamentals: Piggy in The Middle	110000000000000000000000000000000000000	Fundamentals: Ball Skills	Fundamentals: Piggy in The Middle	11
	Y1	Y1	Athletics	Y1	Y1	Athletics
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	To hold a bean bag/ball correctly. To	To play ball games using basic attacking	Y1	To hold a bean bag/ball correctly. To	To play ball games using basic attacking	Y1
	show	and defending	To improve balance and agility.To learn	show	and defending	To improve balance and agility.To learn
	some control and accuracy with the basic	tactics, throwing and catching different	techniques. To take part in cooperative	some control and accuracy with the basic	tactics, throwing and catching different	techniques. To take part in cooperative
	actions of rolling and underarm throwing.	sized balls with	challenges.	actions of rolling and underarm throwing.	sized balls with	challenges.
		some accuracy and control. To move			some accuracy and control. To move	
	To kick, dribble and use hockey sticks to	around a space safely	Y2	To kick, dribble and use hockey sticks to	around a space safely	Y2
	move the ball in different ways	and understand basic game play	To extend agility, balance and	move the ball in different ways	and understand basic game play	To extend agility, balance and
			coordination.			coordination.
		Fundamentals: 3 Point Score	To become confident movers. To take		Fundamentals: 3 Point Score	To become confident movers. To take
	Y2	<u>Y2</u>	part in competitive activities.	Y2	<u>Y2</u>	part in competitive activities.
	To develop range of rolling, throwing and	To play increasingly complex games		To develop range of rolling, throwing and	To play increasingly complex games	
	catching skills.	using a variety of	<u>OAA</u>	catching skills.	using a variety of	<u>OAA</u>
	To develop and improve kicking and	different sized balls. To throw and catch	<u>Y1</u>	To develop and improve kicking and	different sized balls. To throw and catch	<u>Y1</u>
	dribbling skills	a range of balls.	To use simple table top maps and plans	dribbling skills	a range of balls.	To use simple table top maps and plans
		showing accuracy and control. To know	confidently and to follow simple routes		showing accuracy and control. To know	confidently and to follow simple routes
	<u>Dance</u>	how to beat an opponent. To understand	and trails successfully. To work with	<u>Dance</u>	how to beat an opponent. To understand	and trails successfully. To work with
	Y1	game play and use tactics	others to solve simple challenges.	Y1	game play and use tactics	others to solve simple challenges.
	Body parts - To explore different parts of	appropriately		Body parts - To explore different parts of	appropriately	
	the body and different ways of		Y2	the body and different ways of		Y2
	moving them	<u>Dance</u>	To use maps of the school accurately. To	moving them	<u>Dance</u>	To use maps of the school accurately. To
		Y1	discuss strategies and ideas with others		Y1	discuss strategies and ideas with others
	Y2	Vehicle dance – To develop body	and find alternative ways of completing	Y2	Vehicle dance – To develop body	and find alternative ways of completing
	Shadows - working with a partner	movements and creating basic motifs	challenges.	Shadows - working with a partner	movements and creating basic motifs	challenges.
	exploring shapes and linking actions			exploring shapes and linking actions		
		Y2	Bat and Ball Skills		Y2	Bat and Ball Skills
		Arabian Nights Dance – To use balance	Y1		Arabian Nights Dance - To use balance	Y1
		and control to	To use their bodies and equipment with		and control to	To use their bodies and equipment with
		perform a dance. To explore shapes.	greater control and coordination and		perform a dance. To explore shapes.	greater control and coordination and
			choose skills and equipment to meet			choose skills and equipment to meet
			challenges set.			challenges set.
			Striking and Fielding Skills			Striking and Fielding Skills
			Y2			Y2
			To engage in competitive physical			To engage in competitive physical
			activities against self and others and to			activities against self and others and to
			apply			apply
			balance, coordination and agility using			balance, coordination and agility using
			different bats and balls			different bats and balls
RE	The Local Church	Jesus	Moses	Our Jewish friends	A man of Faith	Christian Worship
						1c identify the importance, for some
	Harvest	Friends and followers	1a explore a range of religious stories and	1b name and explore a range of	Noah	people, of belonging to a religion and
		1a explore a range of religious stories and	sacred writings, and talk about their	celebrations, worship and rituals in		recognise the difference this makes to
	Unit RA What are harvest festivals?	sacred writings, and talk about their	-	·	1a explore a range of religious stories	their lives;
	OTHE IVA WITHER HELIVEST TESTIVAIS?	-	meanings;	religion, noting both similarities where	1a explore a range of religious stories and	area aves,
		meanings;		appropriate;	sacred writings, and talk about their	
	Ongoing: 3q beginning to use ICT to		2d recognise how religious teachings and		meanings;	1d explore how religious beliefs and ideas
	explore religions and beliefs as practised	2a reflect upon and consider religious		1c identify the importance, for some		can be expressed through the creative

concepts, for example worship, wonder, praise, thanks, concern, joy and sadness; people, of belonging to a religion and recognise the difference this makes to their lives; and injustice, make a difference to individuals, families and the local community.  and injustice, make a difference to individuals, families and the local community.  and injustice, make a difference this makes to their lives; concerned with right and wrong, justice and injustice, make a difference to individuals, families and the local community.	and expressive arts and communicate their responses  1e identify and suggest meanings for religious symbols and begin to use a range of religious words
1c identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives;  praise, thanks, concern, joy and sadness; pour and sadness; people, of belonging to a religion and recognise the difference this makes to their lives;  2b ask and respond imaginatively to puzzling questions, communicating their puzzling questions, communicating their puzzling questions, communicating their praise, thanks, concern, joy and sadness; individuals, families and the local community.  1d explore how religious beliefs and ideas individuals, families and the local community.  1d explore how religious beliefs and ideas can be expressed through the creative community.	1e identify and suggest meanings for religious symbols and begin to use a
people, of belonging to a religion and recognise the difference this makes to their lives;  2b ask and respond imaginatively to puzzling questions, communicating their puzzling questions are puzzling questions and the puzzling questions are puzzling	religious symbols and begin to use a
recognise the difference this makes to their lives;  2b ask and respond imaginatively to puzzling questions, communicating their puzzling questions and puzzling questions are	religious symbols and begin to use a
their lives; puzzling questions, communicating their 3f story: how and why some stories are can be expressed through the creative community.	
	range of religious words
ideas: earred and important in religion and expressive arts and communicate	
1d explore how religious beliefs and ideas their responses 3e believing: what people believe about 2a	2a reflect upon and consider religious and
can be expressed through the creative 2c identify what matters to them and God, humanity and the natural world sp	spiritual feelings, experiences and
and expressive arts and communicate others, including those with religious 1e identify and suggest meanings for co	concepts, for example worship, wonder,
	praise, thanks, concern, joy and sadness;
responses; range of religious words sacred and important in religion	
1e identify and suggest meanings for 2b	2b ask and respond imaginatively to
	puzzling questions, communicating their
range of religious words ideas about values, particularly those and spiritual feelings, experiences and ideas	ideas;
concerned with right and wrong, justice concepts, for example worship, wonder, 'New Life'	
3j belonging: where and how people and injustice, make a difference to praise, thanks, concern, joy and sadness; 1a explore a range of religious stories and 1 a explore a range of religious stories and	2c identify what matters to them and
belong and why belonging is important individuals, families and the local other individuals, families and talk about their	others, including those with religious
community.  2b ask and respond imaginatively to meanings; and talk about their community.	commitments, and communicate their
31 leaders and teachers: figures who puzzling questions, communicating their re	responses;
have an influence on others locally,  3k myself; who I am and my uniqueness ideas;  1b name and explore a range of	
nationally and globally in religion as a person in a family and community as a person in a family and community celebrations, worship and rituals in	2d recognise how religious teachings and
2c identify what matters to them and relicion, noting both similarities where	ideas about values, particularly those
3n <u>symbols</u> : riow and why symbols 3p sharing their own beliefs, ideas and others, including those with religious others, including those with religious appropriate:	concerned with right and wrong, justice
express religious meaning values and talking about their feelings commitments, and communicate their	and injustice, make a difference to
1d explore how religious beliefs and ideas	individuals, families and the local
3 visiting piaces or worsnip and rocusing can be expressed through the creative	community.
on symbols and teelings Easter 2d recognise how religious teachings and and expressive arts and communicate	
ideas about values, particularly those their responses	3e believing: what people believe about
oncerned with right and wrong, justice	God, humanity and the natural world
from local faith communities and injustice, make a difference to  1e identify and suggest meanings for	
Palm Sunday'  Individuals, families and the local  relicious symbols and begin to use a	3h symbols: how and why symbols
ommunity.	express religious meaning
or quiet reliection Celebrations, worship and modes in	
3e believing: what people believe about	3i leaders and teachers: figures who have
appropriate; on symbols and feelings God, humanity and the natural world	an influence on others locally, nationally
an Anidatifub incorporation for any	and globally in religion
Christmas 1c identify the importance, for some 3m listening and responding to visitors 3g celebrations: how and why	
from local faith communities  celebrations are important in religion	3j belonging: where and how people
Delta recognise the difference this makes to	belong and why belonging is important
their lives;  3n using their senses and having times 3n using their senses and having times	
of quiet reflection - 3k	3k myself: who I am and my uniqueness
2a reflect upon and consider religious	

		1		1	T	1
	Christmas?	and spiritual feelings, experiences and		Christmas	of quiet reflection	as a person in a family and community
		concepts, for example worship, wonder,				
	1b name and explore a range of	praise, thanks, concern, joy and sadness;		The birth of Jesus	3o using art and design, music, dance	3m listening and responding to visitors
	celebrations, worship and rituals in			1a explore a range of religious stories and	and drama to develop their creative	from local faith communities
	religion, noting both similarities where	2b ask and respond imaginatively to		sacred writings, and talk about their	talents and imagination	
	appropriate;	puzzling questions, communicating their		meanings;		3p sharing their own beliefs, ideas and
		ideas;			3p sharing their own beliefs, ideas and	values and talking about their feelings
	1c identify the importance, for some			1b name and explore a range of	values and talking about their feelings	and experiences
	people, of belonging to a religion and	2c identify what matters to them and		celebrations, worship and rituals in	and experiences	
	recognise the difference this makes to	others, including those with religious		religion, noting both similarities where		
	their lives;	commitments, and communicate their		appropriate;		
		responses;				
	2a reflect upon and consider religious			1d explore how religious beliefs and ideas		
	and spiritual feelings, experiences and	3g celebrations: how and why		can be expressed through the creative		
	concepts, for example worship, wonder,	celebrations are important in religion		and expressive arts and communicate		
	praise, thanks, concern, joy and sadness;			their responses		
		3e believing: what people believe about				
	2b ask and respond imaginatively to	God, humanity and the natural world		1e identify and suggest meanings for		
	puzzling questions, communicating their			religious symbols and begin to use a		
	ideas;			range of religious words		
	2c identify what matters to them and			3e believing: what people believe about		
	others, including those with religious			God, humanity and the natural world		
	commitments, and communicate their					
	responses;			3g celebrations: how and why		
				celebrations are important in religion		
	3g celebrations: how and why					
	celebrations are important in religion			3o using art and design, music, dance		
				and drama to develop their creative		
	3e believing: what people believe about			talents and imagination		
	God, humanity and the natural world					
				3p sharing their own beliefs, ideas and		
	3o using art and design, music, dance			values and talking about their feelings		
	and drama to develop their creative			and experiences		
	talents and imagination					
PSHCE	Respect for the self and others and the	SEAL Relationships & Getting on and	SEAL Going for goals & Change	Respect for the self and others and the	SEAL Relationships & Getting on and	SEAL Going for goals & Change
	importance of responsible behaviours	Falling out		importance of responsible behaviours	Falling out	
	and actions - Class Charters		Core theme 3: Living in the Wider	and actions - Class Charters		Core theme 3: Living in the Wider
	Working With Others Activities	Core theme 2: Relationships	World	Working With Others Activities	Core theme 2: Relationships	World
	SEAL New Paginnings & Conditate	to communicate their feelings to others,	how to contribute to the life of the	SEAL New Paginnings & Cool to be	to communicate their feelings to others,	how to contribute to the life of the
	SEAL New Beginnings & Good to be me	to recognise how others show feelings and how to respond	classroom  T to help construct, and agree to follow,	SEAL New Beginnings & Good to be me	to recognise how others show feelings and how to respond	classroom  T to help construct, and agree to follow,
L	IIIE	reenings and now to respond	LI to neip construct, and agree to follow,	IIIE	reenings and now to respond	i to neip construct, and agree to follow,

