

## Whole School Curriculum 2024/2025

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
	<b>Understanding of the World</b>	<b>Understanding of the World</b>	<b>Understanding of the World</b>	<b>Understanding of the World</b>	<b>Understanding of the World</b>	<b>Understanding of the World</b>
<b>Reception</b>	All about Me	Let's Celebrate!	Rhyme Time	In the Garden	Transport	Around the world
	<b>Geography Term</b>	<b>History Term</b>	<b>Geography Term</b>	<b>History Term</b>	<b>Geography Term</b>	<b>History Term</b>
<b>Year 1</b>	London Geographical vocab: physical & human features	Gunpowder Plot and Great Fire of London	UK countries and capital cities	Castles	World continents and oceans (don't focus too much on poles)	Significant People Brunel
<b>Year 2</b>	Location of hot and cold areas of the world Hot and cold building on knowledge of continents and oceans	Adventurers and Explorers Scott vs Armstrong	Maps of familiar places	The Titanic	Seasides and Coasts	Seaside History of seaside holidays – why has it changed
<b>Year 3</b>	Recapping Continents Introducing hemispheres, Equator, Time Zones, Climate Zones	Stone Age/Iron Age Britain	Rainforests	Ancient Egypt	Rivers and Canals (Fieldwork)	Mayans and the history of Chocolate
<b>Year 4</b>	Mountains	The Romans and their impact on Britain	Local Study – focus on energy use	The Viking/Anglo-Saxon struggle for the Kingdom of England  Alfred the Great	Country comparison Greece & UK	Ancient Greece (Ancient Olympic Focus)
<b>Year 5</b>	Land Use and Trade links	Victorian Britain	Exploring Africa	Slave Trade	Changing World	Benin Kingdom
<b>Year 6</b>	Extreme Earth – Tropical Storms, Volcanoes, Earthquakes, Tsunamis	Britain at War	Country Study: USA	Comparison over time unit	Empires and the Commonwealth	Modern Britain (since 1945)

**EYFS Understanding of the World**

	<b>Past and Present</b>	<b>People, Culture and Communities</b>	<b>The Natural World</b>
ELG	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
	<p align="center"><u>Rhyme Time T3</u></p> <p><i>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</i></p> <ul style="list-style-type: none"> <li>• Jack be nimble - candlestick</li> <li>• Little Miss Muffet – curds and whey</li> <li>• Jack and Jill – pail of water</li> <li>• Miss Polly had a Dolly – medicines</li> <li>• Grand Old Duke of York</li> <li>• Ring a Ring a Roses – Black Death</li> <li>• I hear thunder – include verses on snow &amp; ice</li> <li>• Jesus’ parables</li> <li>• Drawing Club - rhyming strings</li> <li>• WRM Alive in 5 &amp; Growing 6,7,8</li> <li>• Role Play Doctors</li> </ul>	<p align="center"><u>All about Me T1</u></p> <p><i>Name and describe people who are familiar to them. Talk about members of their immediate family and community.</i></p> <ul style="list-style-type: none"> <li>• Settling into school</li> <li>• Exploring the classroom and outside area</li> <li>• School rules and routines</li> <li>• I’ve got a body, a very busy body.</li> <li>• My family</li> <li>• My likes and dislikes</li> <li>• Looking after baby doll</li> <li>• Sorting clothing in to pairs socks/ shoes/ gloves</li> <li>• Dressing up box – independence</li> <li>• WRM Sort Measure and Pattern</li> <li>• Role Play House</li> </ul>	<p align="center"><u>Seasons T4</u></p> <p><i>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</i></p> <ul style="list-style-type: none"> <li>• Nature walk looking for signs of Spring</li> <li>• Differences between seasons</li> <li>• Observations of Spring plants</li> <li>• Colour Mixing – Planting a Rainbow</li> <li>• Leaf sorting –leaf rubbings</li> <li>• Fruit and Vegetables – healthy eating</li> <li>• Mud kitchen recipes</li> <li>• Looking for minibeasts</li> <li>• Drawing Club – simple captions</li> <li>• Easter Story</li> <li>• WRM Building 9and 10</li> <li>• Role Play Grocers</li> </ul>
	<p align="center"><u>Transport T5</u></p> <p><i>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</i></p> <ul style="list-style-type: none"> <li>• Different types of travel road, rail, air, water, space</li> <li>• Famous people – Richard Trevithick, Grace Darling, Neil Armstrong</li> <li>• Compare olden days/ modern day</li> <li>• Traffic Survey on A350</li> <li>• Drawing Club sentences</li> <li>• Introduce Tizzy’s Tools – Write &amp; Graph</li> <li>• WRM To 20 and beyond &amp; First, then and now</li> </ul>	<p align="center"><u>Let’s Celebrate! T2</u></p> <p><i>Talk about members of their immediate family and community. Recognise that people have different beliefs and celebrate special times in different ways.</i></p> <ul style="list-style-type: none"> <li>• Bonfire Night – Guy Fawkes</li> <li>• Remembrance Day – WWI</li> <li>• Diwali – Hindu festival of light, candles and colour</li> <li>• Advent – calendars</li> <li>• Christmas – Birth of Jesus</li> <li>• Nativity production</li> <li>• Operation Christmas Child shoe boxes – idea of charity</li> </ul>	<p align="center"><u>Around the World T6</u></p> <p><i>Recognise some environments that are different to the one in which they live. Draw information from a simple map.</i></p> <ul style="list-style-type: none"> <li>• 7 Continents of the World song</li> <li>• Positional language/ directions</li> <li>• Animals around the world</li> <li>• Henry’s Holiday</li> <li>• Small world animals</li> <li>• Junk model jewellery and patterns from Africa</li> <li>• Pirate maps</li> <li>• Class trip – Bristol Harbour (2024)</li> </ul>

	<ul style="list-style-type: none"> <li>• Role Play Train Station</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce Mathseeds in IT suite</li> <li>• WRM It's me, 1,2,3</li> <li>• Role Play House decorated for a party</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing Club – super sentences</li> <li>• WRM Find my pattern &amp; On the move</li> <li>• Pirate treasure – magnetic/ floating/ sinking</li> <li>• Role play Travel Agents</li> </ul>
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## English

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>EYFS</b>	Familiar settings Pushchair Polly Tony Bradman Avocado Baby John Burningham Perfectly Norman Tom Percival Pete the cat Eric Litwin Harry goes to school Ian Whybrow	Introduce Drawing Club Traditional Tales NF texts on festivals Letter to Santa Storymaking The Nativity	Traditional nursery rhymes Including Incy Wincy Spider Little Miss Muffet Humpty Dumpty Twinkle Twinkle Baa Baa Black Sheep	Planting a Rainbow Lois Elhert Brenda is a sheep Morag Hood Katie and the sunflowers Jack and the Jellystalk Easter Story	Wheels on the bus Pigs might fly The train ride Whatever next! Jill Murphy	The Magic Balloon Grahame Oakley Handa's Surprise Henry's Holiday Gillian Shields The girl, the bear and the magic shoes Julia Donaldson
<b>Year 1</b>	<b>Pass the Jam Jim!</b> Instructions  <b>We're Going to Find the Monster</b> Malorie Blackman  <b>Katie In London</b> James Mayhew	<b>Stardust</b> Jeanne Willis  <b>The Boy with Flowers in His Hair</b> Jarvis	<b>Flooded</b> Mariajo Ilustrajo  <b>No Such Thing as Nessie!</b> Chani McBain	<b>The Queen Next Door</b> Marcela Ferreira  <b>The Castle the King Built</b> Rebecca Colby	<b>Emma Jane's Aeroplane</b> Katie Haworth  <b>Meet the Oceans</b> Caryl Hart	<b>Tom's Magnificent Machine</b> Linda Sarah  <b>Building a Home</b> Polly Faber
<b>Year 2</b>	<b>Lila and the Secret of the Rain</b> David Conway	<b>Look Up!</b> Nathan Bryon Letter writing to Father Christmas	<b>Grandad's Camper</b> Harry Woodgate	<b>Leaf</b> Sandra Dieckmann	<b>The Proudest Blue</b> Ibitibaj Muhammad	<b>Nen and the Lonely Fisherman</b> Ian Eagleton
<b>Year 3</b>	<b>A Home for Grace</b> Kathryn White	<b>Stone Age Boy</b> Satoshi Kitamura	<b>The Song of the Nightingale</b>	<b>Marcy and the Riddle of the Sphinx</b>	<b>The Rhythm of the Rain</b> Grahame Baker-Smith	<b>A Hero Like Me</b> Angela Joy & Jen Reid

	Class Read – The Nothing to See Here Hotel by Steven Butler		Tanya Landman Class Read – The Day I Fell Into a Fairytale by Ben Miller	Jo Todd Stanton	Class Read - The Dragon with a Chocolate Heart by Stephanie Burgis	
<b>Year 4</b>	<b>Winter’s Child</b> Angel McAllister  The Abominables – Eva Ibbitson	<b>Escape from Pompeii</b> Christina Balit	<b>The Barnabus Project</b> The Fan Brothers  Class reader: Boy at the back of the class	<b>Wisp: A Story of Hope</b> Zana Fraillon	<b>Nour’s Secret Library</b> Wafa’ Tarnowska	<b>Gender Swapped Greek Myths</b> Karrie Fransman
<b>Year 5</b>	<b>Varmints</b> Helen Ward	<b>How to Live Forever</b> Colin Thompson	<b>Sulwe</b> Lupita Nyong’o	<b>Henry’s Freedom Box</b>	<b>The Giant and the Sea</b> Trent Jamieson	<b>Paper Son: The Inspiring Story of Tyrus Wong</b> Julie Leung
<b>Year 6</b>	<b>The Phone Booth in Mr Hirota’s Garden</b> Heather Smith & Rachel Wada  Kensuke’s Kingdom	<b>Rose Blanche</b> Ian McKewan and Roberto Innocenti  <b>The Harmonica</b> Tony Johnston  Dog In No-man's Land  War Poetry	<b>The Promise</b> Nicola Davies  Holes	<b>The Golden Cage</b> Anna Castagnoli  Shakespeare Midsummer Night's Dream Or MacBeth	<b>Alma Alchemist’s Letter</b> Literacy Shed  <b>Rock, Papers, Scissors</b> Literacy Shed	<b>Granny Came Here on the Empire Windrush</b> Patrice Lawrence Benjamin Zephaniah Poetry + Wind Rush Child  Evolution The Moth Or Origin of the Species

## Maths

White Rose Maths is used to support the teaching of maths, enabling the children to develop fluency in concepts before applying this knowledge to reasoning and problem-solving activities.

For each year group, the scheme of learning includes an overview of the maths that the children should be learning at any point in the year. Each year is split into three terms (autumn, spring and summer), and each term comprises individual blocks of learning about a particular topic. Links to these overviews can be found on the school website and more detail available from class curriculum documents.

Maths skills are used and applied in context across the whole curriculum e.g. weights and measures in science and DT, shapes in art and data handling in geography.

## History

Topic Content and Skills			
Year 1	<u>Great Fire of London and the Gunpowder Plot</u>	<u>Castles</u>	<u>Brunel</u>
	<p>What was life in London like in the 1600s? Which buildings studied before were there? What was housing like?</p> <p>Introduce Gunpowder Plot in line with fireworks night – who was involved? What did they want to do? Were they successful? How do we remember it?</p> <p>Look at the fire – why is started, why it spread, how it was stopped. Find out how we know about the great fire from sources of information.</p> <p>Children to look at modern day London. What survived the fire? What didn't?</p> <p>What was the legacy of the GFoL? Building regulations changes.</p>	<p>What was England like in Norman times? Look at houses, food and transport.</p> <p>What is a castle? Children to draw a castle (interpretation). Look at how castles are depicted in cartoons, stories etc.</p> <p>Look at the 3 main types of castle identifying their similarities and differences.</p> <p>Exploring parts of castles.</p> <p>Identify castles on map of UK.</p> <p>Why were castles built? Explore the reasons for building them.</p> <p>Who lived in castles?</p> <p>What did William the Conqueror do?</p>	<p>What was technology like in early Victorian times? (in particular transport)</p> <p>Who was Brunel?</p> <p>What did he achieve and develop?</p> <p>Brunel walking tour of Chippenham looking at where he lived and what he built.</p> <p>Legacy left by Brunel's work.</p>

Skills	<p><u>Chronology</u> Match images of London to then 1666 and now Sequence objects from distinctly different time periods (sorting pairs of image into which came first)</p> <p><u>Historical Enquiry</u> Ask simple questions about the event. Know how to find out about the past from a range of sources (pictures, simple secondary source of information).</p> <p><u>Continuity and Change</u> <b>Identify differences</b> between life in the present (modern London) + life in the past: e.g City of London and cathedral look very different today compared to pre 1666 - ; wooden buildings in narrow streets in past but brick/stone buildings + some wider streets in present; modern London is much larger.</p> <p><u>Cause and Consequence</u> Cause Identify why the fire started (spark from oven onto wood, wooden houses, no fire brigade)</p> <p>Consequence Third of London, including St Pauls cathedral, destroyed; some buildings survived; many people lost their homes + work places; took many years to rebuild, new houses had to be faced in brick and streets wider.</p> <p><u>Historical Terms</u> Use terms concerned with the passing of time: then, now, old, new</p>	<p><u>Chronology</u> Sequence artefacts from distinctly different periods of time. Children to sequence 3/4 objects of something that's use is familiar to them (use objects from GFOL time, current day and medieval). Begin to know where people, places and events fit within a chronological framework – place medieval times onto timeline with GFOL.</p> <p><u>Historical Enquiry</u> Know how to find out about the past from a range of sources (use of pictures, small pieces of text)</p> <p><u>Significance</u> Explain who was important in a period/context giving reasons (Who was William the Conqueror and why?)</p> <p><u>Continuity and Change</u> Sorting images of medieval and modern day, describing the differences</p> <p><u>Interpretation</u> Explore different representations of castles in media. Discuss this as interpretations.</p>	<p><u>Significance</u> Talk about who was important in a period/context - Why was Brunel important?</p> <p><u>Historical Enquiry</u> Know how to find out about the past from a range of sources e.g. artefacts, pictures, people, sites, documents</p> <p>Begin to ask and find answers to simple questions about the past from sources of information e.g. artefacts</p> <p><u>Continuity and Change</u> Identify differences between life in the present and life in the past</p> <p><u>Chronology</u> Sequence artefacts from distinctly different periods of time – comparing Victorian invention to modern day</p>
Year 2	<p><u>Adventurers and Explorers</u> What is an adventurer or explorer? Identify the types of places people could explore or discover.</p> <p>What was life like in the 1910s? Explore technology and transport in 1910s.</p> <p>Explore who Scott and his team were and what they did. Use a range of sources to gather information.</p>	<p><u>The Titanic</u> Recap what life was like in the 1910s.</p> <p>What was the Titanic?</p> <p>Sequence its voyage.</p> <p>What happened to sink it?</p>	<p><u>Oh I do like to be beside the seaside</u> Why people go on holiday to the beach? What do people do at the seaside now?</p> <p>What did people do at the seaside in 1910s and 1960s? Compare to 2020s.</p> <p>Identifying similarity and difference between past seaside holidays and present seaside holidays</p>