	to recognise how their behaviour	group and class rules and to		to recognise how their behaviour	group and class rules and to
Core theme 1: Health and Wellbeing	affects other people	understand how these rules help them	Core theme 1: Health and Wellbeing	affects other people	understand how these rules help them
Including bullying and e-safety	the difference between secrets and	(review of class charter)	Including bullying and e-safety	the difference between secrets and	(review of class charter)
what constitutes a healthy lifestyle	surprises and the importance of not	that people and other living things have	what constitutes a healthy lifestyle	surprises and the importance of not	that people and other living things have
including the benefits of physical	keeping adults' secrets, only surprises	needs and that they have	including the benefits of physical	keeping adults' secrets, only surprises	needs and that they have
activity, rest, healthy eating and dental	to recognise what is fair and unfair,	responsibilities to meet them (including	activity, rest, healthy eating	to recognise what is fair and unfair,	responsibilities to meet them (including
health	kind and unkind, what is right and	being able to take turns, share	, , ,	kind and unkind, what is right and	being able to take turns, share
	wrong	and understand the need to return things	to recognise what they like and dislike,	wrong	and understand the need to return things
to recognise what they like and dislike,	☐to share their opinions on things that	that have been borrowed)	how to make real, informed choices that	☐to share their opinions on things that	that have been borrowed)
how to make real, informed choices that	matter to them and explain their	that they belong to various groups and	improve their physical and emotional	matter to them and explain their	that they belong to various groups and
improve their physical and emotional	views through discussions with one other	communities such as family and	health, to recognise	views through discussions with one other	communities such as family and
health, to recognise that choices can	person and the whole class	school	that choices can have good and not so	person and the whole class	school
have good and not so good	to listen to other people and play and	what improves and harms their local,	good consequences	to listen to other people and play and	what improves and harms their local,
consequences	work cooperatively (including	natural and built environments	9	work cooperatively (including	natural and built environments
consequences	strategies to resolve simple arguments	and about some of the ways people look	to think about themselves, to learn	strategies to resolve simple arguments	and about some of the ways people look
to think about themselves, to learn	through negotiation)	after them	from their experiences, to recognise and	through negotiation)	after them
from their experiences, to recognise and	to offer constructive support and	that money comes from different	celebrate their strengths and set simple	to offer constructive support and	that money comes from different
celebrate their strengths and set simple	feedback to others	sources and can be used for different	but challenging goals	feedback to others	sources and can be used for different
but challenging goals	to identify and respect the differences	purposes, including the concepts of	but challeriging goals	to identify and respect the differences	purposes, including the concepts of
but challenging goals				• •	
	and similarities between people	spending and saving	about good and not so good feelings, a	and similarities between people	spending and saving
about good and not so good feelings, a	to identify their special people (family,	about the role money plays in their	vocabulary to describe their feelings to	to identify their special people (family,	about the role money plays in their
vocabulary to describe their feelings to	friends, carers), what makes	lives including how to manage their	others and simple strategies for	friends, carers), what makes	lives including how to manage their
others and simple strategies for	them special and how special people	money, keep it safe, choices about	managing feelings	them special and how special people	money, keep it safe, choices about
managing feelings	should care for one another	spending money and what influences		should care for one another	spending money and what influences
	to judge what kind of physical contact	those choices.	about the process of growing from	to judge what kind of physical contact	those choices.
about change and loss and the	is acceptable, comfortable,		young to old and how people's	is acceptable, comfortable,	
associated feelings (including moving	unacceptable and uncomfortable and		needs change	unacceptable and uncomfortable and	
home, losing toys, pets or friends)	how to respond (including who to			how to respond (including who to	
	tell and how to tell them)		about growing and changing and new	tell and how to tell them)	
the importance of and how to maintain	that people's bodies and feelings can		opportunities and responsibilities	that people's bodies and feelings can	
personal hygiene	be hurt (including what makes		that increasing independence may bring	be hurt (including what makes	
	them feel comfortable and			them feel comfortable and	
how some diseases are spread and	uncomfortable)		the names for the main parts of the	uncomfortable)	
can be controlled and the	that there are different types of teasing		body (including external genitalia)	that there are different types of teasing	
responsibilities they have for their own	and bullying, that these are		the similarities and differences between	and bullying, that these are	
health and that of others	wrong and unacceptable		boys and girls	wrong and unacceptable	
	how to resist teasing or bullying, if they			how to resist teasing or bullying, if they	
that household products, including	experience or witness it, whom		rules for and ways of keeping	experience or witness it, whom	
medicines, can be harmful if not	to go to and how to get help.		physically and emotionally safe (including	to go to and how to get help.	
used properly			road safety, safety in the environment,		
			safety online, the responsible use of ICT,		
rules for and ways of keeping			the difference between secrets and		
physically and emotionally safe (including			surprises and		
road safety, safety in the environment,			understanding not to keep adults'		
safety online, the responsible use of ICT,			secrets)		
the difference between secrets and					
surprises and			about people who look after them, their		
understanding not to keep adults'			family networks, who to go to		

secrets)		if they are worried and how to attract their	
		attention, ways that pupils	
about people who look after them, their		can help these people to look after them	
family networks, who to go to		to recognise that they share a	
if they are worried and how to attract their		responsibility for keeping themselves and	
attention, ways that pupils		others safe, when to say, 'yes', 'no', 'l'll	
can help these people to look after them		ask' and 'I'll tell'	
to recognise that they share a			
responsibility for keeping themselves and			
others safe, when to say, 'yes', 'no', 'l'll			
ask' and 'I'll tell'			

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	Night of the gargoyles		Pompeii		Into the forest
	Stone girl Bone girl					
	What's under the bed?					
Science	Science	Science Light and Shadows Y3	Science Feeding. Moving and	Science - Solids, Liquids and Gases	Science Opposites Attract (Y3)	Science -Helping plants to grow well
Working Scientifically	Earth Rocks (Y3)	recognise that they need light in order to	Growing(Y3)	<u>(Y4)</u>		<u>(Y3)</u>
During years 3 and 4, pupils		see things and that dark is the absence of	Animals, including humans Y3	compare and group materials together,	Forces and Magnets Y3	
should be taught to use the	compare and group together	light	identify that animals, including	according to whether they are solids,		identify and describe the functions of
following practical scientific	different kinds of rocks on the basis of		humans, need the right types	liquids or gases	compare how things move on different	different parts of flowering plants: roots,
methods, processes and skills	their appearance and simple physical	notice that light is reflected from surfaces	and amount of nutrition, and that	ilquids of gases	surfaces	stem/trunk, leaves and flowers
through the teaching of the		recognise that light from the sun can be	they cannot make their own food;			
programme of study content:	properties	dangerous and that there are ways to	they get nutrition from what they	observe that some materials change state	notice that some forces need contact	explore the requirements of plants for life
asking relevant questions and		protect their eyes	eat	when they are heated or cooled, and	between two objects, but magnetic forces	and growth (air, light, water, nutrients from
	describe in simple terms how fossils	,		measure or research the temperature at	can act at a distance	soil, and room to grow) and how they vary
using different types of	are formed when things that have	recognise that shadows are formed when	identify that humans and some	which this happens in degrees Celsius		from plant to plant
scientific enquiries to answer	lived are trapped within rock	the light from a light source is blocked by	•	(°C)	observe how magnets attract or repel	nom plant to plant
them		a solid object	other animals have skeletons		each other and attract some materials and	investigate the way in which water is
	recognise that soils are made from		and muscles for support,	identify the part played by evaporation	not others	- ·
setting up simple practical	rocks and organic matter.	find patterns in the way that the size of	protection and movement.	and condensation in the water cycle and	not others	transported within plants
enquiries, comparative and		shadows change.	Investigation: Are small oranges more	associate the rate of evaporation with		
fair tests	Investigations – Build a	Electricity Y4 Power it up (Y4)	juicy? Does this mean it is healthier? –	temperature.	compare and group together a variety of	explore the part that flowers play in the life
		identify common appliances that	Pattern seeking	temperature.	everyday materials on the basis of	cycle of flowering plants, including
making systematic and careful	model house and see which		V4 Took and Folian (V4)		whether they are attracted to a magnet,	pollination, seed formation and seed
observations and, where	rocks would be best for the	run on electricity construct a	Y4 Teeth and Eating (Y4)  describe the simple functions of	Investigations – How to get salt back from	and identify some magnetic materials	dispersal.
, ,	roof? Fair testing	simple series electrical circuit,		water?		
appropriate, taking accurate		identifying and naming its basic	the basic parts of the digestive	Look at a range of items and group them	describe magnets as having two poles	Investigation: Group and classify the
measurements	Which rocks are permeable? Which rock	parts, including cells, wires,	system in humans	into solids, gases and liquids? Is this easy		features of plants (Root,stem, flower, leaf,
using standard units,	is the hardest? Group and classify- See	bulbs, switches and buzzers		to do or do any fall into both groups or	predict whether two magnets will attract or	fruit) How will you sort your findings?
	Testing Rocks – Rising Stars		identify the different types of	even all three?- Grouping and classify	repel each other, depending on which	
	Observation – Identify the different rocks –	identify whether or not a lamp will	teeth in humans and their simple	Observation – Look carefully at 4 different	poles are facing.	
	Rock families (Rising Stars)	light in a simple series circuit,	functions	substances such as popping candy,		
using a range of equipment,	reservations (reserved	based on whether or not the		sweetener, Gellibaff and Magic sand –	Investigations - Magnet Olympics - Does	Habitats and Survival (Y4)
including thermometers and		lamp is part of a complete loop	construct and interpret a variety		the size of the magnet effect the strength?	
data loggers	Add vinegar to the different rocks, what		of food chains, identifying	use simple classification keys to identify	<ul> <li>Fair testing and grouping and classifying</li> </ul>	recognise that living things can be
gathering, recording,	happens?	with a battery	producers, predators and prey.	unknown items.		grouped in a variety of ways
classifying and presenting			productions and proy.	How can you change their appearance?		
	Build in – Leaving an impression and Is it	recognise that a switch opens	Laure Constitution (Miles)			explore and use classification keys to help
data in a variety of ways to	a fossil? – (Rising Stars)	and closes a circuit and	Investigations – What	Keeping Warm – Yr 4	Changing Sounds Y4	group, identify and name a variety of living
help in answering questions	Using Materials – Y3	associate this with whether or not	happens to teeth when they	Something hot will cool down (or		things in their local and wider environment
	It is important to choose the material with	a lamp lights in a simple series	are left in sugary drinks? –	something cold will	identify how sounds are made,	
recording findings using	the right properties for a particular job.	circuit	Fair testing and Observation	warm up) until it is the same temperature	associating some of them with something	recognise that environments can change
simple scientific language,				as its surroundings.	g come of them may contenting	and that this can sometimes pose dangers

drawings, labelled diagrams,	Some objects have versions that can be	recognise some common	Is Oral-B Pro-expert		vibrating	to living things.
keys, bar charts, and tables	made out of different materials for	conductors and insulators, and	toothpaste the best	Temperature is a measure of how hot or		
	different jobs.	associate metals with being good	toothpaste?	cold things are.	recognise that vibrations from sounds	Investigations - Create a habitat to crea
reporting on findings from		conductors.			travel through a medium to the ear	a certain type of mini-beast- What make
enquiries, including oral and	Testing ideas can give us evidence to	Investigations – What can you investigate	Eco Project – How much	Materials such as metals that are good		their habitat different to another mini-
written explanations, displays	help decide which is the best material for	about shadows?	food do we waste every	electrical conductors are often good	find patterns between the pitch of a sound	beast? - Observation and Fair testing
or presentations of results and	a particular job.		year? Can you look at how	thermal conductors .Good thermal	and features of the object that produced it	
conclusions		Can you find patterns in the way the size	much we waste within our	insulators can be used to help keep hot	6.1	Eco Project – rainforests and woodland
	Carrying out investigations involves us	of shadows change? - Pattern seeking	own school in a day or	objects hot, ore keep cool ones cold.	find patterns between the volume of a	preservation v clearance – What effect
using results to draw simple	sorting, measuring and then describing	and Observation	week?	Investigation: Growing round in circles,	sound and the strength of the vibrations that produced it recognise that sounds get	has deforestation had on animals and t
conclusions, make predictions	our fair tests.			Let's make ice cream, It's melting! - Look	fainter as the distance from the sound	environment?
for new values, suggest	Investigation: Bounty claims 'One Sheet is	Eco Project – Look at the different types		at rising stars Which material is best to	source increases.	
improvements and raise	Plenty' is this true?	of renewable energy and focus in detail on		keep the drink hot? Look at a range of	Source moreases.	
further questions	Fair testing and Pattern seeking	one main source.		thermal mugs. – Observation and Fair		
		Scientist: James Maxwell, Nikola Tesla-		testing	Scientist: Albert Einstein	
identifying differences,	Eco Project – Investigate the over use of				Leonardo Da Vinci	
similarities or changes related	packaging in supermarkets and the effect			Eco Project – How much water do we		
to simple scientific ideas and	on the environment? (Plastic bags)			waste? Can we reduce our water	Investigations: Rising stars – Pitch up link	
processes				consumption? - Links to Bton and Hove	in to tuning forks	
				water scheme	Find patterns between the pitch of a	
using straightforward scientific					sound and the features of the object that	
evidence to answer questions					produced it Pattern seeking	
or to support their findings.						
					Eco Project – How landscape has	
					changed between now and then/	
					produce? The impact of Fair-trade	
History	Key historical skills for KS2:					
	- To develop a chronologically secure knowle	edge and understanding of British, local and work	ld history, establishing clear narratives within a	nd across the periods they study.		

- To be able to note connections, contrasts and trends over time and develop the appropriate use of historical terms.

- To understand how our knowledge of the past is constructed from a range of sources.

To be able to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
 To be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information.

15 T	Changes in Britain from the Stone Age to the Iron Age:  This could include (Non-statutory):  late Neolithic hunter-gatherers and early farmers, for example, Skara Brae  Bronze Age religion, technology and travel, for example, Stonehenge  Iron Age hill forts: tribal kingdoms, farming, art and culture	In preparation for next term- 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.	The Achievements of the earliest civilisations - The Ancient Egyptians: Following last term's overview sessions on the earliest civilisations, a depth study of Ancient Egypt will now be taught.	The Roman Empire and its impact on Britain (Roman Britain): This could include (Non-statutory): -Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudicca -'Romanisation' of Britain: sites such as	Britain's settlement by Anglo-Saxons and Scots: This could include (Non-statutory): -Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire -Scots invasions from Ireland to north Britain (now Scotland) -Anglo-Saxon invasions, settlements and kingdoms: place names and village life	A non-European society that provides contrasts with British history – Mayan civilisation c. AD 900
				Caerwent and the impact of technology, culture and beliefs, including early Christianity.  Local study link and visit – Fishbourne Roman Palace	Ire -Anglo-Saxon art and culture -Christian conversion – Canterbury, Iona and Lindisfarne  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time	
					of Edward the Confessor  This could include (Non-statutory):  -Viking raids and invasion  -resistance by Alfred the Great and  Athelstan, first king of England  -further Viking invasions and Danegeld  -Anglo-Saxon laws and justice  -Edward the Confessor and his death in	
					1066  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.	
					Local study link and visit – Battle (Battle of Hastings)	

Geography	Skills and fieldwork:	Ip achieve, and provide context for, all the old				
	Revise/check that the children have the locational knowledge that they are expected to learn in KS1.  Locational knowledge:  name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Skills and fieldwork:  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.	Focusing on Egypt and The Nile- Human and physical geography: Describe and understand key aspects of: physical geography: rivers and the water cycle human geography: types of settlement and land use.	Focusing on Italy and Mount Vesuvius and Mount Etna- Human and physical geography: Describe and understand key aspects of: physical geography: mountains and volcanoes	Skills and fieldwork:  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.	Focus on Mexico and how it compares to the UK- Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North or South America
Art and Design	Year 3 Stone Age/ Iron Age Whole class Craft & Design Study: Textiles Pattern colour and Texture (Dying wools and weaving on loom outside. Use a variety of techniques, e.g. dyeing, and weaving to create different textural effects Match the tool to the material  Year 4 Stone Age/ Iron Age Individual Creative Study	Year 3 Literacy Study Individual Creative Study: Digital Media Photography Tone Composition (Gargoyle montage with sound background on photostory)  Record and collect visual information using digital cameras and video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create images and effects with; Lines by controlling the brush tool with	Year 3 A Journey Down The Nile Individual Creative Study: Printing Line Perspective Tone  (Landscape of the river Nile) Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays  Year 4 A Journey Down The Nile Individual Craft & Design Study: Painting Colour & Symbolism	Year 3 Italy & The Romans Individual Artist Study: Renato Guttuso Printing Line Colour (Portraits) Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays  Year 4 Italy & The Romans  Pair/ group work Create & Opering Study:	Year 3 Anglo Saxons/Vikings Individual Craft & Design Study: Painting Line, Colour & Perspective Shelters (paint a whole or part of an Anglo Saxon shelter) Look closely at the structure of Anglo Saxon shelters and sketch key areas with some detail.	Year 3 Brazil  Pair/ group work Creative Study: Drawing Line, tone  (Stick and ink Christ the redeemer or Flavela landscape)  Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources.
	Crawing Shape & line  (cave drawings of animals with charcoal and pastel)  Experiment with ways in which surface detail can be added to drawings.  Use sketchbooks to collect and record visual information from different sources.  Draw for a sustained period of time at an appropriate level. Lines and Marks  Make marks and lines with a wide range	increased precision Changing the type of brush to an appropriate style e.g. charcoal Create <u>shapes</u> by making selections to cut, duplicate and repeat 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 Year 4	(Hieroglyphics & making paints and dyes)  Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc.  Create different effects and textures with paint according to what they need for the	Craft & Design Study: Sculpture  Pattern  (mosaic with paper and tiles) Plan, design and make models from observation or imagination Create surface patterns and designs in paper	Experiment with different effects and textures to portray detail and atmosphere blocking in colour, washes, thickened paint creating textural effects Work on a range of scales Create different effects and textures with paint according to what they need for the task.  Colour Mix colours and know which primary colours make secondary colours	Draw for a sustained period of time at an appropriate level. Lines and Marks Make marks and lines with a wide range 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. Form and Shape Experiment with different grades of pencil and other implements to draw different

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

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	use computer-aided design to develop and	communicate their ideas	follow procedures for safety and hygiene	how well products achieve their	movement	that a healthy diet is made up from a			
	In early KS2 pupils should also:		use a wider range of materials and	purposes	how simple electrical circuits and	variety and balance of different food and			
	generate realistic ideas, focusing on the nee	eds of the user	components than KS1, including	how well products meet user needs and	components can be used to create	drink, as depicted in The eat well plate			
	<ul> <li>make design decisions that take account of</li> </ul>	the availability of resources	construction materials	wants	functional products	that to be active and healthy, food and			
			and kits, textiles, food ingredients,	In early KS2 pupils should also investigate	how to program a computer to control	drink are needed to provide energy for the			
			mechanical components and electrical	and analyse:	their products	body			
			components	who designed and made the products	how to make strong, stiff shell structures				
			In early KS2 pupils should also:	where products were designed and	that a single fabric shape can be used to				
			measure, mark out, cut and shape	made	make a 3D textiles product				
			materials and components with some	when products were designed and made	that food ingredients can be fresh, pre-				
			accuracy	whether products can be recycled or	cooked and processed				
			assemble, join and combine materials	reused					
			and components with some accuracy	Key events and					
			apply a range of finishing techniques,	individuals					
			including those from art and design, with	about inventors, designers, engineers,					
			some accuracy	chefs and manufacturers who have					
				developed ground-breaking products					
Computing	design, write and debu <b>g programs that</b> a	accomplish specific goals, including controlling	or simulating physical systems; solve problems	by decomposing them into smaller parts					
We use Rising Stars	Duce sequence, selection, and repetition	in programs; work with variables and various for	orms of input and output						
_	use sequence, selection, and repetition	in programs, work with variables and various ic	onins of input and output						
Computing to support delivery									
of Computing	use logical reasoning to explain how so	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs							
	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								
	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content								
	□ select use and combine a variety of so	ftware (including internet services) on a range of	f digital devices to design and create a range of	programs, systems and content that accomplisi	h given goals, including collecting, analysing, ev	valuating and presenting data and information			
	Boxes, and compane a variety of se	g- (g	·ggg	F8					
	United to the also as a felly representfully and	responsible, recognice acceptable (unacceptable	e behaviour; identify a range of ways to report c	oncorns about content and contest					
	use technology saley, respectfully and	responsibly, recognise acceptable/unacceptable	e benaviour, identity a range or ways to report c	oncerns about content and contact.					
			T	T	T	I			
	We are programmers / We are software	We are network engineers / We are HTML	We are presenters / We are musicians	We are communicators / We are co-	We are bug fixers / We are Toy designers	We are opinion pollsters / We are			
	developers	editors		authors		meteorologists			
Music		ically with increasing confidence and control. The			s within musical structures and reproducing sou	nds from aural memory.			
	Pupils should be taught to:			asinigraciousady, fluiency conitrol and expression	neir voices and playing musical instrumen				
We use Music Express to		of purposes using the interrelated dimensions	of music						
support delivery of Music	listen with attention to detail and recall sou								
	use and understand staff and other musical notations								
Year 3 and 4 both learn to	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians								
	develop an understanding of the history of			T		<u> </u>			
play Ukulele in weekly lessons	In the past	Poetry	Ancient Worlds	Food and Drink	Sounds	Around the World (Y4)			
with K2M	Environment	Building	Time	Communication	Recycling (Y4)	China (Y3)			
					Human Body (Y3)	Singing French (Y3)			
						Singing Spanish (Y4)			
	1								
PE 3&4	OAA	Indoor Athletics	Gymnastics	OAA	Indoor Athletics	<u>Gymnastics</u>			
PE 3&4	<u>OAA</u> Y3&4	Indoor Athletics Y3	Gymnastics Y3	<u>OAA</u> Y3&4	Indoor Athletics Y3	Gymnastics Y3			