	<p>What was life like in the 1960s? Explore technology and transport in 1960s.</p> <p>Explore Neil Armstrong's moon landing using a range of primary and secondary sources.</p> <p>Children to reflect on why these 2 explorations were impressive at their times based around the knowledge of the world at that time. Look at how technology has changed and how this influenced the explorations.</p> <p>How has space travel changes since Neil Armstrong? Mae Jemison.</p>	<p>Stories of experiences of each different class.</p> <p>What happened as a result of the sinking? Explore safety measures now needed on boats.</p> <p>Compare life in the 1910s to life in the 2020s. Similarities and differences.</p>	<p>using venn diagram. Look at the middle section of venn diagram to make predictions for future seaside holidays.</p> <p>Focus in on the piers within the middle section. What is the purpose of a pier? Look at examples of piers now and in the past (Weston-Super-Mare, Brighton?) Why do they look different?</p>
Skills	<p><u>Cause and Consequence</u> Recognise and begin to give reasons for why people did things and why events happened and what happened as a result – discuss how technology changes from 1910 to 1960s to explore how someone got to the moon in 1960s but that the Antarctic was an impressive feat in 1912.</p> <p><u>Significance</u> Explain who was important in a period/context giving reasons – explain why the people studied were important in their era.</p> <p><u>Historical Enquiry</u> Choose and use parts of sources to show that they know and understand key features of events – use of newspaper reports and video footage of moon landing to find out about the past selecting relevant bits.</p> <p><u>Chronology</u> Know where people, places and events fit within a chronological framework – place events on book timeline. Be able to order key events/objects/people from <u>nineteenth</u> century to present day – sort objects into 1910s, 1960s, modern day</p> <p><u>Historical Terms</u> Use wide vocab of everyday historical terms Use terms concerned with the passing of time:, last century</p>	<p><u>Interpretation</u> Compare pictures or photographs of people or events in the past. Discuss reliability of photos/accounts/stories. Identify different ways the past is represented. Use of horrible histories look at the captains view on safety.</p> <p><u>Cause and Consequence</u> Recognise and begin to give reasons for why people did things and why events happened and what happened as a result.</p> <p><u>Chronology</u> Know where people, places and events fit within a chronological framework</p> <p><u>Historical Terms</u> Use wide vocab of everyday historical terms</p> <p><u>Historical Enquiry</u> Know how to find out about the past from a wider range of sources e.g. artefacts, pictures, people, sites, documents, letters, postcards, diaries, paintings etc.</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events</p>	<p><u>Continuity and Change</u> Identify differences between life in the present and life in the past and give reasons for these differences – identify changes between beach holidays now and the past and why this is changed. Explore the introduction of foreign holidays due to invention of planes and how this has changed UK seaside holidays.</p> <p><u>Chronology</u> Sequence artefacts closer together in time – sequence artefacts from beach holidays from 1910s, 1960s and current day.</p> <p><u>Historical Enquiry</u> Know how to find out about the past from a wider range of sources e.g. artefacts, pictures, people, sites, documents, letters, postcards, diaries, paintings etc.</p> <p><u>Historical Terms</u> Use wide vocab of everyday historical terms Use terms concerned with the passing of time:, 100 years ago, last century</p>
Year 3	Stone Age	Ancient Egypt	Mayans

	<p>Chronology - order events in the Stone Age.</p> <p>Stonehenge and Avebury – what are the stones? How did they get there?</p> <p>Life in Stone Age Britain – settlements (Skara Brae), houses and food.</p> <p>Cave paintings and communication</p> <p>Hunter gatherers – explore how the gender roles became a legacy. Compare to modern times.</p> <p>What came next – Iron Age...</p>	<p>Where is Egypt?</p> <p>Chronology - When was the ancient Egyptian civilisation? What was also going on in the world at this time?</p> <p>Why was the Nile important to Ancient Egypt? Why are rivers important for civilisations? Do people still live by the Nile in Egypt?</p> <p>Who were the significant people in the Ancient Egyptian civilisation? Pharaohs</p> <p>What structures did the Egyptians build by the Nile? Why were pyramids important?</p> <p>How do pyramids help us to find out about the Egyptians?</p> <p>Howard Carter's discovery of Tutankhamun.</p>	<p>Chronology - When/where was the Mayan empire/civilisation? What are the modern day countries?</p> <p>Explore the discovery of the Mayan civilisation. What have we found about how they lived?</p> <p>Explore Mayan beliefs and customs: gods and religion, writing and calendars. Why did the Mayan civilisation end? Link to events in the rest of the world – exploration by European countries.</p> <p>History of chocolate – Mayan food and links to local area, e.g, Fry's and Cadbury's. Compare Mayan use of cacao bean to modern day chocolate consumption. (Links to DT unit)</p>
Skills	<p><u>Historical Enquiry</u></p> <p>Find out about the past from a range of sources – what happened and when?</p> <p>Begin to select a range of sources to find out about a period</p> <p>Begin to ask and answer historically valid questions</p> <p><u>Interpretation</u></p> <p>Look at representations of the period – museum, cartoons, etc – Use of Flintstones</p> <p><u>Historical Terms</u></p> <p>Use dates and terms related to the study unit and passing of time – civilisation.</p> <p><u>Continuity and Change</u></p> <p>Describe and make links between different events, changes and situations within a period/society</p> <p><u>Significance</u></p> <p>Describe the contribution of people, events and developments</p> <p><u>Chronology</u></p>	<p><u>Chronology</u></p> <p>Place the periods studied on a timeline – place the Egyptian period onto a timeline with prepopulated other knowledge.</p> <p>Recognise that the past can be divided into different periods of time – identify Ancient Egypt as a period of time. What other periods of time do they know? Place these onto timeline in context.</p> <p><u>Historical Enquiry</u></p> <p>Find out about the past from a range of sources – what happened and when? Children given selection of sources to answer a selection of questions.</p> <p>Begin to use the library and internet for research – given questions to answer using these sources.</p> <p><u>Historical Terms</u></p> <p>Use dates and terms related to the study unit and passing of time – .....years ago, civilisation, empire, monarch,</p> <p><u>Interpretation</u></p> <p>Look at representations of the period – museum, cartoons, etc. – look at documentary of Howard Carters discovery of Tutankahmen and compare this to original sources from the discovery.</p>	<p><u>Chronology</u></p> <p>Place the periods studied on a timeline – place the Mayan period onto a timeline with prepopulated other knowledge.</p> <p>Recognise that the past can be divided into different periods of time – identify the Mayan civilisation as a period of time. What other periods of time do they know? Place these onto timeline in context.</p> <p><u>Historical Enquiry</u></p> <p>Find out about the past from a range of sources – what happened and when? Children given selection of sources to answer a selection of questions.</p> <p>Begin to use the library and internet for research – given questions to answer using these sources.</p> <p><u>Historical Terms</u></p> <p>Use dates and terms related to the study unit and passing of time – .....years ago, civilisation.</p> <p><u>Interpretation</u></p> <p>Look at representations of the period – museum, cartoons, European viewpoints.</p> <p><u>Significance</u></p>



	<p>Recognise that the past can be divided into different periods of time</p>	<p>Cartoon clips of mummies compared with reality?</p> <p><u>Significance</u> Describe the contribution of people, events and developments - pyramids</p>	<p>Describe the contribution of people, events and developments – customs, exploration of European powers.</p>
Year 4	<p><u>Roman Britain</u></p> <p>What is an empire?</p> <p>When did the Roman Empire begin? Set context in chronology. Where did the Roman empire begin? Who else was around? Where did the Roman empire cover? Look at position over Europe, Africa, Middle East (compare to modern day map to see which countries this would be today).</p> <p>Introduce the Celts – who were they? Where did they occupy before the Roman Invasion?</p> <p>Focus in on the invasion of Britain by the Romans. Who led the invasion? When did it happen? Roman army – why were they a successful army? Who was Julius Caesar?</p> <p>Why did the Romans want to invade Britain?</p> <p>Children will learn about the resistance of Boudicca to the invasion of the Romans. Within this, children will explore interpretations of Boudicca through the use of sources.</p> <p>What legacy did the Romans leave in our local area? Look at roads, Roman names of places. Bath and Cirencester</p> <p>English link - Children will have a focus study on Pompeii, identifying what life was like in an Italian city under the control of the Romans and what happened to Pompeii.</p>	<p><u>Anglo-Saxon/Viking Britain</u></p> <p>Chronology: who were the Anglo-Saxons? Why did they want to settle here? Where did they come from? Link to end of Roman Empire.</p> <p>The Kingdoms of England. How did the Viking invasions change this? Struggle between Anglo-Saxons and Vikings over 250 years.</p> <p>Who were the Vikings and why did they come here?</p> <p>Alfred the Great – his story, achievements and legacy. Local links: Westbury White Horse – Battle of Edington, Chippenham Museum exhibition.</p> <p>The end of Anglo-Saxon/Viking era – story of 1066 and the arrival of the Normans. Link to modern Britain through Royal Family.</p>	<p><u>Ancient Greece</u></p> <p>Recap geography knowledge from the previous term around where Greece was. Understanding in chronology of previous learning when Ancient Greece was.</p> <p>What was life like around the world at the time of the Ancient Greeks.</p> <p>Ancient Greek architecture – how does this compare with other civilisations around similar times.</p> <p>What legacy have the Ancient Greeks left the world? What legacy did they leave in Greece?</p> <p>Focus on the legacies of the Greeks – look at the link to the Olympic games.</p>
Skills	<p><u>Chronology</u></p> <p>Place the periods studied on a timeline – place the Roman period onto a timeline with prepopulated other knowledge on theirs.</p> <p>Recognise that the past can be divided into different periods of time – identify Roman Britain as a period of time. What</p>	<p><u>Chronology</u></p> <p>Place the periods studied on a timeline – place the Viking and Anglo-Saxon periods onto a timeline with prepopulated other knowledge .</p> <p>Recognise that the past can be divided into different periods of time – identify Vikings and Anglo-Saxons as periods of time. What other periods of time do they know?</p>	<p><u>Chronology</u></p> <p>Place the periods studied on a timeline – place the Greek period onto a timeline with prepopulated other knowledge.</p> <p>Recognise that the past can be divided into different periods of time – identify Ancient Greece as a period</p>

	<p>other periods of time do they know? Place these onto timeline in context (build on Year 3 work)</p> <p><u>Historical Enquiry</u> Find out about the past from a range of sources – what happened and when? Children given selection of sources to answer a selection of questions. Begin to use the library and internet for research – given questions to answer using these sources.</p> <p><u>Historical Terms</u> Use dates and terms related to the study unit and passing of time – .....years ago, empire.</p> <p><u>Interpretation</u> Look at representations of the period – museum, cartoons, etc. – look at Roman accounts of Boudicca compared legends that exist.</p> <p><u>Significance</u> Describe the contribution of people, events and developments – roads, customs, lasting impact.</p>	<p>Place these onto timeline in context (build on knowledge including Romans)</p> <p><u>Historical Enquiry</u> Find out about the past from a range of sources – what happened and when? Children given selection of sources to answer a selection of questions. Begin to use the library and internet for research – given questions to answer using these sources.</p> <p><u>Historical Terms</u> Use dates and terms related to the study unit and passing of time – .....years ago, monarchy, kingdom.</p> <p><u>Interpretation</u> Look at representations of the period – museum, cartoons, etc. – Chippenham museum have material relating to Saxon Britain and Alfred the Great.</p> <p><u>Significance</u> Describe the contribution of people, events and developments - place names, language.</p>	<p>of time. What other periods of time do they now know and remember?</p> <p><u>Historical Enquiry</u> Find out about the past from a range of sources – what happened and when? Children given selection of sources to answer a selection of questions. Begin to use the library and internet for research – given questions to answer using these sources.</p> <p><u>Historical Terms</u> Use dates and terms related to the study unit and passing of time – .....years ago, civilisation, empire, democracy.</p> <p><u>Interpretation</u> Look at representations of the period – museum, drawings etc</p> <p><u>Significance</u> Describe the contribution of people, events and developments – architecture, democracy, Olympics.</p>
Year 5	<p><u>Victorian Britain</u> When was the Victorian Era? Plot on a chronological framework. What was going on in the world at this time? Make links to prior learning (plot Brunel, first chocolate bar).</p> <p>What was everyday life like in Victorian Britain? Overview of life to set context. Show comparison of wealthy and poor Victorians.</p> <p>Explore the experiences of poor Victorian children.</p> <p>Children at work – where did they work and the roles they did? Explore over a couple of lessons – working in mines, working in factories and mills, working as chimney sweeps. (Chimney sweeps – link back to GFoL and how the building regulations changed to make this a necessary role. Cotton from factories produced by slaves – link to future learning).</p>	<p><u>Slave Trade</u> Explore reasons for moving – economic, refugee, slavery. Explain that the focus of this unit will be slavery.</p> <p>What was the slave trade? When did this happen within the chronology?</p> <p>Colston – what did he do? Explore toppling of his statue and the reasoning for this.</p> <p>Who was Harriet Tubman?</p> <p>Abolitionists – who fought for change? (Oladuah Equiano, Ottobah Cugoano, Mary Prince)</p> <p>West African Squadron – what did they do to help end slavery?</p>	<p><u>Benin Kingdom</u> What is a Kingdom? What makes a kingdom? What kingdoms do we know? <a href="https://education.nationalgeographic.org/resource/kingdom">https://education.nationalgeographic.org/resource/kingdom</a></p> <p>Where was Benin? Explore the misconception around Benin being a modern day country but the ancient civilisation was based in modern day Nigeria. Draw on geography knowledge of previous</p> <p>Why was the Kingdom formed? Who formed the Kingdom?</p> <p>Who ruled the Kingdom?</p> <p>Where did the wealth in the Kingdom come from? Trade in artwork. Link between the Kingdom and the Slave Trade (Linking back to their prior learning -</p>

	<p>Life in Workhouse – use of sources to find out about (look at validity and interpretation).</p> <p>Victorian Schools – how did education acts change the experiences for Victorian children?</p> <p>Who made life better for Victorian children?</p> <p>Legacies left by Victorians in local area and wider UK.</p>		<p>including Olaudah Equiano who was studied earlier in the year).</p> <p>Exploration the British invasion of Benin to make it part of the British Empire in 1897. Debate around building empire and whether this was right or wrong.</p> <p>Benin Bronzes given to Queen Victoria and others sold for profit to others. Some museums have returned the bronzes. Should all of the Benin Bronzes held by museums return to Nigeria?</p> <p><a href="https://education.nationalgeographic.org/resource/kingdom-benin">https://education.nationalgeographic.org/resource/kingdom-benin</a></p>
Skills	<p><u>Chronology</u> Make comparisons between different times in the past noting connections and contrasts</p> <p><u>Historical Enquiry</u> Select sources to use in enquiry, analysing its reliability and relevance.</p> <p>Begin to identify primary and secondary sources</p> <p>Select relevant sections of information</p> <p><u>Interpretation</u> Understand how and why some historical events, people, situations and changes have been interpreted differently</p> <p>Begin to be able to evaluate these interpretations</p> <p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p> <p><u>Causes and Consequences</u> Why did people in the past act as they did? Identify changes within and across periods</p>	<p><u>Chronology</u> Be able to place events, people and changes into a chronological framework Know and sequence key events of time studied - Develop secure knowledge and understanding of dates using a timeline – know key dates when the slave trade was operating and when it was abolished.</p> <p><u>Historical Enquiry</u> Begin to identify primary and secondary sources Select relevant sections of information</p> <p><u>Interpretation</u> Why is the past represented in different ways?</p> <p><u>Causes and Consequences</u> Why did people in the past act as they did? What is the consequence now of the slave trade?</p> <p><u>Similarities/Differences</u> How has life in Britain changed since the slave trade period? What is the same/similar?</p> <p><u>Significance</u> What did the events of the slave trade mean for modern life?</p>	<p><u>Chronology</u> Be able to place events, people and changes into a chronological framework</p> <p>Make comparisons between different times in the past noting connections and contrasts</p> <p><u>Historical Terms</u> Use abstract terms e.g. empire, civilisation etc</p> <p><u>Interpretation</u> Understand how and why some historical events, people, situations and changes have been interpreted differently</p> <p>Begin to be able to evaluate these interpretations</p> <p><u>Historical Enquiry</u> Ask and answer significant questions of sources in context</p> <p>Begin to identify primary and secondary sources</p> <p><u>Cause and Consequence</u> Examine causes and results of great events and the impact on people</p>

	<p>Give some reasons for, and results of, the main events and changes studied and why people in the past acted as they did</p> <p style="text-align: center;"><u>Continuity and Change</u></p> <p>Describe and make links between different events, changes and situations across periods and societies - How has life in Britain changed since the Victorian period? What is the same/similar?</p> <p style="text-align: center;"><u>Significance</u></p> <p>Explaining the contribution of a significant person, event and development within a period/context - What did the Victorians do for us in modern life? e.g Christmas customs, league football, inventions.</p>		<p>Begin to understand how factors causing an event are interrelated</p> <p>Identify changes within and across periods</p>
Year 6	<p style="text-align: center;"><u>Britain at War</u></p> <p style="text-align: center;">Why do we have Remembrance Day?</p> <p style="text-align: center;"><u>World War One</u></p> <p>Identifying what happened in the outbreak of war. Why did the war break out? What happened in the early stages?</p> <p>Experiences of World War 1 soldiers. Trench warfare and letters home. Use of animals in the war.</p> <p>Chronology of World War 1. How did it end and link to World War 2?</p> <p style="text-align: center;"><u>World War Two</u></p> <p style="text-align: center;">Events leading up to outbreak of World War 2.</p> <p>Experiences of people in Britain: Evacuation, The Blitz, propaganda. Compare evacuees life with life in London. Why did the children get evacuated and where did they go?</p> <p>Explore rationing faced by children throughout the war. Compare this to modern diets and their availability.</p> <p>Persecution by the Nazis: the Holocaust, Kindertransport children. Explore who was Anne Frank – How do we know about her life? Compare her life to that of an evacuee.</p>	<p style="text-align: center;"><u>Comparison over time</u></p> <p>Focus on an area of change in Britain between 1000-2000, e.g crime and punishment, entertainment, changes to society/monarchy/politics, history of medicine</p>	<p style="text-align: center;"><u>Britain since World War 2</u></p> <p><u>Migration – should everyone be able to live where they like?</u></p> <p>Linked with who do countries belong to and changing land boundaries etc. Reasons for migration – why do people move? Focus on post war migration – people left UK for Australia, Canada etc. Windrush generation arrived in the UK post war. Look at refugees and why they have fled.</p> <p style="text-align: center;">Technological advances</p> <p style="text-align: center;">Changes in society and attitudes</p>

	Chronology: know key dates and events within World War 2: Battle of Britain, D Day, VE Day.	
Skills	<p><u>Chronology</u> Develop secure knowledge and understanding of dates using a timeline</p> <p><u>Historical Enquiry</u> Select sources to use in enquiry, analysing its reliability and relevance.</p> <p><u>Interpretation</u> Why is the past represented in different ways?</p> <p><u>Causes and Consequences</u> Why did people in the past act as they did?</p> <p><u>Similarities/Differences</u> How has life in Britain changed since the World Wars? What is the same/similar?</p> <p><u>Significance</u> What is the legacy of the world wars?</p>	<p><u>Chronology</u> Develop secure knowledge and understanding of dates using a timeline</p> <p><u>Historical Enquiry</u> Select sources to use in enquiry, analysing its reliability and relevance.</p> <p><u>Interpretation</u> Why is the past represented in different ways?</p> <p><u>Causes and Consequences</u> Why did people in the past act as they did?</p> <p><u>Similarities/Differences</u> How has life in Britain changed since the World Wars? What is the same/similar?</p> <p><u>Significance</u> What is the legacy of the world wars?</p>

## Geography

Topic Contents and Skills			
Year 1	<p><u>London</u> Where is London? Why is London important?  Understanding that London is the capital city of England.</p>	<p><u>UK Countries and Capital Cities</u> To use world maps, atlases and globes to identify the UK and that it is part of a continent of Europe.  To name, locate and identify characteristics of the four countries and capital cities of the UK.</p>	<p><u>World Countries, Continents and Oceans</u> Understand the concept of the world. To name and locate the world's five oceans and seven continents.  Consolidate understanding our country is part of the continent Europe.</p>

	<p>Introduce London landmarks. Children to look at modern day London – human geography – identifying landmarks and their use. Transport systems.</p> <p>Physical geography – River Thames, park.</p> <p>To label a simple map and construct a key.</p> <p>Comparing London with Chippenham.</p>	<p>To use aerial photographs and plans to recognise landmarks and basic human/physical features of capital cities that aren't London.</p>	<p>What is an island? Identifying Islands including the UK and which countries are islands.</p> <p>Explore more about Europe, countries.</p>
Skills	<p><u>Locational knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Place Knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.</p> <p><u>Human and physical geography</u> · Use basic geographical vocabulary to refer to: à key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</p> <p><u>Geographical skills and fieldwork</u> · Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p><u>Geographical skills and fieldwork: fieldwork</u> · Draw simple features Ask and respond to basic geographical questions Ask a familiar person prepared question Use pro-forma to collect data e.g. tally survey Create plans and raw simple features in their familiar environment Add labels onto a sketch map, map or photograph of features Recognise a photo or a video as a record of what has been seen or heard Use a camera in the field to help to record what is seen</p> <p><u>Geographical skills and fieldwork: maps</u></p>	<p><u>Locational knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Place Knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.</p> <p><u>Human and physical geography</u> · Use basic geographical vocabulary to refer to: à key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather à key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</p> <p><u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, · 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 · Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p><u>Geographical skills and fieldwork: maps</u> Use relative vocabulary such as bigger, smaller, like, dislike Use directional language such as near and far, up and down, left and right, forwards and backwards Use world maps to identify the UK in its position in the world.</p>	<p><u>Locational knowledge</u> Name and locate the world's seven continents and five oceans</p> <p><u>Human and physical geography</u> · Use basic geographical vocabulary to refer to: à key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p><u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage · 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 · Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p><u>Geographical skills and fieldwork: fieldwork</u> Add labels onto a sketch map, map or photograph of features Recognise a photo or a video as a record of what has been seen or heard</p> <p><u>Geographical skills and fieldwork: maps</u> Use relative vocabulary such as bigger, smaller, like, dislike Use directional language such as near and far, up and down, left and right, forwards and backwards</p>

	<p>Use a simple picture map to move around the school Use relative vocabulary such as bigger, smaller, like, dislike Use maps to locate the four countries and capital cities of UK and its surrounding seas Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features</p>	<p>Use maps to locate the four countries and capital cities of UK and its surrounding seas Use photographs and maps to identify features</p>	<p>Use world maps to identify the UK in its position in the world. Use photographs and maps to identify features</p>
Year 2	<p><u>Hot and Cold Climates</u> To identify seasonal and daily weather patterns in the United Kingdom.  To know the location of hot and cold areas of the world in relation to the Equator and North/South poles. (see key vocabulary in NC).  Start to ask geographical questions and gather information.</p>	<p><u>Maps</u> Familiar places and places afar.  Mapping school.  Mapping of school within wider area – use of google maps.  Where are the schools in priority? Where are our schools?  Mapping of route of Titanic – seeing maps on bigger scale – draw back on climates too</p>	<p><u>Seaside and Coasts</u> Identifying what the seaside is.  Identify different 'seasides' – cliffs, beaches.  What do different beaches look like?  Recapping oceans and identifying seas around the UK.  Do seaside look the same around the world? Show a selection of seaside. Children to compare 2 seaside.</p>
Skills	<p><u>Human and physical geography</u> 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  <u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage · 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 · 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  <u>Geographical skills and fieldwork: fieldwork</u></p>	<p><u>Locational knowledge</u> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  <u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage · 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 · 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 · Use simple fieldwork and observational skills to study the geography of their school and its grounds and the</p>	<p><u>Locational knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Name and locate the world's seven continents and five oceans  <u>Place Knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country.  <u>Human and physical geography</u> · Use basic geographical vocabulary to refer to: à key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather à key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop  <u>Geographical skills and fieldwork</u></p>

	<ul style="list-style-type: none"> <li>· Gather information</li> <li>Use basic observational skills</li> <li>Carry out a small survey of the local area/school</li> <li>Draw simple features</li> <li>Ask and respond to basic geographical questions</li> <li>Ask a familiar person prepared question</li> <li>Use pro-forma to collect data e.g. tally survey</li> <li>Create plans and raw simple features in their familiar environment</li> <li>Use a camera in the field to help to record what is seen</li> </ul> <p><u>Geographical skills and fieldwork: maps</u></p> <ul style="list-style-type: none"> <li>Use simple compass directions (North, South, East, West)</li> <li>Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles</li> </ul>	<p>key human and physical features of its surrounding environment</p> <p><u>Geographical skills and fieldwork: fieldwork</u></p> <ul style="list-style-type: none"> <li>· Gather information</li> <li>Use basic observational skills</li> <li>Carry out a small survey of the local area/school</li> <li>Draw simple features</li> <li>Ask and respond to basic geographical questions</li> <li>Use pro-forma to collect data e.g. tally survey</li> <li>Create plans and raw simple features in their familiar environment</li> <li>Add labels onto a sketch map, map or photograph of features</li> <li>Recognise a photo or a video as a record of what has been seen or heard</li> <li>Use a camera in the field to help to record what is seen</li> </ul> <p><u>Geographical skills and fieldwork: maps</u></p> <ul style="list-style-type: none"> <li>Using maps</li> <li>Follow a route on a map</li> <li>Use simple compass directions (North, South, East, West)</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>Map knowledge</li> <li>Locate and name on a world map and globe the seven continents and five oceans.</li> <li>Making maps</li> <li>Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)</li> <li>Use and construct basic symbols in a key</li> </ul>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> <li>· Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul> <p><u>Geographical skills and fieldwork: fieldwork</u></p> <ul style="list-style-type: none"> <li>Draw simple features</li> <li>Ask and respond to basic geographical questions</li> <li>Ask a familiar person prepared question</li> <li>Use pro-forma to collect data e.g. tally survey</li> <li>Add labels onto a sketch map, map or photograph of features</li> <li>Recognise a photo or a video as a record of what has been seen or heard</li> </ul>
Year 3	<p><u>Recapping Continents</u> <u>Introducing hemispheres</u></p> <p>What is the Equator, tropic of cancer and Capricorn, hemispheres, latitude and longitude?</p> <p>How does latitude affect the weather?</p> <p>How do hemispheres affect the seasons?</p> <p>How does longitude affect the time of day?</p> <p>Climate Zones and world weather patterns.</p>	<p><u>Rainforests</u></p> <p>To understand geographical similarities and differences through the study of the physical and human geography of rainforests.</p> <p>To learn about the rainforest biome.</p> <p>Climate within the rainforest and how it contributes to the habitats for plants and animals.</p>	<p><u>River and Canals</u></p> <p>What significant rivers have been studied in previous school years – Thames. Identifying key rivers on maps.</p> <p>Study river Avon in greater detail.</p> <p>Identify key parts of a river.</p> <p>Identify why rivers are important – in depth look at settlements by rivers and why this may be important.</p>



	<p>How does climate and weather, in relation to latitude and longitude affect the types of human settlement?</p> <p>Time Zones</p>	<p>To use maps, atlases, globes and digital mapping to locate and describe rainforests.</p> <p>To identify and talk about latitude, longitude, equator etc. and time zones.</p> <p>Deforestation of the rainforest. What is the impact if the rainforest isn't there? – courageous advocacy around what we can do to stop this.</p>	<p>Stream/canal study visit – fieldwork</p> <p>What is a dam? Why are they formed?</p> <p>What is a canal? How is this different to a river?</p>
<p>Skills</p>	<p><u>Locational knowledge</u>          Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><u>Human and physical geography</u>          Describe and understand key aspects of:          à physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle          à human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork- fieldwork</u>          Gather information          Ask geographical questions          Use a simple database to present findings from fieldwork          Use a database to present findings          Use appropriate terminology</p> <p>Locate position of a photo on a map</p> <p><u>Geographical skills and fieldwork: maps</u>          Using maps</p>	<p><u>Locational knowledge</u>          Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><u>Place Knowledge</u>          Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p> <p><u>Human and physical geography</u>          Describe and understand key aspects of:          à physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle          à human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork- fieldwork</u>          Sketching          Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction</p> <p><u>Geographical skills and fieldwork: maps</u></p>	<p><u>Locational knowledge</u>          · Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Place Knowledge</u>          Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,</p> <p><u>Human and physical geography</u>          · Describe and understand key aspects of:          à physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle          à human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork- fieldwork</u>          Ask geographical questions          Use a simple database to present findings from fieldwork          Record findings from fieldtrips          Use a database to present findings          Use appropriate terminology</p> <p>Sketching          Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction</p>

	<p>Use 4 figure compasses, and letter/number co-ordinates to identify features on a map Map knowledge Locate the UK on a variety of different scale maps Name &amp; locate the counties and cities of the UK</p>	<p>Locate places using a range of maps including OS &amp; digital Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Use 4 figure compasses, and letter/number co-ordinates to identify features on a map</p>	<p>Audio/Visual Select views to photograph Add titles and labels giving date and location information Consider how photo's provide useful evidence use a camera independently Locate position of a photo on a map</p> <p><u>Geographical skills and fieldwork: maps</u> Use 4 figure compasses, and letter/number co-ordinates to identify features on a map Making maps Try to make a map of a short route experiences, with features in current order Create a simple scale drawing Use standard symbols, and understand the importance of a key</p>
Year 4	<p><u>Mountains</u> What is a mountain? How are mountains formed? Different forms of mountains.</p> <p>Earths structure (layers and Tectonic plates) Mountains in the UK.</p> <p>Impact of tourism in the mountains - How are mountains used by humans?</p> <p>How does the climate change when climbing mountains?</p> <p>Mount Everest Mountains of the World - Children use different forms of mapping to locate mountains around the world.</p>	<p><u>The Local Area (Fieldwork Study)</u> Where are we in the world?</p> <p>Mapping of the local area. Use coordinates and grid references within this to get a good understanding of the area.</p> <p>Survey of local area – what renewable energy sources are there?</p> <p>Survey local businesses around carbon footprint and how they get their energy. What they are doing to reduce their carbon footprint? Surveys to go home to look at energy use.</p> <p>Write to the trust about their energy use and finding out it? Can a member of estates and facilities come and talk about this.</p>	<p><u>Country comparison Greece and UK</u> To understand geographical similarities and differences through the study of the physical and human geography of Greece and the UK.</p> <p>To use maps, atlases, globes and digital mapping to locate and describe the countries.</p> <p>To build on prior knowledge of climate zones etc to identify and talk about latitude, longitude, equator etc. and time zones.</p>
Skills	<p><u>Locational knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p><u>Locational knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p><u>Locational knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>