and potential and single and processes and single and section and						T	
Commandation  Victorian horse more their bedoes with command well known, warring will a particular property of the possible in jumping ingle and seal common property of the possible in jumping ingle and seal common property of the possible in jumping ingle and seal common property of the possible in jumping ingle and seal common property of the possible in jumping ingle and seal common property of the possible in jumping ingle and seal in jumping ingle and		Adventurous Activities – Team building	jumping, aiming, balance, coordination	showing a range of actions, body shapes	Adventurous Activities – Team building	jumping, aiming, balance, coordination	showing a range of actions, body shapes
Commentation  You Control and flamenty, marking with a grater devising a response ordinary processing with a grater devision of processing of the processing with a grater devision of processing or gratery of which we will be a processing or gratery of which we will be a processing or gratery of which a gratery or with the process and an agent for making and all and a gratery or gratery or gratery or gratery with a gratery or grater		and problem solving	and agility	and balances. To move with control and	and problem solving	and agility	and balances. To move with control and
To those has been been for folice with corner and flavors, sorting on the and category and and survey, sorting on the and category and and survey, sorting on the and category and and survey, sorting on the and category and survey and the analysis of the the a				co-ordination.			co-ordination.
To some how the more thanks are more and classes with provided and attention and specific formations of the provided and an analysis of the provided and analysis of the provided analysis of the provided and analysis of the provided analysis of the provided analysis of the provided analysis of the		<u>Gymnastics</u>	Y4		<u>Gymnastics</u>	Y4	
control and future, vesting with the planting designed and planting against a quality of graphs and planting against a graph of graph of planting against a graph of graph		Y3	To develop skills in jumping high and far,	Fitness and health	Y3	To develop skills in jumping high and far,	Fitness and health
partition developed an expectation group examples on a solution group of admits to examine a series of process and content groups are grown and solven groups are grown as a solution grown and grow		To know how to move their bodies with	aiming speed and stamina	Y4	To know how to move their bodies with	aiming speed and stamina	Y4
changes in level, disection and isquest To improve and consideral quality performances.  In the consideral quality performances are provided in the later to the progress branch a part of the consideral quality and in other progress branch a part of the consideral quality and in other progress branch a part of the consideral quality and in other progress branch a part of the consideral quality and in other progress branch a part of the consideral quality and in other progress branch a part of the consideration of the consideratio		control and fluency, working with a		To know what is fitness and health. To	control and fluency, working with a		To know what is fitness and health. To
professed coverage gashy professed g		partner devising a sequence and using	Invasion game skills	know how to measure it and ways to	partner devising a sequence and using	Invasion game skills	know how to measure it and ways to
padromances.  Anno toxoro for to losep possession, and make progress searchs a goal of the progress searchs and make progress searchs and make progress searchs and make progress searchs and the progress searchs and the progress searchs and the progress search as part of the search of the progress search as part of the search of the progress search as part of the search of the progress search as part of the search of the progress search as part of the search of the progress search as part of the search of the progress search as part of the search of the progress search as part of the search of the progress search as part of the search of the progress search as part of the search of the progress search as part of the search of the progress search of the progress of the search of the progress of seasch to the progress search of the progress of seasch to the progress search of the progress of seasch to the progress of seasch to the progress search of the progress seasch of the progress of seasch to the progress of seasch t		changes in level, direction and speed. To	у3	improve it. Focus on skipping.	changes in level, direction and speed. To	у3	improve it. Focus on skipping.
V4 To pepty empositional ideas to the sequence hay create. To repeat and perform accountably longer sequences with more ordinaring and class to the sequence hay create. On protest and a region of letters on ground and perform accountably longer sequences with more ordinaring and class.  Packet and ball statis.  V3 To septior different levels to sinke a ball.  V4 To group and statis.  V3 To septior different levels to sinke a ball.  V4 To septior different levels to sinke a ball.  V4 To septior different levels to sinke a ball.  V4 To septior different levels to sinke a ball.  V4 To septior different levels to sinke a ball.  V4 To septior different levels to sinke a ball.  V4 To septior different levels to direct the ball in different ways. To direct the ball in different levels to direct the ball in different ways. To		improve and create quality	To develop a range of skills to enable		improve and create quality	To develop a range of skills to enable	
V4 To apply compositional ideas to the sequences they create. To report and portion accurately longer requireds as all the sequences they created to report and apply and a sequences they created to report and apply and a sequences they created to report and a sequence they created to report and apply and a sequences they created to detect the ball in officers ways. To distinct the ball in distinct ways. T		performances.	them to know how to keep possession	Striking and Fielding skills	performances.	them to know how to keep possession	Striking and Fielding skills
To apply compositional islans to the sequences becomes the process of considering and sequences with more ordering required and suggest frow rules can improve the game of skills.  Year Content process and suggest frow rules can improve the game of skills.  Year Content process and suggest frow rules can improve the game of skills.  Year Content process and suggest from rules can improve the game of skills.  Year Content process and suggest from rules can improve the game of skills.  Year Content process and suggest from rules can improve the game of skills.  Year Content process and suggest from rules can improve the game of skills.  Year Content process and suggest from rules can improve the game of skills.  Year Content process and suggest from rules can improve the game of skills.  Year Content process and suggest from rules can improve the game of skills.  Year Content process and suggest from rules can improve the game of skills.  Year Content process and suggest from rules can improve the game of skills.  Year Content process and suggest from rules can improve the game of skills.  Year Content process and suggest from rules can improve the game of skills.  Year Content process and suggest from rules can improve the game of skills.  Year Content process and suggest from rules can improve the game of skills.  Year Content process and suggest from rules can improve the game of skills.  Year Content process and suggest from rules can improve the game of skills.  Year Content process and suggest from rules can improve the game of skills.  Year Content process and suggest from rules can improve the game of skills.  Year Content process and suggest from rules can improve the game of skills.  Year Content process and suggest from rules can improve the game of skills.  Year Content process and suggest from rules can improve the game of skills.  Year Content process and suggest from rules can improve the game of skills.  Year Content process and suggest from rules can improve the game of skills.  Year Content proce			and make progress towards a goal	Y3		and make progress towards a goal	Y3
securious they cream. To expete and perform accurately fromer sequences with more challenging actions.    Packet and ball skills   Y3   Packet and ball skills   Y3   Packet and ball skills   Y4   Packet and ball skil		Y4		To use a variety of ways to strike a ball.	Y4		To use a variety of ways to strike a ball.
perform accorately (progre sequences with more challenging actions.    Dance   Fig.   Packet and ball skills   Y3   Packet and ball skills   Y4   Packet and ball skills   Y3   Packet and ball skills   Y4   Packet and		To apply compositional ideas to the	Y4	To begin to use knowledge of striking and	To apply compositional ideas to the	Y4	To begin to use knowledge of striking and
with more challenging actions.    Manage   Packer and ball skills   Y3   Y3   Y4   Y4   Y4   Y4   Y4   Y4		sequences they create. To repeat and	To devise rules for their own games and	fielding games and develop a broader	sequences they create. To repeat and	To devise rules for their own games and	fielding games and develop a broader
Dance   To develop and apply an increasing range of striking and fielding skills. To retireve and sizes of incides and different types and sizes of incides and different types.    Datace		perform accurately longer sequences	suggest how rules can improve the game	range of skills.	perform accurately longer sequences	suggest how rules can improve the game	range of skills.
Racket and ball skills Y3 Y3 Y3 To explore different types and sizes of mokets and different ways to strike a ball. Y4 Y4 Y4 Y4 Zigger zagger To look at rhythmical different ways. To direct the ball in different ways. Y4 Zigger zagger To look at rhythmical phases and create montfs. To septone different types and sizes of mokets and different ways. Y4 Zigger zagger To look at rhythmical phases and create montfs to be repeated. To explore gestures. Y4 Zigger zagger To look at rhythmical phases and create montfs to be repeated. To explore gestures. Y4 Zigger zagger To look at rhythmical phases and create montfs to be repeated. To explore gestures. Y4 Zigger zagger To look at rhythmical phases and create montfs to be repeated. To explore gestures. Y3 To solve different challenges using maps and plans. To know and understand the use of signs and symbols on maps. Y4 Zigger zagger To look at rhythmical phases and create montfs to be repeated. To explore gestures. Y3 To pay increasingly complex games using different ways.  Similar to pay the plans games and to use this to whom to move amount as pace safety when playing games and to use this to whom the move amount as pace safety when playing games and to use this to whom the move amount as pace safety when playing games and to use this to the public of create montfs.  Y4 Abhelics Y3 Abhelics Y4 Abhelics Y5 Abhelics Y4 Abhelics Y4 Abhelics Y4 Abhelics Y4 Abhelics Y4 Abhelics Y5 Abhelics Y4 Abhelics Y5 Abhelics Y4 Abhelics Y5 Abhelics Y6 Abh		with more challenging actions.		Y4	with more challenging actions.		Y4
Indian delight - to explore other ways of another control. To explore different types and sizes of rackets and different ways to strike a bull.  Y4  Y4  To use a rackets to direct the ball in different ways.  Denote  Y5  Denote  Y6  Denote  Y6  Denote  Y7  To play increasingly complex games using darks of the control at appear and pass of them playing games and to use this to be appealed they when playing games and to use this to be applied they make play and use tactics appropriately.  Y6  Y7  Y8  Denote  Y8  Denote  Y8  Denote  Y9  To play increasingly complex games using play and use tactics appropriately.  Y4  Y5  To develop the range of skills and actions they when playing games and to use this to be appealed they when playing games and to use this to make they use to solve problems. To apply the when playing games and to use this to be applied to control and a range of techniques. To outlet opponent, agree rules and apply principles of team play to keep possession.  To now and use a range of techniques.  Y4  To pass, receive and different ways to strike a ball.  Y4  Y8  To solve different dues.  Y4  Y4  To use a rackets to direct the ball in different ways.  Before the vays.  Y4  To play increasingly complex games using different ways.  Althetics  Y4  Y4  To develop the range of skills and actions they use to solve problems. To apply the factor developed they are play and use tactics appropriately.  Y4  To obtain the full experiment the use of signs and symbols on maps.  Y4  To develop the range of skills and actions they use of signs and symbols on maps.  Y4  To evelop the range of skills and actions they use of signs and symbols on maps.  Y4  To explore medium ways. To direct the ball in different ways.  Althetics  Y4  To overlop the range of skills and actions they use of signs and symbols on maps.  Y4  To evelop the range of skills and actions they use of signs and symbols on maps.  Y4  To evelop the range of skills and actions they use of signs and play and use tactics appropriately.  Y4  To overlop			<u>Dance</u>	To develop and apply an increasing range		Dance	To develop and apply an increasing range
To explore different types and sizes of rackets and different ways to strike a ball.  Y4  Y4  Zigger zagger To look at hytyrmical phrases and create motifs to be repeated. To explore games using different ways. To direct the ball in different ways. To direct t		Racket and ball skills	Y3	of striking and fielding skills. To retrieve	Racket and ball skills	Y3	of striking and fielding skills. To retrieve
reckets and different ways to strike a ball.  Y4  Y4  Y4  Y4  Y4  Y4  Y4  Y4  Y4  Y		Y3	Indian delight – to explore other ways of	and stop a ball under control.	Y3	Indian delight – to explore other ways of	and stop a ball under control.
V4 Zigger zagger To look at rhythmical phrases and create modifs to be repeated. To use a rackets to direct the ball in different ways. To direct the ball in different ways. To direct the ball in different ways.    Dance		To explore different types and sizes of	moving. To copy and create own motifs.	To make up their own versions of games	To explore different types and sizes of	moving. To copy and create own motifs.	To make up their own versions of games
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To use a rackets to direct the ball in different ways. To direct the ball in different ways. To direct the ball in different ways.    Dance			Y4			Y4	
different ways. To direct the ball in different ways.  To explore geatures.  To solve different challenges using maps and plans. To know and understand the use of signs and symbols on maps.  To plance  To lops increasingly complex games using y3  Machines – To use percussion to support dance. To create motifs.  Y4  Paintings – To explore moods within pictures and representing them in movements. To explore less obvious body parts to convey meaning  Y3  Invasion game skills: Y3  To solve different challenges using maps and plans. To know and understand the use of signs and symbols on maps.  Y4  Abhletics Y3  Abhletics Y3  Abhletics Y3  To pass, receive and diribble the ball keeping control and possession.  To know and use a range of techniques when playing games and source was earlier when playing games and source was earlier when playing games and plans. To know and understand the use of signs and symbols on maps.  Y4  Abhletics Y3  Abhletics Y3  To pass, receive and diribble the ball keeping control and possession.  To know and understand the use of signs and symbols on maps.  Y4  Abletics Y3  Abhletics Y3  To pass, receive and diribble the ball keeping control and possession.  To know and understand the use of signs and symbols on maps.  Y4  Abletics Y3  Abhletics Y3  To be able to run distances and understand pame play to keep principles of team play to keep principles of team play to keep possession.  To know and understand the use of signs and symbols on maps.  Y4  Abletics Y3  Abhletics Y3  To be able to run distances and understand pame play to weep specially principles of team play to keep principles of team play to keep possession.  To how and understand the use of signs and symbols on maps.  Y4  Abletics Y3  To be able to run distances and understand pame play to keep principles of team play to keep possession.  To pass, receive and diribble the ball keeping control and possession.  To know and use a range of techniques when [passing, changing direction and skills: Y3  To develop truning styles, changi		Y4	Zigger zagger To look at rhythmical	OAA	Y4	Zigger zagger To look at rhythmical	OAA
different ways.  Dance To play increasingly complex games using different ways.  Adhelines — To use percussion to support dance. To create motifs.  Y4 Paintings — To explore moods within pictures and representing them in movements. To explore less obvious body parts to convey meaning  Invasion game skills: Y3 To play increasingly complex games using different ways.  Adhelics Y4 Paintings — To explore moods within pictures and representing them in movements. To explore less obvious body parts to convey meaning Y4 To pass, receive and dribble the ball keeping control and possession. To know and use a range of techniques when [passing, changing direction and speeds]:  Adhelics Y4 To play increasingly complex games using different ways.  Y4 To develop the range of skills and action they use to solve problems. To apply their map skills when setting routes for others.  Adhelics Y4 Paintings — To explore moods within pictures and representing them in movements. To explore less obvious body parts to convey meaning To obvit opponent, agree rules and apply principles of team play to keep possession.  To know and use a range of techniques when [passing, changing control and possession. To know and use a range of techniques when [passing, changing direction and speeds]:  Adhelics Y3 To play increasingly complex games using different ways.  Adhelines—To use percussion to support dance. To create motifs.  Washines—To use percussion to support dance. To create motifs.  Washines—To use percussion to support dance. To create motifs.  Y4 To be able to run distances and underarm and overarm target throws, To set targets. Y3 To be able to run distances and underarm and overarm target throws, To set targets. Y4 To develop the range of skills and action they use to solve problems. To apply the map skills when setting routes for others.  Y4 To be able to run distances and underarm and overarm target throws, To set targets. Y4 To town to prove a round a space safety when playing and use tactics appropriately. Y4 To town to prove a rou		To use a rackets to direct the ball in	phrases and create motifs to be repeated.	Y3	To use a rackets to direct the ball in	phrases and create motifs to be repeated.	Y3
Dance 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 safety when playing games and to use this to beat an opponent. To understand game play and use tactics appropriately. Y4 To develop the range of skills and actions they use to solve problems. To apply their maps kills when setting routes for others.  Abhletics Y3 Abhletics Y4 Abhletics Y3 To be able to run distances and underarm and overarm target throws, To set targets. Y3 To be and overarm target throws, To set targets. Y4 To understand game play to keep problems, To explore less obvious body parts to convey meaning 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]:  W44 To outwit opponent, agree rules and apply to keep problems, To apply their maps kills when setting routes for others.  W44 To outwit opponent, agree rules and apply principles of team play to keep principles of team play to keep problems, To apply their maps kills when setting routes for others.  W44 To outwit opponent, agree rules and apply principles of team play to keep problems, To apply their maps kills when setting routes for others.  W44 To outwit opponent, agree rules and apply principles of team play to keep possession. To know and use a range of techniques when [passing, changing direction and speed]:  W44 To outwit opponent, agree rules and apply principles of team play to keep possession. To know and use a range of techniques when [passing, changing direction and speed]:  W44 To outwit opponent, agree rules and apply principles of team play to keep possession. To know and use a range of techniques when [passing, changing direction and speed]:  W44 To outwit opponent, agree rules and apply principles of team play to keep possession. To know and use a range of techniques when [passing, changing direction and speed]:  W45 To outwit opponent, agree rules and apply principl		different ways. To direct the ball in	To explore gestures.	To solve different challenges using maps	different ways. To direct the ball in	To explore gestures.	To solve different challenges using maps
Dance Dance To play increasingly complex games using ydifferent sized balls, showing accuracy, different sized balls, showing accuracy, darken. To create motifs.  When playing games and to use this to beat an opponent. To understand game pictures and representing them in movements. To explore less obvious body parts to convey meaning  Invasion games skills: Ya  To develop the range of skills and actions they use to solve problems. To apply their map skills when setting routes for others.  Athletics Ya  Athletics Ya  Athletics Ya  To develop the range of skills and action they use to solve problems. To apply their map skills when setting routes for others.  Athletics Ya  Athletics Ya  To be able to run distances and underarm and overarm target throws, To set targets.  To be able to run distances and underarm and overarm target throws, To set targets.  Ya  To outwit opponent, agree rules and apply principles of team play to keep possession.  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]:  Ya  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]:  Ya  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]:  Ya  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]:  Ya  To develop the range of skills and action they use to solve problems. To apply the map skills when setting routes for others.  Ya  Athletics  Ya  To be able to run distances and underarm and overarm target throws, To set targets.  Ya  To outwit opponent, agree rules and apply principles of team play to keep possession.  To pass, receive and dribble the ball keeping control and possession.  To know and use a range of techniques when [passing, changi		different ways.		and plans. To know and understand the	different ways.		and plans. To know and understand the
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Paintings – To explore moods within pictures and representing them in movements. To explore less obvious body parts to convey meaning    Invasion game skills:   Y3   Y4   To outwit opponent, agree rules and apply principles of team play to keep possession.   To know and use a range of techniques when [passing, changing direction and speed]			when playing games and to use this to			when playing games and to use this to	
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1a describe the key aspects of religions,		1a describe the key aspects of religions,	2e reflect on sources of inspiration in their	1a describe the key aspects of religions,	1a describe the key aspects of religions,
especially the people, stories and	1a describe the key aspects of religions,	especially the people, stories and	own and others' lives.	especially the people, stories and	especially the people, stories and
traditions that influence the beliefs and	especially the people, stories and	traditions that influence the beliefs and		traditions that influence the beliefs and	traditions that influence the beliefs and
values of others	traditions that influence the beliefs and	values of others	3f teachings and authority: what sacred	values of others	values of others
	values of others		texts and other sources say about God,		
1b describe the variety of practices and		1e make links between different forms of	the world and human life	1b describe the variety of practices and	1b describe the variety of practices and
ways of life in religions and understand	2d reflect on ideas of right and wrong and	religious expression and understand why		ways of life in religions and understand	ways of life in religions and understand
how these stem from, and are closely	their own and others' responses to them;	they are important in religion, explaining	3i symbols and religious expression: how	how these stem from, and are closely	how these stem from, and are closely
connected to, beliefs and teachings		how religious beliefs and teachings can be	religious and spiritual ideas are expressed	connected to, beliefs and teachings	connected to, beliefs and teachings
	2e reflect on sources of inspiration in their	expressed in a variety of forms			
1c identify and begin to describe the	own and others' lives.		3o discussing religious and philosophical	1f describe and begin to understand	1c identify and begin to describe the
similarities and differences between		1f describe and begin to understand	questions, giving reasons for their own	religious and other responses to ultimate	similarities and differences between
religions	3j inspirational people: figures from whom	religious and other responses to ultimate	beliefs and those of others	and ethical questions;	religions
	believers find inspiration	and ethical questions;			
1d investigate the significance of religion			3p considering a range of human	2b respond to the challenges of	1d investigate the significance of religion
in the local, national and global	3p considering a range of human experiences and feelings	2c discuss their own and others' views of	experiences and feelings	commitment both in their own lives and	in the local, national and global
communities	experiences and reelings	religious truth and belief, expressing their		within religious traditions, recognising how	communities
	Easter Symbols	own ideas;	3q reflecting on their own and others'	commitment to a religion is shown in a	
1g use specialist vocabulary in	1a describe the key aspects of religions,		insights into life and its origin, purpose	variety of ways	1e make links between different forms of
communicating their knowledge and	especially the people, stories and	3e beliefs and questions: how people's	and meaning		religious expression and understand why
understanding;	traditions that influence the beliefs and	beliefs about God, the world and others		2c discuss their own and others' views of	they are important in religion, explaining
	values of others	impact on their lives	Christmas Journeys	religious truth and belief, expressing their	how religious beliefs and teachings can be
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3j inspirational people: figures from whom	1e make links between different forms of	religions and beliefs respond to global	ways of life in religions and understand	believers find inspiration	1g use specialist vocabulary in
believers find inspiration	religious expression and understand why	issues of human rights, fairness, social	how these stem from, and are closely connected to, beliefs and teachings		communicating their knowledge and
2n considering a range of himse	they are important in religion, explaining	justice and the importance of the	connected to, beliefs and teachings	Easter	understanding;
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Christmas Wise Men		3o discussing religious and philosophical	and what people think about life after	traditions that influence the beliefs and	faith community, communicating their own
1a describe the key aspects of religions,	1g use specialist vocabulary in	questions, giving reasons for their own	death	values of others	and others' responses
especially the people, stories and	communicating their knowledge and	beliefs and those of others	ueam		at a second to the state of the second
traditions that influence the beliefs and	understanding;			1b describe the variety of practices and	2b respond to the challenges of
values of others		3q reflecting on their own and others' insights into life and its origin, purpose		ways of life in religions and understand	commitment both in their own lives and
	1h use and interpret information about	and meaning		how these stem from, and are closely	within religious traditions, recognising how
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36 teachings and authority: what sacred texts and others views of religious truth and belief, expressing their own ideas;  39 worship, pligrimage and sacred places: where, how and why people worship, including at particular sites  31 teachings and authority: what sacred texts and other sources say about God, the world and themsolvidual: what is expected of a person in following a religion or belief expressing their own ideas;  39 worship, pligrimage and sacred places: where, how and why people worship, including at particular sites  31 religious at particular sites  31 symbols and religious expression: how religious at a religious expression; how religious and authority: what sacred texts and other sources say about God, the world and human life  31 teachings and authority: what is expected of a person in following a religion or belief expected of a person in following a religion or belief expected of a person in following a religion or belief expected of a person in following a religion or belief expected of a person in following a religion or belief expected of a person in following a religion or belief expected of a person in following a religion or belief expected of a person in following a religion or belief expected of a person in following a religion or belief expected of a person in following a religion or belief expected of a person in following a religion or belief expected of a person in following a religion or belief expected of a person in following a religion and the individual: what is expected of a person in following a periodic and the individual: what is expected of a person in following a periodic and the individual: what is expected of a person in following a periodic and the individual: what is expected of a person in following a periodic and the individual: what is expected of a person in following a periodic and the individual: what is expected of a person in following a periodic and the individual: what is expected of a person in following a periodic and the individual: what is expected
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the world and human life  3h the journey of life and death: why some occasions are sacred to believers, and what people think about life after where, how and why people worship, including at particular sites  3k religion and the individual: what is
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where, how and why people worship, including at particular sites  3k religion and the individual: what is  3n encountering religion through visitors
including at particular sites  3k religion and the individual: what is  3n encountering religion through visitors
3k religion and the individual: what is
and visits to places of worship and
Symbolic and religious on processes. Now
religious and spiritual ideas are expressed religion or belief focusing on the impact and reality of religion on the local and global community
3h the journey of life and death: why 31 religion, family and community: how
some occasions are sacred to believers, religious families and communities
and what people think about life after practise their faith, and the contributions
death this makes to local life
3k religion and the individual: what is 3p considering a range of human

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	expected of a person in following a	experiences and feelings				
	religion or belief					
		3q reflecting on their own and others'				
	3I religion, family and community: how	insights into life and its origin, purpose				
	· · · · · · · · · · · · · · · · ·	and meaning				
	religious families and communities	3				
	practise their faith, and the contributions					
	this makes to local life					
	3p considering a range of human					
	experiences and feelings					
PSHCE	Respect for the self and others and the	SEAL Relationships & Getting on and	SEAL Going for goals & Change	Respect for the self and others and the	SEAL Relationships & Getting on and	SEAL Going for goals & Change
. SHOL	importance of responsible behaviours and	Falling out	SELICE COMMISSION OF COMMISSIO	importance of responsible behaviours and	Falling out	Core theme 3: Living in the Wider
	actions – Class Charters			actions – Class Charters		World
	Working With Others Activities	Core theme 2: Relationships	Core theme 3: Living in the Wider	Working With Others Activities	Core theme 2: Relationships	to research, discuss and debate topical
	Training Train Carolia Moderates		World			issues, problems and events
	SEAL New Beginnings & Good to be	to recognize and respond appropriately to	to research, discuss and debate topical	SEAL New Beginnings & Good to be	to recognize and respond appropriately to	concerning health and wellbeing and offer
	me	a wider	issues, problems and events	me	a wider	their recommendations to
	<u></u>	range of feelings in others	concerning health and wellbeing and offer	<u></u>	range of feelings in others	appropriate people
	Core theme 1: Health and Wellbeing		their recommendations to	Core theme 1: Health and Wellbeing		why and how rules and laws that protect
	Including bullying and e-safety	to recognise what constitutes a positive, h	appropriate people	Including bullying and e-safety	to recognise what constitutes a positive, h	themselves and others are
	what positively and negatively affects their	ealthy	why and how rules and laws that protect	what positively and negatively affects	ealthy	made and enforced, why different rules
	physical, mental and	relationship	themselves and others are	their physical, mental and	relationship	are needed in different situations and how
	emotional health (including the media)		made and enforced, why different rules	emotional health (including the media)		to take part in making and changing rules
	how to make informed choices	to develop the skills to develop and maint	are needed in different situations and how	how to make informed choices	to develop the skills to develop and maint	to realise the consequences of anti-
	(including recognising that choices can	ain positive	to take part in making and changing rules	(including recognising that choices can	ain positive	social and aggressive behaviours
	have positive, neutral and negative	and healthy relationships	to realise the consequences of anti-	have positive, neutral and negative	and healthy relationships	such as bullying and discrimination on
	consequences) and to begin to		social and aggressive behaviours	consequences) and to begin to		individuals and communities
	understand the concept of a 'balanced	that their actions affect themselves and ot	such as bullying and discrimination on	understand the concept of a 'balanced	that their actions affect themselves and ot	that there are different kinds of
	lifestyle'	hers	individuals and communities	lifestyle'	hers	responsibilities, rights and duties at
	to reflect on and celebrate their		that there are different kinds of	to reflect on and celebrate their	П	home, at school, in the community and
	achievements, identify their strengths,	to judge what kind of physical contact is a	responsibilities, rights and duties at	achievements, identify their strengths,	to judge what kind of physical contact is a	towards the environment
	areas for improvement, set high	cceptable or	home, at school, in the community and	areas for improvement, set high	cceptable or	to resolve differences by looking at
	aspirations and goals	unacceptable and how to respond	towards the environment	aspirations and goals	unacceptable and how to respond	alternatives, seeing and respecting
	to deepen their understanding of good		to resolve differences by looking at	to deepen their understanding of good		others' points of view, making decisions
	and not so good feelings, to	the concept of 'keeping something confide	alternatives, seeing and respecting	and not so good feelings, to	the concept of 'keeping something confide	and explaining choices
	extend their vocabulary to enable them to	ntial or	others' points of view, making decisions	extend their vocabulary to enable them to	ntial or	about the role money plays in their own
	explain both the range and	secret', when we should or should not agr	and explaining choices	explain both the range and	secret', when we should or should not agr	and others' lives, including how
	intensity of their feelings to others	ee to this and	about the role money plays in their own	intensity of their feelings to others	ee to this and	to manage their money and about being a
	that bacteria and viruses can affect	when it is right to 'break a confidence' or '	and others' lives, including how	that bacteria and viruses can affect	when it is right to 'break a confidence' or '	critical consumer
	health and that following simple	share a	to manage their money and about being a	health and that following simple	share a	
	routines can reduce their spread	secret'	critical consumer	routines can reduce their spread	secret'	about enterprise and the skills that
	to recognise when and how to ask for			to recognise when and how to ask for		make someone 'enterprising'
	help and use basic techniques for	to listen and respond respectfully to a wid	about enterprise and the skills that	help and use basic techniques for	to listen and respond respectfully to a wid	
	resisting pressure to do something	e range of	make someone 'enterprising'	resisting pressure to do something	e range of	
	dangerous, unhealthy, that makes	people, to feel confident to raise their own		dangerous, unhealthy, that makes	people, to feel confident to raise their own	

	them uncomfortable, anxious or that they	concerns, to		them uncomfortable, anxious or that they	concerns, to				
	believe to be wrong	recognise and care about other people's f		believe to be wrong	recognise and care about other people's f				
	school rules about health and safety,	eelings and to		school rules about health and safety,	eelings and to				
	basic emergency aid procedures,	try to see, respect and if necessary constr		basic emergency aid procedures,	try to see, respect and if necessary constr				
	where and how to get help	uctively		where and how to get help	uctively				
	what is meant by the term habit' and	challenge their points of view		what is meant by the term habit' and	challenge their points of view				
	why habits can be hard to change			why habits can be hard to change					
	which, why and how, commonly	to work collaboratively towards shared go		which, why and how, commonly	to work collaboratively towards shared go				
	available substances and drugs	als		available substances and drugs	als				
	(including alcohol and tobacco) could			(including alcohol and tobacco) could					
	damage their immediate and	to develop strategies to resolve disputes a		damage their immediate and	to develop strategies to resolve disputes a				
	future health and safety, that some are	nd conflict		future health and safety, that some are	nd conflict				
	legal, some are restricted and	through negotiation and appropriate comp		legal, some are restricted and	through negotiation and appropriate comp				
	some are illegal to own, use and supply to	romise and		some are illegal to own, use and supply to	romise and				
	others	to give rich and constructive feedback and		others	to give rich and constructive feedback and				
	to recognise how images in the media	support to		to recognise how images in the media	support to				
	do not always reflect reality and	benefit others as well as themselves		do not always reflect reality and	benefit others as well as themselves				
	can affect how people feel about	to recognise and manage 'dares'_		can affect how people feel about	☐ to recognise and manage				
	themselves			themselves	'dares'_				
	about human reproduction			about human reproduction					
	strategies for keeping physically and			strategies for keeping physically and					
	emotionally safe including road		emotionally safe including road						
	safety, safety in the environment and			safety, safety in the environment and					
	safety online (including social			safety online (including social					
	media, the responsible use of ICT and			media, the responsible use of ICT and					
	mobile phones)			mobile phones)					
	the importance of protecting personal			the importance of protecting personal					
	information, including passwords,			information, including passwords,					
	addresses and images			addresses and images					
	about people who are responsible for			about people who are responsible for					
	helping them stay healthy and			helping them stay healthy and					
	safe and ways that they can help these			safe and ways that they can help these					
	people			people					
	Feeting			Footing					
MFL	☐ listen attentively to spoken language and	show undersanding by joining in and respondin	g						
French		age through songs and rhymes and link the spe							
		questions; express opinions and respond to the							
	speak in sentences, using familiar vocabu								
		= =	reading aloud or using familiar words and phrase	s					
	present ideas and information orally to a r								
	read carefully and show understanding of								
	appreciate stories, songs, poems and rhy								
			duced into familiar written material, including thre	ough using a dictionary					
		ese to create new sentences, to express ideas		ough asing a distiniting					
	describe people, places, things and action		cic arry						
		· -	alayant) famining massuling and nester forms	and the conjugation of high-frequency verbs; key	features and natterns of the language; how to	apply these for instance to build septences:			
	and how these differ from or are similar to Er		cicvano, reminine, mascume and neuer forms	and the conjugation of high-frequency verbs, key	ricatores and patterns of the language, now to a	apply these, for instance, to build selllelices,			