	<p>· Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Human and physical geography</u> _ Describe and understand key aspects of: à physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle à human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork- fieldwork</u> Sketching Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction</p> <p><u>Geographical skills and fieldwork: maps</u> Using maps Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map Begin to use 8 figure compass and four figure grid references to identify features on a map</p>	<p><u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Human and physical geography</u> _ Describe and understand key aspects of: à physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle à human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork- fieldwork</u> Gather information Ask geographical questions Use a simple database to present findings from fieldwork Record findings from fieldtrips Use a database to present findings Use appropriate terminology</p> <p>Sketching Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction</p> <p><u>Geographical skills and fieldwork: maps</u> Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map Begin to use 8 figure compass and four figure grid references to identify features on a map Draw a sketch map from a high viewpoint</p>	<p>· Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>· Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Place Knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</p> <p><u>Human and physical geography</u> Describe and understand key aspects of: à physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle à human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork: maps</u> Using maps Follow a route on a large-scale map Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map Begin to use 8 figure compass and four figure grid references to identify features on a map Map knowledge Locate Europe on a large-scale map or globe, Name and locate countries in Europe (including Russia) and their capitals cities Making maps Recognise and use OS map symbols, including completion of a key and understanding why it is important</p>
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<p>Year 5</p>	<p><u>Land Use and Trade Links</u></p> <p>Describe and understand key aspects of human geography, including: imports and exports with trade links.</p> <p>Describe and understand how places trade with other places across the world.</p> <p>Describe and understand the impact natural resources has on the economic activity of an area – growing trees with the import and export of wood materials.</p> <p>Describe and understand a products journey from source to sale (chocolate).</p>	<p><u>Exploring Africa</u></p> <p>To understand geographical similarities and differences through the study of the physical and human geography of the countries in Africa.</p> <p>To use maps, atlases, globes and digital mapping to locate and describe the countries in Africa.</p> <p>Climate Zones across Africa Focus in on a particular African country (potentially Nigeria to link to future topic but be cohort specific and use experiences and resource of staff and children).</p> <p>Describe and understand key aspects of physical geography, including biomes, vegetation.</p> <p>To identify and talk about latitude, longitude, equator etc.</p>	<p><u>Changing World</u></p> <p>Extreme weather and how humans have impacted this.</p> <p>How the industrial revolution lead to changes that have affected the climate of the world?</p> <p>Draw back links to deforestation. Looking other elements of climate change and the impact, it has had.</p> <p>Personal responsibility to care for the planet.</p> <p>Courageous advocacy around this to link with SIAMs</p>
<p>Skills</p>	<p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Human and physical geography</u></p> <p>A human geography, including: land use and trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork- fieldwork</u></p> <p>Gather information</p> <p>Select appropriate methods for data collection such as interviews,</p> <p>Use a database to interrogate/amend information collected,</p> <p>Use graphs to display data collected</p> <p>Evaluate the quality of evidence collected and suggest improvements</p> <p>Sketching</p>	<p><u>Locational knowledge</u></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human characteristics, land-use patterns; and understand how some of these aspects have changed over time.</p> <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region</p> <p><u>Human and physical geography</u></p> <p>Describe and understand key aspects of:</p> <p>A physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>A human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork- fieldwork</u></p>	<p><u>Locational knowledge</u></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography.</p> <p><u>Human and physical geography</u></p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>

	<p>Evaluate their sketch against set criteria and improve it</p> <p>Use sketches as evidence in an investigation. select field sketching from a variety of techniques</p> <p>Annotate sketches to describe and explain geographical processes and patterns</p> <p>Audio/Visual</p> <p>Make a judgement about the best angle or viewpoint when taking an image or completing a sketch</p> <p>Use photographic evidence in their investigations</p> <p>Evaluate the usefulness of the images</p> <p><u>Geographical skills and fieldwork: maps</u></p> <p><i>Using maps</i></p> <p><i>Compare maps with aerial photographs</i></p> <p><i>Select a map for a specific purpose</i></p> <p><i>Begin to use atlases to find out other information (e.g. temperature)</i></p> <p><i>Find and recognise places on maps of different scales</i></p> <p><i>Use 8 figure compasses, begin to use 6 figure grid references.</i></p> <p><i>Map knowledge</i></p> <p><i>Locate the world's countries, focus on North &amp; South America</i></p> <p><i>Identify the position and significance of lines of longitude &amp; latitude</i></p> <p><i>Making maps</i></p> <p><i>Draw a variety of thematic maps based on their own data</i></p> <p><i>Draw a sketch map using symbols and a key,</i></p> <p><i>Use and recognise OS map symbols regularly</i></p>	<p>Gather information</p> <p>Select appropriate methods for data collection such as interviews,</p> <p>Use a database to interrogate/amend information collected,</p> <p>Evaluate the quality of evidence collected and suggest improvements</p> <p>Audio/Visual</p> <p>Make a judgement about the best angle or viewpoint when taking an image or completing a sketch</p> <p>Use photographic evidence in their investigations</p> <p>Evaluate the usefulness of the images</p>	<p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork: maps</u></p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></p> <p><i>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 and the wider world.</i></p>
Year 6	<p><u>Extreme Earth – Tropical Storms, Volcanoes, Earthquakes and Tsunamis</u></p> <p>Explore the Earth's extreme climates by investigating what climates there are on our planet.</p> <p>Recap the water cycle and how it works to result in different levels of rainfall in different parts of the world.</p>	<p><u>Country study: USA</u></p> <p>Link with prior learning – how was the USA created and which countries 'owned' it? Further links with slave trade.</p> <p>Comparison of USA with other countries in terms of physical and human resources.</p>	<p><u>Empires and the commonwealth</u></p> <p>How have countries changed over time? Who do they 'belong' to?</p> <p>Empires and Kingdoms – what are they? Link to prior learning from Year 5.</p> <p>Impact of wars on borders and countries.</p>

	<p>Investigate a variety of extreme weather phenomena, such as tropical storms, floods, lightning, hurricanes and tornadoes, and the effects these can have on people and the landscape.</p> <p>Learn about the structure of the Earth and explore how the tectonic plates on the surface cause natural disasters such as earthquakes and volcanoes when they move</p> <p>Locate volcanoes around the world and explore what happens when the volcano erupts</p> <p>Explore how earthquakes are caused by tectonic plates moving and learn about how their strength is measured.</p> <p>Find out how tsunamis are caused by earthquakes under the sea floor, focusing on the effects that tsunamis can have on an environment.</p>		<p>Is it right that people colonise other countries?</p> <p>Who has a say in how countries are ruled? Impact of EU.</p> <p>Which countries are in the Commonwealth?</p> <p>Map coordinates on a world scale.</p>
Skills	<p><u>Locational knowledge</u></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Human and physical geography</u></p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork- fieldwork</u></p>	<p><u>Locational knowledge</u></p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human characteristics, land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Human and physical geography</u></p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and</p>	<p><u>Locational knowledge</u></p> <p>locate the world's countries, using maps to focus on Europe as well as North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Human and physical geography</u></p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork- fieldwork</u></p>

	<p>Select appropriate methods for data collection such as interviews, Use a database to interrogate/amend information collected, Use graphs to display data collected Evaluate the quality of evidence collected and suggest improvements</p> <p>Sketching Evaluate their sketch against set criteria and improve it Use sketches as evidence in an investigation. select field sketching from a variety of techniques Annotate sketches to describe and explain geographical processes and patterns</p> <p><u>Geographical skills and fieldwork: maps</u> Using maps Describe the features shown on an OS map Use atlases to find out data about other places Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps Map knowledge Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages Making maps Draw plans of increasing complexity Begin to use and recognise atlas symbols.</p>	<p>the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork: maps</u> Using maps Describe the features shown on an OS map Use atlases to find out data about other places Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps Map knowledge Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages Making maps Draw plans of increasing complexity Begin to use and recognise atlas symbols.</p>	<p>Select appropriate methods for data collection such as interviews, Use a database to interrogate/amend information collected, Use graphs to display data collected Evaluate the quality of evidence collected and suggest improvements</p> <p>Sketching Evaluate their sketch against set criteria and improve it Use sketches as evidence in an investigation. select field sketching from a variety of techniques Annotate sketches to describe and explain geographical processes and patterns</p> <p>Audio/Visual Make a judgement about the best angle or viewpoint when taking an image or completing a sketch Use photographic evidence in their investigations Evaluate the usefulness of the images</p> <p><u>Geographical skills and fieldwork: maps</u> Using maps Describe the features shown on an OS map Use atlases to find out data about other places Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps Map knowledge Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages</p>
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## Art

EYFS Expressive Arts and Design						
ELG	<b>Creating with Materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.			<b>Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.		
	<b>All About Me</b> Exploring resources Self-portraits – paint, collage and pen Role play – house Body songs Body percussion	<b>Let's Celebrate</b> Exploring art resources Painting fireworks Collage poppies Clay divas Christmas crafts Christmas songs Christmas performance	<b>Rhyme Time</b> Singing rhymes Musical instruments Exploring gloop, playdough	<b>Seasons</b> Art in nature Observational drawings Colour mixing Leaf rubbings Mud kitchen In the style of famous artists – O'Keeffe, Van Gogh Role play Garden shed	<b>Transport</b> Large block play trains/ buses Construction kits (Mobilo, Marble run, Lego) Rockets Paper aeroplanes	<b>Around the World</b> Making postcards Pirate maps Animal prints/ camouflage African prints Ice painting Exploring shaving foam

### Key Stage 1

#### All units to contain elements of:

##### Exploring and Developing Ideas

Children can:

- A) Respond positively to ideas and starting points;
- B) Explore ideas and collect information;
- C) Describe differences and similarities and make links to their own work;
- D) Try different materials and methods to improve;
- E) Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.

##### Work of other artists

- A) Describe the work of famous, notable artists and designers;
- B) Express an opinion on the work of famous, notable artists;
- C) Use inspiration from famous, notable artists to create their own work and compare;
- D) Use key vocabulary to demonstrate knowledge and understanding in this strand.



<b>Year 1</b>	<b>Theme</b>	<b>Spirals</b> Using drawing, collage and mark-making to explore spirals.		<b>Exploring Watercolour</b> Exploring watercolour and discovering we can use accidental marks to help us make art.			<b>Making Birds</b> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2D to 3D to make a bird.
	<b>Skills</b>	<ul style="list-style-type: none"> <li>I can make a drawing using a continuous line.</li> <li>I can draw from observation.</li> <li>I can make different marks with different drawing tools.</li> <li>I can make choices about which colours I'd like to use in my drawing.</li> <li>I have seen the work of an artist and listened to how the artist made the work. I have been able to share how I feel about the work.</li> <li>I can talk about what I like in my drawings, and what I'd like to try again.</li> </ul>		<ul style="list-style-type: none"> <li>I can explore watercolour and understand the different effects I can achieve.</li> <li>I can work without an end goal in mind – letting the paint lead me.</li> <li>I have had the opportunity to see the work of other artists who use watercolour and share my thoughts about their work.</li> <li>I can name and use primary colours and begin to understand how colours mix to make secondary colours.</li> <li>I can understand that we all see different things in the artwork we make. We all have a different response.</li> <li>I can think about the marks I make and develop them further.</li> </ul>		<ul style="list-style-type: none"> <li>I can make observational drawings.</li> <li>I can experiment with a variety of drawing materials and test ways to make marks that describe what I see.</li> <li>I can use colour in my drawings and mix two or more different media together.</li> <li>I have looked at the work of other artists who have been inspired by birds and I can share my response to their work.</li> <li>I can fold, tear, crumple and collage paper to transform it from 2d to 3d.</li> <li>I can use a variety of materials to make my own sculpture.</li> <li>I have seen how my sculpture can be part of a class artwork.</li> <li>I can share my work with my classmates and teachers and consider what was successful for me.</li> </ul>	
<b>Year 2</b>	<b>Theme</b>	<b>Explore &amp; Draw</b> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.		<b>Expressive Painting</b> Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark-making to create abstract still lifes			<b>Stick Transformation Project</b> Explore how you can transform a familiar object into new and fun forms.
	<b>Skills</b>	<ul style="list-style-type: none"> <li>I have seen how some artists explore the world around them to help them find inspiration.</li> <li>I can explore my local environment (school, home, etc) and collect things which catch my eye.</li> <li>I can explore composition by arranging the things that I have collected and talk about how and why.</li> <li>I can use careful looking to practice observational drawing.</li> <li>I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.</li> <li>I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.</li> </ul>		<ul style="list-style-type: none"> <li>I have seen how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour.</li> <li>I can start to share my response to the work of other artists.</li> <li>I can use my sketchbook to fill full of colour and brush marks, inspired by other artists.</li> <li>I can recognise primary colours and mix secondary colours. I can experiment with hues by changing the amount of primary colours I add.</li> <li>I can use various homemade tools to apply paint in abstract patterns.</li> <li>I can make a loose drawing from a still life.</li> </ul>		<ul style="list-style-type: none"> <li>I can take a familiar object like a stick and use my imagination to think about what it might become.</li> <li>I can use my sketchbook to generate ideas and to test ideas.</li> <li>I can use a variety of materials to transform my object thinking about form and colour.</li> <li>I can cut materials with simple tools and fasten materials together to construct my sculpture.</li> <li>I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. I can listen to my classmates feedback about my work.</li> </ul>	

	<ul style="list-style-type: none"> <li>I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.</li> </ul>	<ul style="list-style-type: none"> <li>I can use my gestural mark-making with paint and incorporate the colours and shapes in the still life to make an expressive painting.</li> <li>I can share my experiments and final piece with others and share what I liked and what went well.</li> <li>I can enjoy the work of my classmates and I can see how all the work is different. I can share my response to some of their work.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to my classmates talk about their own artwork and I can share my thoughts about their work.</li> </ul>
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### Lower Key Stage 2

#### Exploring and Developing Ideas

- A) Use sketchbooks to record ideas;  
 B) Explore ideas from first-hand observations;  
 C) Question and make observations about starting points, and respond positively to suggestions;  
 D) Adapt and refine ideas;  
 E) Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.