Upper Key Stage Two Y5/6	Year A 2014-2015			Year B 2015-2016		
apparent, angeress	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	The Lion & The Unicorn	The Red Tree by Shaun Tan			Ice Trap	Falling Angels
	Rose Blanche	The Water Tower by Gary Crew				The Alchemist
		The Viewer by Crew and Tan				
	Science	Science	Science	Science	Science	Science
During years 5 and 6, pupils	Light Y6 How We See Things	Evolution and Inheritance	Reversible and Irreversible changes	The Earth in Space	Independence and Adaptation	Life cycles and Fuel for Life
should be taught to use the	recognise that light appears to	recognise that living things have	compare and group together			
following practical scientific	travel in straight lines	changed over time and that	everyday materials on the basis	describe the movement of the Earth, and	describe the differences in the life cycles	Animals including humans Y5
methods, processes and skills		fossils provide information about	of their properties, including their	other planets, relative to the Sun in the	of a mammal, an amphibian, an insect	
through the teaching of the	use the idea that light travels in	living things that inhabited the	hardness, solubility,	solar system	and a bird	describe the changes as humans develop
programme of study content:	straight lines to explain that	Earth millions of years ago	transparency, conductivity			to old age.
planning different types	objects are seen because they	Later millions of years ago	(electrical and thermal), and	describe the movement of the Moon	describe the life process of reproduction	
of scientific enquiries to				relative to the Earth	in some plants and animals.	Y6
answer questions,	give out or reflect light into the	recognise that living things	response to magnets			
including recognising		produce offspring of the same		describe the Sun, Earth and Moon as	Y6	identify and name the main parts of the
and controlling variables	eye	kind, but normally offspring vary	know that some materials will	approximately spherical bodies		human circulatory system, and describe
where necessary	explain that we see things	and are not identical to their	dissolve in liquid to form a		describe how living things are classified	the functions of the heart, blood vessels
taking measurements,	because light travels from light	parents	solution, and describe how to	use the idea of the Earth's rotation to	into broad groups according to common	and blood
using a range of	sources to our eyes or from light		recover a substance from a	explain day and night and the apparent	observable characteristics and based on	
scientific equipment,	sources to objects and then to	identify how animals and plants	solution	movement of the sun across the sky.	similarities and differences, including	recognise the impact of diet, exercise,
with increasing accuracy	our eyes	are adapted to suit their			micro-organisms, plants and animals	drugs and lifestyle on the way their bodies
and precision, taking		environment in different ways	use knowledge of solids, liquids	Experiments: What's out there? - Rising		function
repeat readings when	use the idea that light travels in	and that adaptation may lead to	and gases to decide how	stars Explain about the phases of the	give reasons for classifying plants and	
appropriate	straight lines to explain why	evolution.	mixtures might be separated,	moon in a creative way by using	animals based on specific characteristics.	describe the ways in which nutrients and
recording data and	shadows have the same shape		including through filtering,	observational skills.		water are transported within animals,
	as the objects that cast them.	Scientist: Charles Darwin, James	sieving and evaporating		Investigations - Vegetation - ( Rising	including humans.
results of increasing	,	Watson		If the moon was stolen like in the plan in	stars) Grouping and classify, Observation	
complexity using			give reasons, based on evidence	the film 'Despicable Me' what effect would		Investigations - How is the heart affected
scientific diagrams and	Investigation: Make a periscope to	Investigations – Do taller people have	from comparative and fair tests,	this have on the Earth?	Why is it important to classify and why is	by exercise?Do taller people have bigger
labels, classification			,	and have on the Editin	it useful for scientists? Look at Carl	lungs? Do swimmers have bigger lungs
keys, tables, scatter	understand and explain how we see. –	longer legs?	for the particular uses of	Investigate this problem and demonstrate	Linnaeus see rising stars pg 17	than most people - Pattern seeking - Out
graphs, bar and line	Observation	Are older people taller? - Pattern seeking	everyday materials, including			of puff (rising stars)
graphs		Why are we getting taller as a species?	metals, wood and plastic	the effects in a creative way.	Invisible creatures – Yeast balloon –	
<ul> <li>using test results to</li> </ul>	Y6 – Changing Circuits	How do we know we are getting taller?			Investigation on microbes	Create a plastic lung to explain about how
make predictions to set		Look at bar charts, how can this pattern	demonstrate that dissolving,			we breathe Observation
up further comparative	associate the brightness of a lamp or the	help you explain the question?	mixing and changes of state are		Eco Project – melting of the polar ice	
and fair tests	volume of a buzzer with the	The same but different – Rising stars	reversible changes	Forces . Movement and Gravity explain	caps and global warming	Eco Project - How do we travel to school
reporting and presenting	number and voltage of cells used	Observation		that unsupported objects fall towards the		and what is the government doing to
findings from enquiries,	in the circuit		explain that some changes result	Earth because of the force of gravity	Scientist: Steven Savage (Brighton	reduce carbon emissions?
including conclusions,	compare and give reasons for variations	Eco Project: Natural selection – Observe	in the formation of new	acting between the Earth and the falling	based), Carl Linnaeus	
causal relationships and	in how components function,	the birds in our local area and record data	materials, and that this kind of	object		
causai reiationsnips and						

explanations of and	including the brightness of bulbs,	use Rising Stars pg. 43 for investigation.	change is not usually reversible,	identify the effects of air resistance, water		
degree of trust in results,	the loudness of buzzers and the	How has our school grounds changed	including changes associated	resistance and friction, that act between		
in oral and written forms	on/off position of switches	over the years?	with burning and the action of	moving surfaces		
such as displays and	use recognised symbols when		acid on bicarbonate of soda.			
other presentations	representing a simple circuit in a			recognise that some mechanisms,		
<ul> <li>Identifying scientific</li> </ul>	diagram.		Investigations: Create a medicinal potion	including levers, pulleys and gears, allow		
evidence that has been	Investigations - Create a		Observe what happens when you mix	a smaller force to have a greater effect.		
used to support or refute	siren/ warning sound for		bicarbonate soda to different solutions	Scientist: Stephen Hawking, Albert		
ideas or arguments.	air raid shelter or an		Group and Classify – Use your loaf –	Einstein, Galileo Galilei, Issac Newton		
	alarm to protect the		rising stars	Elisteni, Galileo Galilei, Issae Newton		
Super Scientists	countries weapons.		Slime Olympics – How far do the different	Investigations – Develop and make own		
	Look at changing circuits		types of slime slide? – fair test	flying rockets for air resistance – How can		
	(Rising stars)		Factories	you make your rocket go further? Create		
	Fair testing		Eco project  How has the climate changed over the	own fair test experiment		
			past 60 years?			
	Eco Project – Community		pactor years.	Eco Project - Brighton and Lewes Downs		
	spirit – Litter picking to			Biosphere – what is this and what can we		
	local area outside the			do?		
	school grounds and look					
	at representing the data					
	for the whole school to					
	see					
	Scientist: Marie Curie, Benjamin					
	Franklin					
Computing	design, write and debug programs that	I accomplish specific goals, including controlling	g or simulating physical systems; solve problems	by decomposing them into smaller parts	I.	
We use Rising Stars Computing to support delivery of Computing	use sequence, selection, and repetition	n in programs; work with variables and various f	orms of input and output			
	use logical reasoning to explain how s	ome simple algorithms work and to detect and o	correct errors in algorithms and programs			
	understand computer networks includi	ng the internet; how they can provide multiple se	ervices, such as the world wide web; and the op	portunities they offer for communication and co	ollaboration	
	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content					
	select, use and combine a variety of so	oftware (including internet services) on a range	of digital devices to design and cre <b>ate a range c</b>	of programs, systems and content that accompl	lish given goals, including collecting, analysing, $\epsilon$	evaluating and presenting data and
	use technology safely, respectfully and	l responsibly; recognise acceptable/unacceptab	ole behaviour; identify a range of ways <b>to report</b> (	concerns about content and contact.		

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	Yr 5: Computing - Rising Stars - We	We are games developers	Yr 5 Computing – Rising Stars – We	We are bloggers	We are artists	We are web developers
	are Cryptographers		are architects			
	Yr6 Computing - Rising Stars - We are		Yr6 Computing - Rising Stars – We are			
	app planners - We are project managers -		app planners - We are project managers -			
	- We are researchers - We are interface		- We are researchers - We are interface			
	developers - We are mobile app		developers - We are mobile app			
	developers -We are marketeers		developers -We are marketeers			
History	Key historical skills for KS2:	l				l
	- To develop a chronologically secure knowle	edge and understanding of British, local and wo	orld history, establishing clear narratives within a	and across the periods they study.		
	- To be able to note connections, contrasts a	and trends over time and develop the appropriat	te use of historical terms.			
			use, similarity and difference, and significance.			
		s that involve thoughtful selection and organisat	·			
	- To understand how our knowledge of the p	-				
	. a discribitation our knowledge of the p	act to continuous from a range of sources.				
	A study of an aspect or theme in	Free choice of unit/extra SATs revision.	Ancient Greece - a study of Greek life	A local history study – Victorian	Antarctic explorers (extra history unit)	Revision unit of all of KS2's previous units
	British history that extends pupils'		and achievements and their influence	<u>Brighton</u>	- Robert Falcon Scott's and Roald	with a particular focus on developing the
	chronological knowledge beyond 1066		on the western world.		Amundsen's race to the South Pole, and	children's understanding of how the
	- WW2 (Conflict)				Ernest Shackleton's Endurance	periods fit together chronologically.
	- wwz (connet)				expedition.	p
	Local study link and visit – WW2				expedition.	
	kitchen at Southwick Cottage.					
Geography	The following objective will be used to he	I Ip achieve, and provide context for, all the o	I bjectives mapped out for Upper Key Stage 2	<u>.                                    </u>	<u> </u>	<u> </u>
	Skills and fieldwork:					
	use maps, atlases, globes and digital/compu	ter mapping to locate countries and describe fe	eatures studied		1	T
	Revise/check that the children have	Human and physical geography:	Focus on Greece in Europe and how it	Human and physical geography:	Locational knowledge:	Skills and fieldwork:
	the locational knowledge that they are	Describe and understand key aspects of:	compares to the UK:	Describe and understand key aspects of:	identify the position and	use the eight points (extend to 16
	expected to learn in KS1 and Lower	<ul> <li>physical geography</li> </ul>	Place knowledge	human geography, including: types	significance of latitude, longitude,	for most able) of a compass, four
	<u>KS2.</u>	including: climate zones, biomes	understand geographical similarities and	of settlement and land use,	Equator, Northern Hemisphere,	and six-figure grid references,
	Leastional knowledge	and vegetation belts, rivers,	differences through the study of	economic activity including trade	Southern Hemisphere, the	symbols and key (including the
	Locational knowledge:  locate the world's countries, using	mountains, volcanoes and	human and physical geography of a region of the United Kingdom, a	links, and the distribution of natural resources including	Tropics of Cancer and Capricorn,  Arctic and Antarctic Circle, the	use of Ordnance Survey maps) to revise their knowledge of the
	maps to focus on Europe	earthquakes, and the water cycle	region in a European country.	energy, food, minerals and water	Prime/Greenwich Meridian and	United Kingdom (including the Isle
	(including the location of Russia)	NB: Those underlined will be covered		NB: Those underlined will be covered	time zones (including day and	of Wight in preparation for the
	and North and South America,	in Years 3/4, and so should only need	Also see the objective for Summer Term	in Years 3/4, and so should only need	night). NB. Night and day should	residential) and develop their
	concentrating on their	revising.	of Year B, and, if time permits,	revising.	have been covered as part of	knowledge of the wider world
	environmental regions, key		do some preparatory work ready		Science in the Space unit from	(including the region of France
	physical and human		for the residential trips.		the Autumn Term.	being visited for the residential).
	characteristics, countries, and					
	major cities					
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Music	Punils should be taught to sing and play mu	Isically with increasing confidence and control	They should develop an understanding of music	ral composition, organising and manipulating ide	as within musical structures and reproducing s	ounds from aural memory			
Widdle	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.  Pupils should be taught to:  [I] with indreasing accuracy, if the cryptopic to land the control is a control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.  Pupils should be taught to:								
W M F		e of purposes using the interrelated dimensions		periodical action of the second secon	ter voices and playing musical instante				
We use Music Express to			5 6d.6						
support delivery of Music		□ listen with attention to detail and recall sounds with increasing aural memory □ use and understand staff and other musical notations							
		of high-quality live and recorded music drawn for	rom different traditions and from great compose	ers and musicians					
Year 5 learn to play guitar in	develop an understanding of the history	= : :	, , , , , , , , , , , , , , , , , , , ,						
weekly lessons with K2M	Our Community (5)								
	At the Movies (5)	Growth (6)	Roots (6)	Celebration (5)	Life Cycles (5)	Moving On (6)			
Art	We'll Meet Again	Literacy Study	Greeks	To Infinity and Beyond	Polar Expeditions	Literacy Study			
	Wo ii Moot Again	The water tower by Gary Crew &Viewer	Crossic	To mining and Boyona	. Gai Expositions	Ziolasy Clasy			
	Pair/ group work	by Shaun Tan	Individual	Individual	Individual	Whole class			
	Creative Study	Individual	Craft & Design Study:	Creative Study	Artist Study:	Artist Study: Banksy			
	The national archives	Creative Study :	Architecture of ancient Greece	Sabrina kaici.	Ice Paintings: by Xavier Cortada or	Printing			
	The Art of War	Drawing Tone		Painting - Form and space	Antarctic Paintings by Davis Abbey Paige	9			
	The factor was	Sidming rone	Sculpture Clay Temples and columns	r among it om and opace	or Mixed media by Frances Hatch	Graffiti text work and stencilling Shape			
	Artist Study: Giles Carl	(Draw an eye in a spiral)	Form & Proportion	(moon planet or star pointillism )	Painting Perspective	and Space			
	Propaganda posters	Work from a variety of sources including	r cim a r reportion	(moon planet of star politician)	, aming to opposite	and opado			
		observation, photographs and digital	(make Parthenon etc also explore and		(Arctic landscapes)	(spellings and word art / explore text			
	Photography & Text Art	images.	make different orders)		additional idea - Penguin portrait)	types and images that support text			
	Composition	Work in a sustained and independent way	Shape, form, model and construct from	Develop a painting from a drawing	additional race 1 original portation	meaning)			
	Composition	to create a detailed drawing.	observation or imagination	Carry out preliminary studies, trying out	Develop a painting from a drawing	g/			
	(Trial different poses and compositions to	Develop close observation skills using a	Use recycled, natural and man-made	different media and materials and mixing	Carry out preliminary studies, trying out	Create printing blocks by simplifying a			
	make own propaganda poster)	variety of view finders.	materials to create sculptures	appropriate colours	different media and materials and mixing	initial sketch book idea			
	propagation	Use a sketchbook to collect and develop	Plan a sculpture through drawing and	Create imaginative work from a variety of	appropriate colours	Use relief or impressed method			
	Record. collect and store visual	ideas.	other preparatory work	sources e.g. observational drawing,	Create imaginative work from a variety of	Create prints with three overlays			
	information using digital cameras, video	Identify artists who have worked in a	Develop skills in using clay inc. slabs,	themes, poetry, music	sources e.g. observational drawing,	Work into prints with a range of media			
	recorders	similar way to their own work.	coils, slips, etc	Colour	themes, poetry, music	pens, colour pens and paints			
	Present recorded visual images using	Lines, Marks, Tone, Form & Texture	Produce intricate patterns and textures in	Mix and match colours to create	Colour				
	software e.g. Photostory, PowerPoint	Use dry media to make different marks,	a malleable media	atmosphere and light effects	Mix and match colours to create				
	Use a graphics package to create and	lines, patterns and shapes within a		Be able to identify primary secondary,	atmosphere and light effects				
	manipulate new images	drawing.		complementary and contrasting colours	Be able to identify primary secondary,				
	Be able to Import an image (scanned,	Experiment with wet media to make		Work with complementary colours	complementary and contrasting colours				
	retrieved, taken) into a graphics package	different marks , lines, patterns, textures		. ,	Work with complementary colours				
	Understand that a digital image is created	and shapes.							
	by layering	Explore colour mixing and blending							
	Create layered images from original ideas	techniques with coloured pencils.							
	(sketch books etc.)	Use different techniques for different							
		purposes i.e. shading, hatching within							
		their own work.							
		Start to develop their own style using							
		tonal contrast and mixed media.							
		Perspective and Composition							
		Begin to use simple perspective in their							
		work using a single focal point and							
		horizon.				1			

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		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	WW2 - Structures Design and make an	Literacy Study – Mechanical systems	It's all Greek to me - Structures Design	To Infinity and beyond	Polar Expeditions - Electrical systems	Literacy Study
	Anderson shelter, Food rationing and a	design and make a Water tower	and make Greek sandal/ Food Make pitta	Textiles – space suit or 3D fabric model	Design and make a vehicle to use in	Food - food tests to identify differences in
	healthy diet, rabbit stew.	Structures Make an origami boat that	bread humus etc for feast.	of rocket including computer aided design	Antarctica.	brand and product quality V's advertising
		floats.				and packaging.
	Designing		Making	Evaluating	Technical Knowledge	Food & Nutrition
	Understanding contexts,		Planning	Own ideas and products	Making products work	Where food comes from
	users and purposes		select tools and equipment suitable for	identify the strengths and areas for	how to use learning from science to help	In late KS2 pupils should know:
	work confidently within a range of contexts,	such as the home, school, leisure, culture,	the task	development in their ideas and products	design and make products that work	that seasons may affect the food
	enterprise, industry and the wider environme	ent	explain their choice of tools and	consider the views of others, including	how to use learning from mathematics to	available
	describe the purpose of their products		equipment in relation to the skills and	intended users, to improve their work	help design and make products that work	how food is processed into ingredients
	indicate the design features of their production.	ts that will appeal to intended users	techniques they will be using	In late KS2 pupils should also:	that materials have both functional	that can be eaten or used in cooking
	explain how particular parts of their product	ts work	select materials and components	critically evaluate the quality of the	properties and aesthetic qualities	Food preparation,
	In late KS2 pupils should also:		suitable for the task	design, manufacture and fitness for	that materials can be combined and	cooking and nutrition
	carry out research, using surveys, interview	vs, questionnaires and web-based resources	explain their choice of materials and	purpose of their	mixed to create more useful	how to prepare and cook a variety of
	• identify the needs, wants, preferences and	values of particular individuals and groups	components according to functional	products as they design and make	characteristics	predominantly savoury dishes safely and
	develop a simple design specification to gu	iide their thinking	properties and	evaluate their ideas and products	that mechanical and electrical systems	hygienically including, where appropriate,
	Generating, developing,		aesthetic qualities	against their original design specification	have an input, process and output	the use of a heat source
	modelling and		In late KS2 pupils should also:	Existing products	the correct technical vocabulary for the	how to use a range of techniques such
	communicating ideas		produce appropriate lists of tools,	how well products have been designed	projects they are undertaking	as peeling, chopping, slicing, grating,
	share and clarify ideas through discussion		equipment and materials that they need	how well products have been made	In late KS2 pupils should also know:	mixing, spreading, kneading and baking
	model their ideas using prototypes and pat	tern pieces	formulate step-by-step plans as a guide	why materials have been chosen	how mechanical systems such as cams	In late KS2 pupils should also know:
	use annotated sketches, cross-sectional dr	awings and exploded diagrams to develop	to making	what methods of construction have been	or pulleys or gears create movement	that recipes can be adapted to change
	and		Practical	used	how more complex electrical circuits and	the appearance, taste, texture and aroma
	communicate their ideas		skills and techniques	how well products work	components can be used to create	that different food and drink contain
	use computer-aided design to develop and	communicate their ideas	follow procedures for safety and hygiene	how well products achieve their	functional	different substances - nutrients, water
	In late KS2 pupils should also:		use a wider range of materials and	purposes	products	and fibre – that
	generate innovative ideas, drawing on reserve.	earch	components than KS1, including	how well products meet user needs and	how to program a computer to monitor	are needed for health
	make design decisions, taking account of controls.	constraints such as time, resources and cost	construction materials	wants	changes in the environment and control	
			and kits, textiles, food ingredients,	In late KS2 pupils should also investigate	their	
			mechanical components and electrical	and analyse:	products	
			components	how much products cost to make	how to reinforce and strengthen a 3D	
			In late KS2 pupils should also:	how innovative products are	framework	
			accurately measure, mark out, cut and	how sustainable the materials in	that a 3D textiles product can be made	
			shape materials and components	products are	from a combination of fabric shapes	
			accurately assemble, join and combine	what impact products have beyond their	that a recipe can be adapted by adding	
			materials and components	intended purpose	or substituting one or more ingredients	
			accurately apply a range of finishing	Key events and		
			techniques, including those from art and	Individuals		
			design	about inventors, designers, engineers,		
			use techniques that involve a number of	chefs and manufacturers who have		
			steps	developed ground-breaking products		