#### Work of other artists

- A) Use inspiration from famous artists to replicate a piece of work;  
 B) Reflect upon their work inspired by a famous notable artist and the development of their art skills;  
 C) Express an opinion on the work of famous, notable artists and refer to techniques and effect;  
 D) Use key vocabulary to demonstrate knowledge and understanding in this strand:

Year 3	Theme	Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance.	Cloth, Thread, Paint Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.	Telling Stories Through Drawing & Making Explore how artists are inspired by other art forms – e.g. sculpture inspired by literature and film.
	<b>Skills</b>	<ul style="list-style-type: none"> <li>I have seen how artists use charcoal in their work. I have been able to talk about the marks produced, and how I feel about their work.</li> <li>I have experimented with the types of marks I can make with charcoal, using my hands &amp; charcoal.</li> <li>I can work on larger sheets of paper, and I can make loose, gestural sketches using my body.</li> <li>I can understand what Chiaroscuro is and how I can use it in my work.</li> <li>I can use light and dark tonal values in my work, to create a sense of drama.</li> <li>I have taken photographs of my work, thinking about focus, lighting, and composition.</li> <li>I have shared my work with my classmates and talked about what I felt was successful and what I might like to try again. I can voice what I like about my classmates work and how it makes me feel.</li> </ul>	<ul style="list-style-type: none"> <li>I have explored how artists combine media and use them in unusual ways to make art. I can share my response to their work.</li> <li>I can use my sketchbook to make visual notes capturing ideas that interest me.</li> <li>I can use my sketchbook to test ideas and explore colour and mark making.</li> <li>I can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.</li> <li>I can use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape.</li> <li>I can share my work with others and share my thoughts about the process and outcome. I can listen to their feedback and take it onboard.</li> <li>I can appreciate the work of my classmates enjoying the similarities and differences between our processes and outcomes. I can share my feedback on their work.</li> </ul>	<ul style="list-style-type: none"> <li>I have seen how artists are inspired by other artists often working in other artforms.</li> <li>I have understood how artists sometimes use sketchbooks to understand and explore their own response to an artist's work.</li> <li>I can use my own sketchbook to explore my response to the chosen book/film, making visual notes, jotting down ideas and testing materials.</li> <li>I can make a sculpture using materials to model or construct which is inspired by a character in a book or film.</li> <li>I can reflect and share how the way I made my sculpture helps capture my feelings about the original character.</li> <li>I can enjoy looking at the sculptures made by my classmates and see ways in which they are different and similar to each other and to the original character.</li> <li>I can share my feedback about my classmate's work.</li> </ul>

<b>Year 4</b>	<b>Theme</b>	<b>Exploring Still Life</b> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.		<b>Storytelling Through Drawing</b> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.		<b>The Art of Display</b> Explore how the way we display our work can affect the way it is seen.	
	<b>Skills</b>	<ul style="list-style-type: none"> <li>I have explored the work of contemporary and more traditional artists who work within the still life genre.</li> <li>I have felt able to express my thoughts about other artists' work and talk about the meanings of objects as artists present them.</li> <li>I can use my sketchbook to make visual notes, record and reflect.</li> <li>I can draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting.</li> <li>I can present and share my artwork and explain how my sketchbook work helped build my knowledge and skills towards my final piece.</li> </ul>	<ul style="list-style-type: none"> <li>I have explored the work of artists who tell stories through imagery.</li> <li>I can respond to the work of illustrators and/or graphic novelists, "reading" the visual images and sharing my thoughts.</li> <li>I can work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work.</li> <li>I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.</li> <li>I can use line, shape, and colour using a variety of materials to test my ideas.</li> <li>I can think about how I might use composition, sequencing, mark making and some text in my drawings.</li> <li>I can create a finished piece which contains sequenced images to describe a narrative.</li> <li>I can share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board.</li> <li>I can appreciate the work of my classmates and think about similarities and differences between our work. I can share my feedback on their work.</li> </ul>	<ul style="list-style-type: none"> <li>I have seen how some artists choose to display their work on "plinths" and I have understood how the way a work is displayed can affect the way the audience sees the work.</li> <li>I can use my sketchbook to collect ideas about how other artists consider how their work is displayed.</li> <li>I can use clay to make quick three-dimensional sketches of figures sitting on "plinths". I can use the clay to capture character/emotion of the body.</li> </ul> <p>(See more guidance for pathway options on AccessArt)</p>			

**Upper Key Stage 2**

Exploring and Developing Ideas

- A) Review and revisit ideas in their sketchbooks;
- B) Offer feedback using technical vocabulary;
- C) Think critically about their art and design work;
- D) Use digital technology as sources for developing ideas;
- E) Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure

Work of other artists

- A) Give detailed observations about notable artists', artisans' and designers' work;
- B) Offer facts about notable artists', artisans' and designers' lives;
- C) Use key vocabulary to demonstrate knowledge and understanding in this strand:

<b>Year 5</b>	<b>Theme</b>		<b>Typography &amp; Maps</b> Exploring how we can create typography		<b>Mixed Media Land &amp; City Scapes</b> Explore how artists use a variety of media to		<b>Architecture: Dream Big or Small?</b> Explore the responsibilities architects have to design
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			<b>through drawing and design and use our skills to create personal and highly visual maps.</b>		<b>capture spirit of the place.</b>		<b>us a better world. Make your own architectural model.</b>
	<b>Skills</b>	<p>I have understood that Typography is the visual art of creating and arranging letters and words on a page to help communicate ideas or emotions.</p> <ul style="list-style-type: none"> <li>• I have seen how other artists work with typography and have been able to share my thoughts on their work.</li> <li>• I have explored how I can create my own letters in a playful way using cutting and collage. I can reflect upon what I like about the letters I have made.</li> <li>• I have drawn my own letters using pen and pencil inspired by objects I have chosen around me. I can reflect upon why my letters have a meaning to me.</li> <li>• I have used my sketchbooks for referencing, collecting and testing ideas, and reflecting.</li> </ul>					
<b>Year 6</b>	<b>Theme</b>	<b>2D Drawing to 3D Making</b> <b>Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.</b>			<b>Activism</b> <b>Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.</b>		<b>Brave Colour</b> <b>Exploring how artists use light, form and colour to create immersive environments.</b>
	<b>Skills</b>	<ul style="list-style-type: none"> <li>• I have explored artists who use their drawing skills to make objects.</li> <li>• I can use my sketchbook to record and reflect, collecting the ideas and approaches I like which I see other artists use.</li> <li>• I can use line, mark making, tonal values, colour, shape and composition to make my work interesting.</li> <li>• I can use negative space and the grid method to help me see and draw.</li> <li>• I can transform my drawing into a three dimensional object.</li> <li>• I can photograph my three dimensional work, thinking about presentation, lighting, focus and composition.</li> </ul>					

## Science

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 1</b>	<b>My Body</b>	<b>Everyday Materials</b>	<b>Identifying Animals</b>	<b>Identifying Plants</b>	<b>Seasonal Changes</b>	

	<p>To be able to identify, name and label body parts.</p> <p>To explore what parts of our bodies we use for different activities.</p> <p>To find out about the five senses, in particular the sense of sight.</p> <p>To explore the sense of touch.</p> <p>To explore the sense of smell.</p> <p>To explore the sense of taste.</p> <p>To explore the sense of sound.</p>	<p>To be able to identify a variety of common materials.</p> <p>To be able to distinguish between the object and material in which its made.</p> <p>To be able to describe materials according to their properties.</p> <p>To be able to describe why some materials suit certain objects better than others.</p> <p>To carry out an experiment to find out which materials are waterproof.</p>	<p>To be able to identify and name a variety of common animals.</p> <p>To be able to identify and name a variety of common UK mammals.</p> <p>To be able to identify and compare a variety of common UK birds and reptiles.</p> <p>To be able to identify and compare a variety of common UK fish and amphibians.</p> <p>To be able to identify and sort carnivores, herbivores and omnivores.</p> <p>To be able to take care of animals.</p> <p>To collect data about animals and answer questions.</p>	<p>To find out what a plant is.</p> <p>To identify and describe garden plants.</p> <p>To identify and describe wild plants.</p> <p>To identify and describe a range of trees.</p> <p>To identify the different parts of a plant.</p> <p>To make observations of growing plants.</p>	<p>Find out about different seasons and how to describe them.</p> <p>Find out about the seasons and how they are different.</p> <p>Find out about how animals are affected by the seasons.</p> <p>Find out about how humans are affected by the seasons.</p> <p>Find out about how amount of daylight is affected by the season.</p> <p>Investigate the weather during the seasons.</p>	
<b>Year 2</b>	<p><b>Living in Habitats</b></p> <p>To be able to identify things that are living, things that are dead and things that have never been life.</p> <p>To understand that living things need to live in suitable habitats.</p> <p>To explore the plants and animals that live in seaside habitats.</p> <p>To be able to explore the plants and animals in an unfamiliar habitat.</p> <p>To be able to explore and describe a micro-habitat.</p>	<p><b>Growth and Survival</b></p> <p>To find out about the offspring of a variety of different animals.</p> <p>To find out about the different ways in which animals reproduce.</p> <p>To explore how humans grow as they get older.</p> <p>To find out what animals including humans need to survive.</p> <p>To explore the environment as a factor of survival for animals including humans.</p> <p>To find out how to eat a healthy balanced diet.</p>	<p><b>Everyday Materials</b></p> <p>To be able to identify a variety of materials and sort them according to a variety of criteria.</p> <p>To identify that some materials can change shape by squashing, bending, stretching and twisting and others can't.</p> <p>To identify the suitability of metal and plastic for a variety of purposes.</p> <p>To identify different products that can be made from wood and their features and purposes.</p>	<p><b>Growing Plants</b></p> <p>To understand that different seeds grow into different plants and to describe them.</p> <p>To understand that plants can be grown from bulbs.</p> <p>To be able to explain why and how seeds are dispersed.</p> <p>To plan, carry out and evaluate an investigation into the conditions that affect germination.</p> <p>To observe and describe how a plant changes as it matures.</p>	<p><b>Super Scientists</b></p> <p>To investigate the affect gravity has on everyday objects.</p> <p>To investigate what happens to light when it passes through different transparent objects.</p> <p>To investigate whether sound can pass through materials.</p> <p>To investigate our senses and reflexes.</p> <p>To investigate how germs are transferred by touching things.</p> <p>To investigate electrical circuits to make a light bulb light up.</p>	

	To explore food chains in a habitat.	To find out why exercise is important to keep our bodies healthy.	To identify different materials that are used for the same product. To identify material inventions and discoveries.		
<b>Year 3</b>	<p><b>Forces &amp; Magnets</b></p> <p>To explore what forces are and notice that some forces need contact between two objects. To compare how things move on different surfaces. To explore how magnetic forces work. To be able to identify magnetic materials. To investigate uses for magnets.</p>	<p><b>Rocks, Fossils &amp; Soils</b></p> <p>To be able to identify naturally occurring rocks and explore their uses. To be able to group rocks according to their characteristics. To be able to plan and carry out and evaluate experiments to compare rocks. To identify rocks that are used for particular purposes. To explore soil and how it is formed. To explore what fossils are and how they are formed. To be able to identify fossilised remains.</p>	<p><b>Light and Shadow</b></p> <p>To recognise that we need light in order to see. To explore the sun as a light source and identify the different between night and day. To investigate what shadows are and why they are formed. To investigate how shadows behave. To investigate how shadows change over course of the day. To explore how lights are reflected off surfaces</p>	<p><b>Health &amp; movement</b></p> <p>To identify that humans get the nutrition they need from what they eat. To identify that a balanced diet is needed in order to stay healthy. To investigate which foods different animals eat. To carry out an investigation to find out what pets eat. To explore human and animal skeletons. To find out about how the skeleton supports and protects the body. To investigate how invertebrates are supported. To find out what muscles are and how skeletal muscles help us to move.</p>	<p><b>How plants grow</b></p> <p>To identify and describe the functions of the roots of flowering plants. To investigate the way in which water is transported in plants. To identify and describe the functions of leaves in flowering plants. To explore the part that flowers play in the life cycle of flowering plants including pollination, seed formation and see dispersal. To explore some the ways in which flowering plants disperse their seeds. To understand the structure of seeds and their importance as a food source.</p>
<b>Year 4</b>	<p><b>States of matter</b></p> <p>To compare and group materials together according to whether they are solids or liquids.</p>	<p><b>Sound</b></p> <p>To find out that sounds are made when objects and materials vibrate. To investigate whether sounds can travel through different materials.</p>	<p><b>Circuits and conductors</b></p> <p>To investigate circuits and their different components. To investigate the differences between</p>	<p><b>Eating and digestion</b></p> <p>To be able to identify and classify carnivores, herbivores and omnivores. To be able to construct and interpret a variety of food chains.</p>	<p><b>Living in environments</b></p> <p>To be able to identify a variety of habitats and explore why organisms live in different habitats.</p>

	<p>To identify and explore the properties of gases. To observe that materials change state when they are heated or cooled.</p> <p>To research the temperature in degrees Celsius (*C) at which materials change state. To understand the process of evaporation. To understand the process of condensation.</p> <p>To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>To explore the relationship between distance and volume.</p> <p>To find out that some materials are effective in preventing vibrations from sound sources reaching the ear.</p> <p>To investigate how sounds can be different pitches and volumes.</p> <p>To find out how the length, thickness and tightness of a string affects its pitch.</p> <p>To find out how sounds can be made by air vibrating and how to change the pitch of notes created by vibrating air.</p>	<p>mains and battery powered circuits.</p> <p>To recognise some common conductors and insulators and associate metals with being good conductors.</p> <p>To investigate the purposes of conducting and insulating materials.</p> <p>To be able to use knowledge of conductors and insulators in order to create switches to complete a circuit.</p> <p>To be able to plan and carry out an experiment to see how to change the brightness of a bulb.</p>	<p>To identify the different types of teeth in humans and identify their functions.</p> <p>To explore different ways of keeping teeth healthy.</p> <p>To investigate how the digestive system works.</p> <p>To be able to describe the functions of the basic parts of the digestive system.</p>		<p>To be able to group organisms according to their characteristics.</p> <p>To be able to classify animals into specific groups according to their characteristics.</p> <p>To be able to use a classification key to classify animals.</p> <p>To be able to identify and classify a variety of different British plants.</p> <p>Explore the human impact on habitats and environments.</p>
<b>Year 5</b>	<p><b>Properties and changes of Materials</b></p> <p>To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>That some changes of state and dissolving and mixing processes can be reversed through filtering, sieving and evaporating.</p> <p>Explain that some changes form new materials, and that</p>	<p><b>Living things and habitats (Life cycles of animals and plants)</b></p> <p>To describe the process of sexual reproduction in flowering plants.</p> <p>To describe the process of asexual reproduction in plants.</p> <p>To describe the process of sexual reproduction in animals.</p> <p>To observe and compare the life cycles of animals in our local environment with other animals.</p>	<p><b>Earth and space</b></p> <p>To describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>To find out about the size of the Earth, Sun and Moon and how far away from each other they are.</p> <p>To use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p> <p>To use data to draw</p>	<p><b>Forces</b></p> <p>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>To identify the effects of friction acting between moving surfaces.</p> <p>To identify and explain the effects of air resistance.</p> <p>To identify and explain the effects of water resistance.</p>	<p><b>Changes and reproduction</b></p> <p>To recognise the stages of growth and development in humans.</p> <p>To know the stages in the gestation period of humans and compare them to other animals.</p> <p>To recognise the stages of development during childhood and understand the needs of children at those stages.</p>	