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

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	To use different techniques for passing,	To swim competently, confidently and	To use different starts. To take off and	To use different techniques for passing,	To swim competently, confidently and	To use different starts. To take off and
	controlling, dribbling and shooting	proficiently over a distance of at least 25	land with control. To throw with accuracy	controlling, dribbling and shooting	proficiently over a distance of at least 25	land with control. To throw with accuracy
	within games	metres. To use a range of strokes	and	within games	metres. To use a range of strokes	and
		effectively [for example, front crawl,	distance. To take on the role of coach.		effectively [for example, front crawl,	distance. To take on the role of coach.
	Swimming	backstroke and		Swimming	backstroke and	
	Y5 and 6	breaststroke] To perform safe self-rescue	Y6	Y5 and 6	breaststroke] To perform safe self-rescue	Y6
	To swim competently, confidently and	in different water-based situations.	To use control, power and sound	To swim competently, confidently and	in different water-based situations.	To use control, power and sound
	proficiently over a distance of at least 25		technique. To lead warm ups.To run over	proficiently over a distance of at least 25		technique. To lead warm ups.To run over
	metres. To use a range of strokes		different distances and times.	metres. To use a range of strokes		different distances and times.
	effectively [for example, front crawl,		To complete athletics challenges.	effectively [for example, front crawl,		To complete athletics challenges.
	backstroke and			backstroke and		
	breaststroke] To perform safe self-rescue		Swimming	breaststroke] To perform safe self-rescue		Swimming
	in different water-based situations.		Y5 and 6	in different water-based situations.		Y5 and 6
			To swim competently, confidently and			To swim competently, confidently and
			proficiently over a distance of at least 25			proficiently over a distance of at least 25
			metres. To use a range of strokes			metres. To use a range of strokes
			effectively [for example, front crawl,			effectively [for example, front crawl,
			backstroke and			backstroke and
			breaststroke] To perform safe self-rescue			breaststroke] To perform safe self-rescue
			in different water-based situations.			in different water-based situations.
RE			Islam	People of Faith	The Arts and Faith	Prayer
	The Church Today	Lent (Temptations)	1a describe the key aspects of religions,	1a describe the key aspects of religions,	1h use and interpret information about	1b describe the variety of practices and
			especially the people, stories and	especially the people, stories and	religions from a range of sources.	ways of life in religions and understand
	1a describe the key aspects of religions,	Baptism	traditions that influence the beliefs and	traditions that influence the beliefs and		how these stem from, and are closely
	especially the people, stories and	2c discuss their own and others' views of	values of others	values of others	2e reflect on sources of inspiration in their	connected to, beliefs and teachings
	traditions that influence the beliefs and	religious truth and belief, expressing their	values of others	Values of stricts	own and others' lives.	connected to, beliefs and teachings
	values of others	own ideas:	dh daariba tha caristo of anation and	4h danaiha tha mainte of accessions and	own and others lives.	1c identify and begin to describe the
	values or others	own lacas,	1b describe the variety of practices and	1b describe the variety of practices and		
		2d reflect on ideas of right and wrong and	ways of life in religions and understand	ways of life in religions and understand	3n encountering religion through visitors	similarities and differences between
	1b describe the variety of practices and		how these stem from, and are closely	how these stem from, and are closely	and visits to places of worship, and	religions
	ways of life in religions and understand	their own and others' responses to them;	connected to, beliefs and teachings	connected to, beliefs and teachings	focusing on the impact and reality of	
	how these stem from, and are closely				religion on the local and global community	2a reflect on what it means to belong to a
	connected to, beliefs and teachings	2e reflect on sources of inspiration in their	1c identify and begin to describe the	1c identify and begin to describe the		faith community, communicating their own
		own and others' lives.	similarities and differences between	similarities and differences between	3r expressing and communicating their	and others' responses
	1c identify and begin to describe the		religions	religions	own and others' insights through art and	
	similarities and differences between	3o discussing religious and philosophical			design, music, dance, drama and ICT	2b respond to the challenges of
	religions	questions, giving reasons for their own	1d investigate the significance of religion	1d investigate the significance of religion		commitment both in their own lives and
		beliefs and those of others	in the local, national and global	in the local, national and global	3s developing the use of ICT, particularly	within religious traditions, recognising how
	1d investigate the significance of religion		communities	communities	in enhancing pupils' awareness of	commitment to a religion is shown in a
	in the local, national and global	3p considering a range of human	Communates	Communities	religions and beliefs globally.	-
	=	experiences and feelings	de mala linka hatunan different (1999)	4a malua liaka hatusan diffarant (1999)	rengions and beliefs globally.	variety of ways
	communities		1e make links between different forms of	1e make links between different forms of	Managhian and audit of the latest	
		2m reflecting on their own and ather-	religious expression and understand why	religious expression and understand why	3f teachings and authority: what sacred	2c discuss their own and others' views of
	1e make links between different forms of	3q reflecting on their own and others'	they are important in religion, explaining	they are important in religion, explaining	texts and other sources say about God,	religious truth and belief, expressing their
	religious expression and understand why	insights into life and its origin, purpose and meaning	how religious beliefs and teachings can	how religious beliefs and teachings can	the world and human life	own ideas;
	they are important in religion, explaining	and mealing				
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	how religious beliefs and teachings can	Easter The Last Week	be expressed in a variety of forms	be expressed in a variety of forms	Easter Hope	2d reflect on ideas of right and wrong and
	be expressed in a variety of forms	3h the journey of life and death: why			2a reflect on what it means to belong to a	their own and others' responses to them;
		some occasions are sacred to believers,	1f describe and begin to understand	1f describe and begin to understand	faith community, communicating their own	
	1f describe and begin to understand	and what people think about life after	religious and other responses to ultimate	religious and other responses to ultimate	and others' responses	3o discussing religious and philosophical
	religious and other responses to ultimate	death	and ethical questions;	and ethical questions;		questions, giving reasons for their own
	and ethical questions;				2b respond to the challenges of	beliefs and those of others
		3o discussing religious and philosophical	1g use specialist vocabulary in	1g use specialist vocabulary in	commitment both in their own lives and	
	1g use specialist vocabulary in	questions, giving reasons for their own	communicating their knowledge and	communicating their knowledge and	within religious traditions, recognising	3p considering a range of human
	communicating their knowledge and	beliefs and those of others	understanding;	understanding;	how commitment to a religion is shown in	experiences and feelings
	understanding;				a variety of ways	
		3p considering a range of human	1h use and interpret information about	2a reflect on what it means to belong to a		3q reflecting on their own and others'
	1h use and interpret information about	experiences and feelings	religions from a range of sources.	faith community, communicating their own	2c discuss their own and others' views of	insights into life and its origin, purpose
	religions from a range of sources.			and others' responses	religious truth and belief, expressing their	and meaning
		3q reflecting on their own and others'	2a reflect on what it means to belong to a		own ideas;	
	2a reflect on what it means to belong to a	insights into life and its origin, purpose	faith community, communicating their own	2b respond to the challenges of		3e beliefs and questions: how people's
	faith community, communicating their own	and meaning	and others' responses	commitment both in their own lives and	3h the journey of life and death: why	beliefs about God, the world and others
	and others' responses			within religious traditions, recognising	some occasions are sacred to believers,	impact on their lives
			2b respond to the challenges of	how commitment to a religion is shown in	and what people think about life after	
	2b respond to the challenges of		commitment both in their own lives and	a variety of ways	death	3f teachings and authority: what sacred
	commitment both in their own lives and		within religious traditions, recognising			texts and other sources say about God,
	within religious traditions, recognising		how commitment to a religion is shown in	2c discuss their own and others' views of		the world and human life
	how commitment to a religion is shown in		a variety of ways	religious truth and belief, expressing their		
	a variety of ways			own ideas;		3g worship, pilgrimage and sacred places:
			3e beliefs and questions: how people's			where, how and why people worship,
	3e beliefs and questions: how people's		beliefs about God, the world and others	2d reflect on ideas of right and wrong and		including at particular sites
	beliefs about God, the world and others		impact on their lives	their own and others' responses to them;		
	impact on their lives					3i symbols and religious expression: how
			3f teachings and authority: what sacred	2e reflect on sources of inspiration in their		religious and spiritual ideas are expressed
	3f teachings and authority: what sacred		texts and other sources say about God,	own and others' lives.		
	texts and other sources say about God,		the world and human life			3k religion and the individual: what is
	the world and human life			3o discussing religious and philosophical		expected of a person in following a
			3g worship, pilgrimage and sacred	questions, giving reasons for their own		religion or belief
	3g worship, pilgrimage and sacred		places: where, how and why people	beliefs and those of others		
	places: where, how and why people		worship, including at particular sites			3I religion, family and community: how
	worship, including at particular sites			3p considering a range of human		religious families and communities
			3i symbols and religious expression: how	experiences and feelings		practise their faith, and the contributions
	3i symbols and religious expression: how		religious and spiritual ideas are			this makes to local life
	religious and spiritual ideas are		expressed	3q reflecting on their own and others'		
	expressed			insights into life and its origin, purpose		
			3j inspirational people: figures from whom	and meaning		
	3j inspirational people: figures from whom		believers find inspiration			
	believers find inspiration			3s developing the use of ICT, particularly		
			3k religion and the individual: what is	in enhancing pupils' awareness of		
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	3k religion and the individual: what is		expected of a person in following a	religions and beliefs globally.		
	expected of a person in following a		religion or belief			
	religion or belief			3j inspirational people: figures from whom		
			3I religion, family and community: how	believers find inspiration		
	3I religion, family and community: how		religious families and communities			
	religious families and communities		practise their faith, and the contributions	3m beliefs in action in the world: how		
	practise their faith, and the contributions		this makes to local life	religions and beliefs respond to global		
	this makes to local life			issues of human rights, fairness, social		
			3m beliefs in action in the world: how	justice and the importance of the		
	3m beliefs in action in the world: how		religions and beliefs respond to global	environment.		
	religions and beliefs respond to global		issues of human rights, fairness, social			
	issues of human rights, fairness, social		justice and the importance of the	Christmas The message		
	justice and the importance of the		environment.	2a reflect on what it means to belong to a		
	environment.			faith community, communicating their own		
			3n encountering religion through visitors	and others' responses		
	3n encountering religion through visitors		and visits to places of worship, and			
	and visits to places of worship, and		focusing on the impact and reality of	2b respond to the challenges of		
	focusing on the impact and reality of		religion on the local and global community	commitment both in their own lives and		
	religion on the local and global community			within religious traditions, recognising		
			3o discussing religious and philosophical	how commitment to a religion is shown in		
	Christmas Advent		questions, giving reasons for their own	a variety of ways		
	3h the journey of life and death: why		beliefs and those of others			
	some occasions are sacred to believers,			2c discuss their own and others' views of		
	and what people think about life after		3p considering a range of human	religious truth and belief, expressing their		
	death		experiences and feelings	own ideas;		
	3o discussing religious and philosophical		3q reflecting on their own and others'	3h the journey of life and death: why		
	questions, giving reasons for their own		insights into life and its origin, purpose	some occasions are sacred to believers,		
	beliefs and those of others		and meaning	and what people think about life after death		
				ucaui		
	3p considering a range of human					
	experiences and feelings					
	3q reflecting on their own and others'					
	insights into life and its origin, purpose					
	and meaning					
PSHCE	Respect for the self and others and the	SEAL Relationships & Getting on and	SEAL Going for goals & Change	Respect for the self and others and the	SEAL Relationships & Getting on and	SEAL Going for goals & Change
	importance of responsible behaviours and	Falling out		importance of responsible behaviours and	Falling out	
	actions - Class Charters		Core theme 3: Living in the Wider	actions - Class Charters		Core theme 3: Living in the Wider
	Working With Others Activities	Core theme 2: Relationships	World	Working With Others Activities	Core theme 2: Relationships	World
	SEAL New Beginnings & Good to be	to be aware of different types of relationsh		SEAL New Beginnings & Good to be	to be aware of different types of relationsh	what being part of a community means,

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	<u>me</u>	ip, including	what being part of a community means,	<u>me</u>	ip, including	and about the varied
		those between friends and families, civil p	and about the varied		those between friends and families, civil p	institutions that support communities
	Core theme 1: Health and Wellbeing	artnerships	institutions that support communities	Core theme 1: Health and Wellbeing	artnerships	locally and nationally
	Including bullying and e-safety	and marriage	locally and nationally	Including bullying and e-safety	and marriage	to recognise the role of voluntary,
	to recognise their increasing		to recognise the role of voluntary,	to recognise their increasing		community and pressure groups,
	independence brings increased	that differences and similarities between p	community and pressure groups,	independence brings increased	that differences and similarities between p	especially in relation to health and
	responsibility to keep themselves and	eople arise	especially in relation to health and	responsibility to keep themselves and	eople arise	wellbeing
	others safe	from a number of factors, including family,	wellbeing	others safe	from a number of factors, including family,	to appreciate the range of national,
		cultural,	to appreciate the range of national,		cultural,	regional, religious and ethnic
	to deepen their understanding of risk by	ethnic, racial and religious diversity, age,	regional, religious and ethnic	to deepen their understanding of risk by	ethnic, racial and religious diversity, age,	identities in the United Kingdom
	recognising, predicting and	sex, sexual	identities in the United Kingdom	recognising, predicting and	sex, sexual	to think about the lives of people living
	assessing risks in different situations and	orientation, and disability (see 'protected	to think about the lives of people living	assessing risks in different situations and	orientation, and disability (see 'protected	in other places, and people with
	deciding how to manage them	characteristics' in the Equality Act 2010)	in other places, and people with	deciding how to manage them	characteristics' in the Equality Act 2010)	different values and customs
	responsibly (including sensible road use		different values and customs	responsibly (including sensible road use		to develop an initial understanding of
	(cycling proficiency	to realise the nature and consequences of	to develop an initial understanding of	(cycling proficiency) and risks in their	to realise the nature and consequences of	the concepts of 'interest', 'loan',
	& http://think.direct.gov.uk/resource-		the concepts of 'interest', 'loan',	local		'debt', and 'tax' (e.g. their contribution to
	centre/ http://think.direct.gov.uk/resource-	discrimination, teasing, bullying and aggre	'debt', and 'tax' (e.g. their contribution to	environment) and to use this as an	discrimination, teasing, bullying and aggre	society through the payment
	centre/	ssive	society through the payment	opportunity to build resilience	ssive	of VAT)
	· · · · · · · · · · · · · · · · · · ·	behaviours (including cyber bullying, use	of VAT)	,	behaviours (including cyber bullying, use	that resources can be allocated in
	Be bright, be seen, Crossing the road	of prejudice-	that resources can be allocated in	about change, including transitions	of prejudice-	different ways and that these
	safely on your own, Crossing the road	based language, and towards all minority	different ways and that these	(between Key Stages and schools),	based language, and towards all minority	economic choices affect individuals,
	safely with an adult, Cycle safety (cycling	groups	economic choices affect individuals,	loss, separation, divorce and	groups	communities and the sustainability
	proficiency) In car safety, Pedestrian	(including gay lesbian, bisexual and trans	communities and the sustainability	bereavement	(including gay lesbian, bisexual and trans	of the environment
	safety	sexual and	of the environment		sexual and	□about enterprise and the skills that make
		those suffering from poor mental health),	□about enterprise and the skills that	how their body will change as they	those suffering from poor mental health),	someone 'enterprising'
	) and risks in their local	and how to	make someone 'enterprising'	approach and move through puberty	and how to	to explore and critique how the media
	environment) and to use this as an	respond to them and ask for help	to explore and critique how the media	эрргээл элэ того тогод расси,	respond to them and ask for help	present information.
	opportunity to build resilience		present information.	that pressure to behave in an		
		to recognise and challenge stereotypes.	,	unacceptable, unhealthy or risky way can	to recognise and challenge stereotypes.	Safety on the beach – surf lifesaving
	about change, including transitions	to roody not and snahongo storodypod.		come from a variety of sources, including	to recognize and enamonge elementypee.	experience run by Brighton and Hove Surf
	(between Key Stages and schools),			people they know and the		Lifesaving club
	loss, separation, divorce and			media		
	bereavement					
				to recognise that they may experience		
	how their body will change as they			conflicting emotions and when they might		
	approach and move through puberty			need to listen to their emotions or		
	11			overcome them		
	☐ 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					
	to recognise that they may experience					
	conflicting emotions and when they might					
	need to listen to their emotions or					
	overcome them					

	☐ to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet  ☐ to differentiate between the terms, 'risk', 'danger' and 'hazard'								
MFL	☐ listen attentively to spoken language and show understanding by joining in and responding								
	explore the patterns and sounds of langua	ge through songs and rhymes and link the spe	lling, sound and meaning of words						
	engage in conversations; ask and answer	questions; express opinions and respond to the	ose of others; seek clarification and help						
	speak in sentences, using familiar vocabu	lary, phrases and basic language structures							
	develop accurate pronunciation and intona	ation so that others understand when they are i	eading aloudor using familiar words and phrase	es					
	present ideas and information orally to a r	ange of audiences							
	read carefully and show understanding of	words, phrases and simple writing							
	appreciate stories, songs, poems and rhyr	mes in the language							
	☐ broaden theirvocabulary and develop their	r ability to understand new words that are introd	duced into familiar written material, including th	rough using a dictionary					
	write phrases from memory, and adapt the	ese to create new sentences, to express ideas	elearly						
	describe people, places, things and actions	s orally and in writing							
	understand basic grammar appropriate to	the language being studied, including (where r	elevant): feminine, masculine and neuter forms	and the conjugation of high-frequency verbs; ke	ey features and patterns of the language; how to	apply these, for instance, to build			
	sentences; and how these differ from or are s	similar to English.							
	German	French	Spanish	German	French	Spanish			