	<p>these changes are not usually reversible. Explain the some changes caused by heating or cooling form new materials, and that these changes are often not reversible. Explain that changes caused by burning form new materials, and that these materials are not reversible.</p> <p>To compare and group together everyday materials on the basis of their properties.</p> <p>To give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials.</p>	<p>To compare how different animals reproduce and grow.</p> <p>To find out about the work of naturalists.</p>	<p>conclusions about the Sun at different times of the year.</p> <p>To describe the movement of the Earth, and other planets, relative to the Sun in the Solar System.</p> <p>To describe the movement of the Moon relative to the Earth.</p>	<p>To recognise that levers and pulleys allow a smaller force to have a greater effect.</p> <p>To recognise that gears allow a smaller force to have a greater effect.</p>	<p>To understand the initial changes inside and outside of the body during puberty.</p> <p>To know the changes that occur during puberty and how they differ for boys and girls.</p> <p>Understand how the body changes during adulthood and old age.</p>	
<b>Year 6</b>	<p><b>Light</b></p> <p>Recognise that light appears to travel in straight lines</p> <p>Use this idea to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light</p>	<p><b>Animals inc Humans Healthy Bodies</b></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p>	<p><b>All Living Things &amp; Their Habitats – Classification</b></p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences,</p>	<p><b>Evolution and Inheritance</b></p> <p>Recognise how living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p>		<p><b>Electricity – Changing Circuits</b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in</p>



	travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including human	including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals & plants adapt to their environment in different ways and that adaptation may lead to evolution		how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 1</b>		<p><b>Freestanding structures</b> Designing</p> <ul style="list-style-type: none"> <li>• Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</li> <li>• Develop, model and communicate their ideas through talking, mock-ups and drawings.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>• Plan by suggesting what to do next.</li> <li>• Select and use tools, skills and techniques, explaining their choices.</li> <li>• Select new and reclaimed materials and construction kits to build their structures.</li> <li>• Use simple finishing techniques suitable for the structure they are creating.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Explore a range of existing freestanding structures in the school and local environment</li> </ul>		<p><b>Drawbridges</b> Designing</p> <ul style="list-style-type: none"> <li>• Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</li> <li>• Develop, model and communicate their ideas through drawings and mock-ups with card and paper.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>• Plan by suggesting what to do next.</li> <li>• Select and use tools, explaining their choices, to cut, shape and join paper and card.</li> <li>• Use simple finishing techniques suitable for the product they are creating.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Explore a range of existing books and everyday products that use simple sliders and levers.</li> <li>• Evaluate their product by discussing how well it works in relation to the</li> </ul>	<p><b>Food Fruit Salad</b> Designing</p> <ul style="list-style-type: none"> <li>• Design appealing products for a particular user based on simple design criteria.</li> <li>• Generate initial ideas and design criteria through investigating a variety of fruit</li> <li>• Communicate these ideas through talk and drawings.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>• Use simple utensils and equipment to e.g. peel, cut, squeeze,</li> <li>• Select from a range of fruit colour, texture and taste to create a chosen product.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Taste and evaluate a range of fruit to determine the intended user's preferences.</li> <li>• Evaluate ideas and finished products against design criteria, including intended user and purpose.</li> </ul>	

		<p>e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.</p> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Know how to make freestanding structures stronger, stiffer and more stable.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>		<p>purpose and the user and whether it meets design criteria.</p> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Explore and use sliders and levers.</li> <li>• Understand that different mechanisms produce different types of movement.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Understand where a range of fruit come from e.g. farmed or grown at home.</li> <li>• Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit are part of The eatwell plate.</li> <li>• Know and use technical and sensory vocabulary relevant to the project.</li> </ul>	
<b>Year 2</b>		<p><b>Wheels and axels</b></p> <p>Designing</p> <ul style="list-style-type: none"> <li>• Generate initial ideas and simple design criteria through talking and using own experiences.</li> <li>• Develop and communicate ideas through drawings and mock-ups.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing.</li> <li>• Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of products with wheels and axels.</li> <li>• Evaluate their ideas throughout and their products against original criteria.</li> </ul> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Explore and use wheels, axels and axle holders.</li> <li>• Distinguish between fixed and freely moving axels.</li> <li>• Know and use technical vocabulary relevant to the project</li> </ul>		<p><b>Templates and Joining</b></p> <p>Designing</p> <ul style="list-style-type: none"> <li>• Design a functional and appealing product for a chosen user and purpose based on simple design criteria.</li> <li>• Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.</li> <li>• Select from and use textiles according to their characteristics.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing textile products relevant to the project being undertaken.</li> <li>• Evaluate their ideas throughout and their final products against original design criteria.</li> </ul> <p>Technical knowledge and understanding</p>	<p><b>Food Vegetable Skewers</b></p> <p>Designing</p> <ul style="list-style-type: none"> <li>• Design appealing products for a particular user based on simple design criteria.</li> <li>• Generate initial ideas and design criteria through investigating a variety of vegetables.</li> <li>• Communicate these ideas through talk and drawings.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>• Use simple utensils and equipment to e.g. peel, slice, grate and chop safely</li> <li>• Select from a range of vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Taste and evaluate a range of vegetables to determine the intended user's preferences.</li> <li>• Evaluate ideas and finished products against design criteria, including intended user and purpose.</li> </ul> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Understand where a range of vegetables come from e.g. farmed or grown at home.</li> <li>• Understand and use basic</li> </ul>	

				<ul style="list-style-type: none"> <li>• Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project.</li> </ul>	<p>principles of a healthy and varied diet to prepare dishes, including how vegetables are part of The eatwell plate. • Know and use technical and sensory vocabulary relevant to the project.</p>	
<b>Year 3</b>	<p><b>Healthy and Varied Diet</b></p> <p>Designing</p> <ul style="list-style-type: none"> <li>• Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.</li> <li>• Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>• Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.</li> <li>• Evaluate the ongoing work</li> </ul>		<p><b>Levers and Linkages</b></p> <p>Designing</p> <ul style="list-style-type: none"> <li>• Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. • Use annotated sketches and prototypes to develop, model and communicate ideas.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>• Order the main stages of making. • Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. • Select from and use finishing techniques suitable for the product they are creating.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Investigate and analyse books and, where available, other products with lever and linkage mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make.</li> </ul> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project.</li> </ul>		<p><b>DT – own chocolate bar - packaging - Shell structures</b></p> <p>Designing</p> <ul style="list-style-type: none"> <li>• Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product. • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>• Order the main stages of making. • Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. • Test and evaluate</li> </ul>	

	<p>and the final product with reference to the design criteria and the views of others.</p> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Know how to use appropriate equipment and utensils to prepare and combine food.</li> <li>• Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</li> <li>• Know and use relevant technical and sensory vocabulary appropriately.</li> </ul>					<p>their own products against design criteria and the intended user and purpose.</p> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Develop and use knowledge of how to construct strong, stiff shell structures.</li> <li>• Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>
<b>Year 4</b>		<p><b>Food – Cooking and Nutrition (Mediterranean Diet)</b></p> <p>Designing</p> <ul style="list-style-type: none"> <li>• Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.</li> <li>• Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>• Plan the main stages of a recipe, listing ingredients, utensils and equipment.</li> <li>• Select and use appropriate utensils and equipment to prepare and combine ingredients.</li> <li>• Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</li> </ul> <p>Evaluating</p>		<p><b>Simple switches (Linked to science)</b></p> <p>Designing</p> <ul style="list-style-type: none"> <li>• Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>• Order the main stages of making.</li> <li>• Select from and use tools and equipment to cut, shape, join and finish with some accuracy.</li> <li>• Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing battery-</li> </ul>		<p><b>DT – sewing</b></p> <p>Designing</p> <ul style="list-style-type: none"> <li>• Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s.</li> <li>• Produce annotated sketches, prototypes, final product sketches and pattern pieces.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>• Plan the main stages of making.</li> <li>• Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.</li> <li>• Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Investigate a range of 3-D textile products relevant to the project.</li> <li>• Test their product against the original design criteria and with the intended user.</li> <li>• Take into account others' views.</li> <li>• Understand how a key event/individual has influenced the</li> </ul>

		<ul style="list-style-type: none"> <li>Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.</li> <li>Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</li> </ul> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>Know how to use appropriate equipment and utensils to prepare and combine food.</li> <li>Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</li> <li>Know and use relevant technical and sensory vocabulary appropriately.</li> </ul>		<p>powered products.</p> <ul style="list-style-type: none"> <li>Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.</li> </ul> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.</li> <li>Apply their understanding of computing to program and control their products.</li> <li>Know and use technical vocabulary relevant to the project.</li> </ul>		<p>development of the chosen product and/or fabric.</p> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>Know how to strengthen, stiffen and reinforce existing fabrics.</li> <li>Understand how to securely join two pieces of fabric together.</li> <li>Understand the need for patterns and seam allowances.</li> <li>Know and use technical vocabulary relevant to the project.</li> </ul>
<b>Year 5</b>	<p><b>DT – Mechanical Pulleys and Gears</b></p> <p>Designing</p> <ul style="list-style-type: none"> <li>Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.</li> <li>Develop a simple design specification to guide their thinking.</li> <li>Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.</li> <li>Select from and use a range of tools and equipment to make products that are accurately assembled and</li> </ul>		<p><b>DT – Frame Structures</b></p> <p>Designing</p> <ul style="list-style-type: none"> <li>Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources.</li> <li>Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost.</li> <li>Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.</li> <li>Competently select from and use appropriate tools to</li> </ul>		<p><b>DT – Food</b></p> <p>Designing</p> <ul style="list-style-type: none"> <li>Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.</li> <li>Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.</li> <li>Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</li> </ul> <p>Making</p> <ul style="list-style-type: none"> <li>Write a step-by-step recipe, including a list of ingredients, equipment and utensils</li> <li>Select and use appropriate utensils and equipment accurately to measure and combine appropriate</li> </ul>	

	<p>well finished. Work within the constraints of time, resources and cost.</p> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Compare the final product to the original design specification.</li> <li>• Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</li> <li>• Consider the views of others to improve their work.</li> <li>• Investigate famous manufacturing and engineering companies relevant to the project.</li> </ul> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Understand that mechanical and electrical systems have an input, process and an output.</li> <li>• Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>		<p>accurately measure, mark out, cut, shape and join construction materials to make frameworks.</p> <ul style="list-style-type: none"> <li>• Use finishing and decorative techniques suitable for the product they are designing and making.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Investigate and evaluate a range of existing frame structures.</li> <li>• Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.</li> <li>• Research key events and individuals relevant to frame structures.</li> </ul> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Understand how to strengthen, stiffen and reinforce 3-D frameworks.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>		<p>ingredients.</p> <ul style="list-style-type: none"> <li>• Make, decorate and present the food product appropriately for the intended user and purpose.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.</li> <li>• Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.</li> <li>• Understand how key chefs have influenced eating habits to promote varied and healthy diets.</li> </ul> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Know how to use utensils and equipment including heat sources to prepare and cook food.</li> <li>• Know and use relevant technical and sensory vocabulary</li> </ul>	
<p><b>Year 6</b></p>		<p><b>DT – Food (War Time Rationing)</b></p> <p>Designing</p> <ul style="list-style-type: none"> <li>• Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.</li> <li>• Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.</li> <li>• Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</li> </ul> <p>Making</p>	<p><b>DT – Combining Fabric Shapes</b></p> <p>Designing</p> <ul style="list-style-type: none"> <li>• Generate innovative ideas by carrying out research including surveys, interviews and questionnaires.</li> <li>• Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes and, where appropriate, computeraided design.</li> </ul> <p>Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</p> <p>Making</p>		<p><b>DT – More Complex Switches</b></p> <p>Designing</p> <ul style="list-style-type: none"> <li>• Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost.</li> <li>• Generate and develop innovative ideas and share and clarify these through discussion.</li> <li>• Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams.</li> </ul> <p>Making</p>	

		<ul style="list-style-type: none"> <li>• Write a step-by-step recipe, including a list of ingredients, equipment and utensils</li> <li>• Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.</li> <li>• Make, decorate and present the food product appropriately for the intended user and purpose.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.</li> <li>• Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.</li> </ul> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Know how to use utensils and equipment including heat sources to prepare and cook food.</li> <li>• Understand about seasonality in relation to food products and the source of different food products.</li> <li>• Know and use relevant technical and sensory vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Produce detailed lists of equipment and fabrics relevant to their tasks.</li> </ul> <p>Formulate step-by-step plans and, if appropriate, allocate tasks within a team.</p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to make products that are accurately assembled and well finished.</li> </ul> <p>Work within the constraints of time, resources and cost.</p> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Investigate and analyse textile products linked to their final product.</li> <li>• Compare the final product to the original design specification.</li> <li>• Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.</li> <li>• Consider the views of others to improve their work.</li> </ul> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>• A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics.</li> <li>• Fabrics can be strengthened, stiffened and reinforced where appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>• Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components.</li> <li>• Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product.</li> <li>• Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment.</li> </ul> <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Continually evaluate and modify the working features of the product to match the initial design specification.</li> <li>• Test the system to demonstrate its effectiveness for the intended user and purpose.</li> </ul> <p>Investigate famous inventors who developed ground-breaking electrical systems and components.</p> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>• Understand and use electrical systems in their products.</li> <li>• Apply their understanding of computing to program, monitor and control their products.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	
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## Computing

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	This is based on the Teach Computing scheme of work					

<b>Reception</b>	<b>In Class</b> To take photos with a mobile. To play games on the internet To use toy tills and remotes To listen to music  <b>Explaining choices</b> To be able to choose tools to choose To evaluate changes that have been made To use 'undo' feature		<b>Media Suite</b> To use digital devices safely To access Mathseeds on the internet To use a mouse (left click, double click, click and drag)		<b>Tizzy's Tools</b> To know about e-safety To use a keyboard (upper case keys, shift, space, return)	
	<b>Year 1</b>	<b>Computing systems and networks</b> To know the main parts of a computer To use the main parts of a computer To use a computer safely and responsibly	<b>Digital Painting</b> To use drawing tools to paint digitally To make careful choices and reflect on drawing To compare computer art and painting	<b>Programming</b> To move a robot To plan routes for a robot	<b>Data and information</b> To group objects in different ways To describe objects and groups To group objects to answer questions	<b>Digital writing</b> To add and remove text To use the toolbar for editing and changing To compare typing and writing
<b>Year 2</b>	<b>Computing systems and networks</b> To know what IT in our environment To know the benefits of different forms of IT To use IT safely	<b>Creating Media - Digital Photography</b> To take a digital photograph To know what makes a good photograph To decide how to take the best photograph	<b>Programming algorithms</b> To give instructions to a robot To make predictions about sequences To design and debug algorithms	<b>Data and information</b> To create pictograms To count and compare attributes To present information in different ways.	<b>Digital music</b> To know how music makes us feel To create digital music To review and edit digital music	<b>Programming Quizzes</b> To know about outcomes To use and change designs To create and evaluate a program
<b>Year 3</b>	<b>Computing systems and networks-connecting computers</b> To know parts of a digital device	<b>Creating media-stop frame animation</b> To know different simple animation techniques To create storyboards	<b>Programming-sequencing sounds</b> To program sprites To create sequences To combine motion and sounds	<b>Data and information-branching databases</b> To use a branching database To create a branching database	<b>Creating media-desktop publishing</b> To know that words and pictures communicate information To add and edit content	<b>Programming-events and actions</b> I know how to move sprites To debug programs To evaluate projects



	To know how digital devices help us To know how computers are connected	To create stop frame animations		To know uses of branching databases	To choose suitable layouts for a given purpose	
<b>Year 4</b>	<b>Computing systems and networks-the Internet</b> To describe how networks are connected To describe how websites and content can be shared To evaluate website content	<b>Creating media -Audio</b> To record digital sounds To create and combine sound recordings To evaluate podcasts	<b>Programming-repetition in shapes</b> To program a screen turtle To create patterns and repeats To use loops To create a program	<b>Data and information-Data Logging</b> To answer questions using data To collect and log data To analyse data and find answers	<b>Creating media-photo editing</b> To change digital images for different uses To retouch images To explore fake images To evaluate images and publications	<b>Programming-Repetition in games</b> To use loop sin programs To create and modify an animation To design and create a game
<b>Year 5</b>	<b>Computing systems and networks-systems and searching</b> To understand computer systems and us To know how technology has changed across time. To search effectively To understand how search engines work	<b>Creating media- Video Production</b> To know different filming techniques To plan a video To import, edit and evaluate a video	<b>Programming – Selection in physical computing</b> To combine output components To control with conditions Writing and testing algorithms	<b>Data and information- Flat file databases</b> To create a paper-based database Using and searching a database Comparing data visually	<b>Creating media- vector graphics</b> To use drawing tools to create images and drawings To add layers and objects To create a vector drawing.	<b>Programming – Selection in quizzes</b> To explore conditions and ask questions To select outcomes Planning and testing a quiz
<b>Year 6</b>	<b>Computing systems and networks-Communication and collaboration</b> To understand internet addresses and data packets	<b>Creating media-webpage creation</b> To know what makes a good website To design a good website To make links to websites responsibly	<b>Programming-variables</b> To understand variables in a game To improve a game To design a game	<b>Data and information-spreadsheets</b> To know what a spreadsheet is To use formulae To present data	<b>Creating media - 3d modelling</b> To make and modify 3d objects To make models To plan, make and evaluate models	<b>Programming – Sensing movement &amp; microbits</b> To combine components with conditions To draw designs To write and test algorithms

To communicate and collaborate responsibly with others						
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Reception ELG	<b>Gross Motor</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.			<b>Fine Motor</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.		
	Moving & Circle games	Gym & Dance	Gym Apparatus	Ball skills Throwing & catching	Hockey & Football skills	Athletics & Parachute
	<b>Years 1-6 are taught the following sports/disciplines by both class teachers and external coaches. Skills and progression for the sports listed below are recorded separately on pdf documents.</b>					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Football	Hockey	Rugby	Gymnastics	Cricket	Athletics
	Netball	Badminton	Dance	Agility	Tennis	Rounders

## PSHE

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Me and My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changes
	<b>Using Zones of Regulation to regulate behaviour</b>					
<b>Reception ELG</b>	Work and play cooperatively and take turns with others ELG BR Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	Explain the reasons for rules, know right from wrong and try to behave accordingly Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
<b>Year 1</b>	Name a variety of feelings Knowing when I need help Classroom rules  Teaching children to use Zones of regulation	Recognising, valuing and celebrating difference Developing tolerance (fair/ unfair)	How our feelings can keep us safe Keeping myself healthy	Medicine safety Looking after things (home, school, environment)	Growth mindset (when things are difficult) Keeping healthy (5 a day)	Getting help at home and school Becoming independent (growing up) Body parts and what they do
<b>Year 2</b>	Bullying and Teasing Our school rules about bullying Being a good friend Expressing feelings in a safe way Teaching children to use Zones of regulation	Being kind and helping others Listening skills (different points of view)	Safe and unsafe secrets Appropriate touch Medicine Safety (helpful or harmful)	Co-operation and self regulation (strategies)	Looking after my body (energy) Growth Mind set (achieving goals)	Life cycles and growing up Dealing with loss Being supportive/ giving feedback

<b>Year 3</b>	Co-operation Friendships – being a good friend Teaching children to use Zones of regulation	Recognising and respecting diversity Being respectful and tolerant	Managing risk – making a situation less risky Drugs and their risks Staying safe online (personal details)	Skills we need to develop as we grow up (fact/ opinion) Helping and Being helped	Keeping myself healthy Celebrating and developing my skills	Relationships (positive and negative) Keeping safe (personal space)
<b>Year 4</b>	Recognising feelings Bullying – what to do Assertive Skills  Teaching children to use Zones of regulation	Recognising and celebrating differences (religious and cultural) Understanding and challenging stereotypes	Managing risk (choices) Understanding the norm of drug use (cigarette and alcohol) Influences	Making a difference (helping others/ environment) Media influence Decisions about spending money	Having choices and making decisions about health Taking care of the environment	Body changes Managing different feelings Relationships including marriage
<b>Year 5</b>	Feelings (emotional needs) Friendship skills including compromise Assertive skills – examples  Teaching children to use Zones of regulation	Recognising and celebrating differences (religious and cultural) Influence and pressure of social media	Managing risk (staying safe online) Understanding the norm of drug use (cigarette and alcohol)	Rights and responsibilities I have as I get older Responsibility for keeping myself healthy Decisions about lending, borrowing and spending	Growing independence and taking responsibility Media awareness and safety	Managing difficult feelings (resilience) Preparing for and managing change Getting help from trusted adults
<b>Year 6</b>	Assertiveness – bystander behaviour Co-operation (negotiation and compromise) Safe and unsafe touches  Teaching children to use Zones of regulation	Recognising and reflecting on prejudice-based bullying Understanding bystander behaviour	Emotional needs Staying safe online (sharing images) Drugs : norm and risks (including the law)	Understanding media bias including social media Caring: communities and the environment Earning and saving money	Aspirations and goal setting Managing risks (emotional and physical)	Keeping safe/ sharing secrets Body image (puberty) Self-esteem (feeling good about myself)

In KS2, all pupils will be taught to play chess to help their thinking skills and support impulse control and good gamesmanship.



## Religious Education

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>YR</b>	In the beginning	Festivals including Christmas	Jesus' parables	Easter	Helping others	Special Places
<p>EYFS</p> <ul style="list-style-type: none"> <li>To give the pupils opportunities to reflect on what they think and believe.</li> <li>To learn about God and the person and life of Jesus through the life of the Holy Trinity.</li> <li>To have a secure knowledge of the Bible, Christian beliefs, prayers and values as well as developing their knowledge and understanding of, and their ability to respond to the theology of Christianity.</li> <li>To learn about other world faiths and reflect on these through the enquiry-based approach.</li> <li>To learn from religion and human experiences and develop enquiry and response skills through the use of distinctive language, listening and empathy.</li> </ul> <p style="text-align: center;">To reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses to enable them to develop both academically and personally.</p>						
<b>Year 1</b>	<p><b>Term 1: Christianity. Creation. Who made the world? (UC: 1.2)</b> To say what the creation story tells Christians about God, creation and the world. To give examples of what Christians do to look after the world for God.</p>	<p><b>Term 2: Christianity Why does Christmas matter to Christians? (UC 1.3)</b> To give a clear account of the story of Jesus' birth and why Jesus is important to Christians.</p>	<p><b>Term 3: Christianity Was it always easy for Jesus to show friendship? (DRE Y1)</b> To tell a story about Jesus and His friends and say how He showed friendship in the story. To identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.</p>	<p><b>Term 4: Christianity What is the good news that Jesus brings? (UC 1.4)</b> To give examples of how Christians put their beliefs into practice in the church community and their own lives. (EG: charity; confession).</p>	<p><b>Term 5: Judaism. Does celebrating Chanukah make Jewish children feel closer to God? (DRE Y1)</b> To recognise some of the symbols used at Chanukah and know what some of them mean. To start to describe some of the ways in which Jewish children feel closer to God during Chanukah.</p>	<p><b>Term 6: Islam. Does going to the mosque give Muslims a sense of belonging? (DRE Y2)</b> To explain how Muslims feel a sense of belonging through praying. To put themselves in a Muslim's position and say if they would prefer to pray alone or with other Muslims and give a reason why.</p>
<b>Year 2</b>	<p><b>Term 1: Christianity What do Christians believe God is like?</b> To tell the story of the Lost Son from the Bible. To give examples of ways in which Christians show their belief in God as loving forgiving. EG: by</p>	<p><b>Term 2: Christianity Why did God give Jesus to the world? (DRE Y2)</b> To give reasons why Christians believe God gave Jesus to the world. To explain how Jesus coming to the world shows Christians that</p>	<p><b>Term 3: Christianity Is it possible to be kind to everyone all of the time? (DRE Y2)</b> To say whether they think Christians should be kind and understand why this</p>	<p><b>Term 4: Christianity. Salvation. Why does Easter matter? (UC 1.5)</b> To tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people.)</p>	<p><b>Term 5: Islam Does praying at regular intervals everyday help a Muslim in their everyday life? (DRE Y2)</b> To explain what commitment means to us and to Muslims by</p>	<p><b>Term 6: Judaism How special is the relationship Jews have with God (DRE Y2)</b> To tell a story about Abraham or Moses and say why they are so important to Jews.</p>

	saying sorry and by seeing God as welcoming them back.	they should love/help people and the world.	might sometimes be difficult.	To give examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.	knowing how and why they pray 5 times a day.	
<b>Year 3</b>	<p><b>Term 1: Sikhism</b>  <b>Does joining the Khalsa make a person a better Sikh? (DRE Y3)</b>  To describe what might motivate a Sikh to go through the Amrit ceremony.  To understand the 5Ks (Kesh – not cutting hair, Kangha – comb, Kara – bracelet, Kirpan – blessing, Kachera – shorts).</p>	<p><b>Term 2: Christianity</b>  <b>What do Christians learn from the Creation story? (UC 2a.1)</b>  To describe what Christians do because they believe God is the Creator. (EG: Follow God, wonder at how amazing God's creation is, care for the Earth in some specific way.)</p>	<p><b>Term 3: Sikhism</b>  <b>How important is sharing to Sikhs? (DRE Y3)</b>  To explain how taking part in community and family activities gives Sikhs the opportunity to express how this might make them feel.  To say how Sikh beliefs influence their everyday lives (eg: how important sharing is to them) and why.</p>	<p><b>Term 4: Christianity</b>  <b>Why do Christians call the day Jesus died "Good Friday?" (UC 2a.5)</b>  Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.  Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p>	<p><b>Term 5: Sikhism</b>  <b>What is the best way for a Sikh to show commitment to God? (DRE Y3)</b>  To understand that Sikhs choose how much they commit themselves to their religion, and that there are many ways for them to do this.  To say some things that they themselves are committed to and how they may differ or be similar for Sikhs.</p>	<p><b>Term 6: Christianity</b>  <b>What kind of world did Jesus want? (UC 2a.4)</b>  Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people.'  Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p>
<b>Year 4</b>	<p><b>Term 1: Judaism</b>  <b>How special is the relationship Jews have with God? (DRE Y4)</b>  To say some of the ways Jewish people believe they have a special relationship with God.  To start to understand how challenging it must be for Jewish people to live up to their special covenant with God.</p>	<p><b>Term 2: Christianity</b>  <b>What is the Trinity? (UC 2a.3)</b>  Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer) and in the way they live.</p>	<p><b>Term 3: Judaism</b>  <b>How important is it for Jewish people to do what God asks them to do? (DRE Y4)</b>  To give examples of how, because Jews believe they are in a special covenant with God, they try to show Him respect and gratitude by doing as he asks them to do.</p>	<p><b>Term 4: Christianity</b>  <b>Is forgiveness always possible? (DRE Y4)</b>  To recall a Christian story about forgiveness and say what it tells people about how to treat each other.  To explain how Jesus' teachings about forgiveness might be difficult but beneficial to Christians.</p>	<p><b>Term 5: Judaism</b>  <b>What is the best way for Jewish people show their commitment to God? (DRE Y4)</b>  To describe some of the ways that Jews choose to show their commitment to God and understand that some of these will be more significant to some Jews than others.</p>	<p><b>Term 6: Christianity</b>  <b>What is it like to follow God? (UC 2a.2)</b>  To make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.  To make links between the story of Noah and how we live in school and the wider world.</p>
<b>Year 5</b>	<p><b>Term 1: Buddhism</b>  <b>Is it possible for everyone to be happy?</b></p>	<p><b>Term 2: Christianity</b>  <b>Was Jesus the Messiah? (UC 2b.4)</b></p>	<p><b>Term 3: Buddhism</b></p>	<p><b>Term 4: Christianity</b></p>	<p><b>Term 5: Buddhism</b></p>	<p><b>Term 6: Christianity</b>  <b>What would Jesus do? (UC 2b.5)</b></p>

	To say some of the things Siddhatta did to try to be happy and explain why they think they didn't work for him.	Weigh up how far the idea that Jesus is the Messiah – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives.	<b>Could Buddha's teachings make the world a better place?</b> To recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. To give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.	<b>What did Jesus do to save human beings? (UC 2b.6)</b> To make clear connections between the Christian belief and Jesus' death as a sacrifice, and how Christians celebrate Holy Communion/Lord's Supper. To weigh up the value and impact of ideas of sacrifice in their own lives and the world today.	<b>What is the best way for a Buddhist to lead a good life?</b> To describe how aspects of the 8-fold path would help Buddhists to know how to live good lives. To start to say why some aspects of the 8-fold path might be hard for some Buddhists to stick to.	To relate biblical ideas, teachings or beliefs (eg: peace, forgiveness, healing) to the issues, problems and opportunities in the world today, offering insights of their own.
<b>Year 6</b>	<b>Term 1: Islam</b> <b>What is the best way for a Muslim to show commitment to God? (DRE Y6)</b> To explain that individuals choose to show different degrees of commitment to their religion and can relate this to the commitments they – the children – make in their lives.	<b>Term 2: Christianity</b> <b>Is the Christmas Story True? (DRE Y5)</b> To recognise and talk about the difference in the accounts of the Christmas Story that make people ask questions.	<b>Term 3: Christianity</b> <b>How can following God bring freedom and justice? (UC 2b.3)</b> To explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. To identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.	<b>Term 4: Christianity</b> <b>What difference does the Resurrection make for Christians? (UC 2b.7)</b> To show how Christians put their beliefs into practice in different ways. To offer and justify their own responses as to what difference belief in the Resurrection might make to how people respond to challenges and problems in the world today.	<b>Term 5: Islam</b> <b>Does belief in Akhirah {life after death} help Muslims lead good lives? (DRE Y6)</b> To explain how believing in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people.	<b>Term 6: Christianity</b> <b>Creation and science: conflicting or complementary? (UC 2b.2)</b> To show understanding of why many Christians find science and faith go together. To weigh up how far the Genesis 1 creation narrative is in conflict or is complementary with scientific account.



## MFL - French

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<b>General Progression: Year R-2: Speaking and Listening and Oral work; Years 3 and 4: Speaking and listening, write labels progressing to simple sentences. Years 5 and 6: Write simple sentences, progressing to a short paragraph.</b>					
<b>Reception</b>	Opportunity for exposure to French through songs and rhymes, greetings (e.g. bonjour), building awareness that words may be spoken in another language.					
<b>Year 1</b>	Through Year 1 and Year 2 French will be taught orally, exposing children to another language. Encourage and celebrate other languages from around the world.				<b>Greetings and introductions</b> To respond to greetings e.g 'Hello'; 'Goodbye' To confidently say single words and repeat them	
<b>Year 2</b>	<b>Numbers to 10</b> To say some single words from memory	<b>Colours</b> To say some single words from memory	<b>Days of the week</b> To say some single words from memory	<b>Food</b> To say some single words from memory	<b>Storymaking – the very hungry caterpillar</b> To say some single words from memory. To enjoy and participate in a story in French.	
<b>Year 3</b>	<b>Numbers to 20</b> To identify and use familiar words. To translate words.	<b>Clothes/colours</b> To identify and use familiar words. To translate words.	<b>Animals</b> To identify and use familiar words. To translate words.	<b>Sports</b> To identify and use familiar words. To translate words.	<b>All About Me</b> To ask and answer simple pre-learned questions from memory and use several short phrases and questions	
<b>Year 4</b>	<b>Going shopping</b> To identify and use familiar words. To translate words. To write some familiar simple words.	<b>Christmas in France</b> To identify and use familiar words. To translate words. To foster children’s curiosity about France.	<b>Days and Months</b> To identify and use familiar words. To translate words. To write some familiar simple words.	<b>All About Me (revisit)</b> To identify and use familiar words. To write some familiar simple words in sentences.	<b>On holiday</b> To foster children’s curiosity about France. To write some familiar simple words in sentences.	
<b>Year 5</b>	<b>Seasons/Weather</b> To identify and use familiar words. To write familiar words in sentences.	<b>A French café</b> To identify and use familiar words. To use extended sentences to	<b>Directions/Maps</b> To identify and use familiar words. To use extended sentences to communicate for practical purposes. To write some familiar simple words in sentences		<b>A trip to Paris</b> To use extended sentences to communicate for practical purposes. To learn key information about France and its capital city.	

		communicate for practical purposes.			
<b>Year 6</b>	<b>What's the Time?</b> To identify and use familiar words. To write familiar words in sentences.	<b>The body</b> To identify and use familiar words. To write familiar words in sentences.	<b>In Town</b> To identify and use familiar words. To write familiar words in sentences.		<b>Living in France</b> To use extended sentences to communicate for practical purposes. To deepen children's understanding of the wider French-speaking world and beyond.

## Music

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Reception</b>	<b>'I've got a grumpy face'</b> <ul style="list-style-type: none"> <li>• Make up new words and actions about different emotions and feelings</li> <li>• Explore making sound with voices and percussion instruments to create different feelings and moods</li> <li>• Sing with a sense of pitch, following the shape of the melody</li> </ul>	<b>'The sorcerer's apprentice'</b> <ul style="list-style-type: none"> <li>• Explore storytelling elements in the music</li> <li>• Identify and describe contrasts in tempo and dynamics</li> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</li> </ul> <b>Christmas songs/performance</b>	<b>Bird spotting: Cuckoo polka</b> <ul style="list-style-type: none"> <li>• Explore the range and capabilities of voices</li> <li>• Develop active listening skills</li> </ul> <b>'Shake my sillies out'</b> <ul style="list-style-type: none"> <li>• Create a sound story using instruments</li> <li>• Listen to music and show the beat with actions.</li> </ul>	<b>'Up and down'</b> <ul style="list-style-type: none"> <li>• Make up new lyrics and accompanying actions</li> <li>• Sing and play a rising and falling melody</li> </ul> <b>'Five fine bumble bees'</b> <ul style="list-style-type: none"> <li>• Improvise a vocal/physical soundscape about minibeasts</li> <li>• Sing in call-and-response and change voices to make buzzing sounds</li> </ul>	<b>Down there under the sea</b> <ul style="list-style-type: none"> <li>• Develop a song by composing new words and adding movement</li> <li>• Play sea sound effects on percussion instruments</li> </ul> <b>'It's oh so Quiet'</b> <ul style="list-style-type: none"> <li>• Play different instruments with control</li> <li>• Explore dynamics with voices and instruments</li> </ul>	<b>Slap clap clap</b> <ul style="list-style-type: none"> <li>• Compose a three-beat body percussion pattern and perform it to a steady beat</li> <li>• Sing a melody in waltz time</li> </ul> <b>'Bow, bow, bow Belinda'</b> <ul style="list-style-type: none"> <li>• Invent and perform actions for new verses</li> <li>• Sing a song while performing a sequence of dance steps</li> </ul>
<b>Year 1</b>	<b>Menu song</b> <ul style="list-style-type: none"> <li>• Participate in creating a dramatic group performance using kitchen-themed props</li> </ul>	<b>Magical musical aquarium</b> <ul style="list-style-type: none"> <li>• Experiment with sounds to create aquarium-inspired music</li> </ul>	<b>'Dawn' from Sea interludes</b> <ul style="list-style-type: none"> <li>• Sing a simple singing game, developing sense of beat</li> </ul>	<b>Football</b> <ul style="list-style-type: none"> <li>• Compose word patterns in groups and melodies</li> <li>• Chant together rhythmically</li> </ul>	<b>Come Dance with me</b> <ul style="list-style-type: none"> <li>• Create musical phrases from new word rhythms that children invent</li> </ul>	<b>Dancing and drawing to Nautilus</b>

	<ul style="list-style-type: none"> <li>• Copy a leader in a call-and-response song</li> <li>• Listen and move in time to the song</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a unison song rhythmically and in tune</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to musical themes using appropriate movement.</li> </ul> <p><b>Musical conversations</b></p> <ul style="list-style-type: none"> <li>• Recognise how graphic symbols can represent sound</li> </ul>	<ul style="list-style-type: none"> <li>• Sing an echo song while tapping the beat, and clap the rhythm of the word</li> </ul>	<ul style="list-style-type: none"> <li>• Copy call-and-response patterns with voices and instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Create artwork in response to a piece of music</li> </ul> <p><b>Cat and Mouse</b></p> <ul style="list-style-type: none"> <li>• Listen and copy rhythm patterns</li> </ul>
<b>Year 2</b>	<p><b>Tony Chestnut</b></p> <ul style="list-style-type: none"> <li>• Improvise rhythms along to a backing track</li> <li>• Compose call-and-response music</li> </ul>	<p><b>Carnival of the animals</b></p> <ul style="list-style-type: none"> <li>• Select instruments and compose music to reflect an animal's character</li> </ul> <p><b>Composing music inspired by birdsong</b></p> <ul style="list-style-type: none"> <li>• Invent simple patterns using voices, body percussion, and then instruments</li> </ul>	<p><b>Grandma Rap</b></p> <ul style="list-style-type: none"> <li>• Chant Grandma rap rhythmically, and perform to an accompaniment</li> <li>• Chant and play rhythms using the durations of 'walk', 'jogging', and 'shh'</li> </ul>	<p><b>Orawa Trains</b></p> <ul style="list-style-type: none"> <li>• Improvise and compose short musical ideas to form a piece</li> <li>• Sing and play, performing composed pieces for an audience.</li> </ul>	<p><b>Time A</b></p> <ul style="list-style-type: none"> <li>• Untuned percussion: Play different note lengths</li> <li>• Perform and record</li> </ul>	<p><b>Time B</b></p> <ul style="list-style-type: none"> <li>• Tuned percussion: Using sticks and playing techniques</li> <li>• Practise the melody</li> </ul>
<b>Year 3</b>	<p><b>Sound Symmetry</b></p> <ul style="list-style-type: none"> <li>• Compose a simple song using symmetry</li> <li>• Sing by improvising simple melodies and rhythms</li> <li>• Identify how the pitch and melody of a song has been developed</li> </ul>	<p><b>Ukeleles</b></p> <ul style="list-style-type: none"> <li>• Play a part on a ukulele as part of a whole-class performance</li> <li>• Improvise phrases</li> <li>• Listen and copy back phrases</li> <li>• Compose phrases</li> </ul>	<p><b>March – Nutcracker</b></p> <ul style="list-style-type: none"> <li>• Develop active listening skills</li> <li>• Understand the structure of rondo form</li> <li>• Develop a sense of beat and rhythmic pattern</li> <li>• Experience call-and-response patterns</li> </ul>	<p><b>Latin Dance</b></p> <ul style="list-style-type: none"> <li>• Compose a 4-beat rhythm pattern</li> <li>• Sing a call-and-response song</li> <li>• Sing the syncopated rhythms in Latin dance</li> <li>• Play a one-note part</li> <li>• Listen to a range of Cuban pieces</li> </ul>	<p><b>Mangrove Twilight - glockenspiels</b></p> <ul style="list-style-type: none"> <li>• Learn a range of tuned percussion techniques</li> <li>• Clap and play a clave rhythm</li> <li>• Learn to play two parts</li> <li>• Improvise in a call-and-response format</li> </ul>	<p><b>Just three notes</b></p> <ul style="list-style-type: none"> <li>• Invent simple patterns using rhythms and notes</li> <li>• Compose music, structuring short ideas into a bigger piece</li> <li>• Notate, read, follow and create a 'score'</li> <li>• Recognise and copy rhythms and pitches</li> </ul>
<b>Year 4</b>	<p><b>This little light of mine</b></p> <ul style="list-style-type: none"> <li>• Improvise using notes of the pentatonic scale</li> </ul>	<p><b>Ukeleles</b></p>	<p><b>The doot doot song - percussion</b></p>	<p><b>Fanfare for the common man</b></p>	<p><b>Ripples- glockenspiels</b></p>	<p><b>Favourite song</b></p>

	<ul style="list-style-type: none"> <li>• Sing in a Gospel style with expression and dynamics</li> <li>• Listen and move in time to songs in a Gospel style</li> </ul>	<ul style="list-style-type: none"> <li>• Play a part on a ukulele as part of a whole-class performance</li> <li>• Improvise phrases</li> <li>• Listen and copy back phrases</li> <li>• Compose phrases</li> </ul> <p style="text-align: center;"><b>Pink Panther/Composing with colour</b></p>	<ul style="list-style-type: none"> <li>• ‘Doodle’ with voices over the chords</li> <li>• Sing swung rhythms lightly and accurately</li> <li>• Learn a part on tuned percussion and play as part of a whole-class performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise and compose, exploring timbre, dynamics, and texture</li> </ul> <p style="text-align: center;">Spain</p> <ul style="list-style-type: none"> <li>• Invent a melody</li> <li>• Fit two patterns together</li> <li>• Structure musical ideas into compositions</li> </ul>	<ul style="list-style-type: none"> <li>• Explore creating timbre effects on tuned percussion instruments.</li> <li>• Learn a range of tuned percussion techniques</li> <li>• Create their own composition inspired by water</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with expression and a sense of the style of the music</li> <li>• Understand triads and play C, F, G major, and A minor</li> <li>• Sing a part in a partner song, rhythmically and from memory</li> </ul>
<b>Year 5</b>	<p style="text-align: center;"><b>Ukuleles</b></p> <ul style="list-style-type: none"> <li>• Play a part on a ukulele as part of a whole-class performance</li> <li>• Improvise phrases</li> <li>• Listen and copy back phrases</li> <li>• Compose phrases</li> </ul>	<p style="text-align: center;"><b>What shall we do with the drunken sailor</b></p> <ul style="list-style-type: none"> <li>• Compose body percussion patterns to accompany a sea shanty</li> <li>• Sing a sea shanty expressively</li> <li>• Play bass notes, chords, or rhythms to accompany singing</li> <li>• Sing in unison while playing an instrumental beat</li> </ul>	<p style="text-align: center;"><b>Building a groove</b></p> <ul style="list-style-type: none"> <li>• Show understanding of how to create a memorable and catchy groove</li> <li>• Identify drum patterns, basslines, and riffs and play them using body percussion and voices</li> </ul>	<p style="text-align: center;"><b>Introduction to song writing</b></p> <ul style="list-style-type: none"> <li>• Play around with pitch and rhythm to create a strong hook</li> <li>• Create fragments of songs that can develop into fully fledged songs</li> <li>• Develop a greater understanding of the songwriting process</li> </ul>	<p style="text-align: center;"><b>Rosewood gratitude</b></p> <ul style="list-style-type: none"> <li>• Develop understanding of music written for the balafon</li> <li>• Recognise patterns from Rosewood gratitude</li> <li>• Play three patterns fluently and by ear</li> <li>• Create their own arrangement</li> </ul>	<p style="text-align: center;"><b>Composing in ternary form</b></p> <ul style="list-style-type: none"> <li>• Understand and recognise ternary form</li> <li>• Creating a piece in ternary form using a pentatonic scale</li> <li>• Notate ideas to form a simple score to play from</li> </ul>
<b>Year 6</b>	<p style="text-align: center;"><b>Ukuleles</b></p> <ul style="list-style-type: none"> <li>• Play a part on a ukulele as part of a whole-class performance</li> <li>• Improvise phrases</li> <li>• Listen and copy back phrases</li> <li>• Compose phrases</li> </ul>	<p style="text-align: center;"><b>Hey Mr Miller</b></p> <ul style="list-style-type: none"> <li>• Compose a syncopated melody</li> <li>• Sing and play a class arrangement of the song with a good sense of ensemble</li> </ul>	<p style="text-align: center;"><b>You to me are everything</b></p> <ul style="list-style-type: none"> <li>• Discuss similarities and differences in pieces of music</li> <li>• Learn some simple choreography</li> <li>• Listen and appraise, recognising and</li> </ul>	<p style="text-align: center;"><b>Exploring identity through song</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of identity</li> </ul>	<p style="text-align: center;"><b>Percussion - Calypso solèy levé</b></p> <ul style="list-style-type: none"> <li>• Improvise melodic phrases</li> <li>• Hold beaters and instruments correctly,</li> </ul>	<p style="text-align: center;"><b>Nobody Knows</b></p> <ul style="list-style-type: none"> <li>• Compose a short song on the theme of leavers</li> <li>• Create an arrangement of a song considering the texture and structure</li> </ul>

		<ul style="list-style-type: none"> <li>• Listen to historical recordings of big band swing</li> </ul>	<p>identifying key musical features</p>	<ul style="list-style-type: none"> <li>• Identify ways songwriters convey meaning</li> </ul>	<p>achieving a good tone from the instruments</p> <ul style="list-style-type: none"> <li>• Play the calypso clave rhythm on a hand drum using both hands</li> </ul>	<ul style="list-style-type: none"> <li>• Perform expressively as part of group and make a recording of their song</li> </ul>
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