

Curriculum Mapping Document 2023/2024

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Knowledge and Understanding of the World	Knowledge and Understanding of the World	Knowledge and Understanding of the World	Knowledge and Understanding of the World	Knowledge and Understanding of the World	Knowledge and Understanding of the World
Reception	All about Me	Let's Celebrate!	Rhyme Time	Seasons	Transport	Around the world
	Geography Term	History Term	Geography Term	History Term	Geography Term	History Term
Year 1	London Geographical vocab: physical & human features	Gunpowder Plot and Great Fire of London	UK countries and capital cities	Castles	World continents and oceans	Significant People Brunel
Year 2	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
Year 3	Recapping Continents Introducing hemispheres, Equator, Time Zones, Climate Zones	Stone Age/Iron Age Britain	Rivers and Canals (Fieldwork)	Ancient Egypt	Rainforests	Mayans and the history of chocolate
Year 4/5	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)
Year 6	Extreme Earth – Volcanoes, Earthquakes, Tsunamis	Britain at War	Empires and the Commonwealth	Comparison over time unit	Country Study: USA	Modern Britain (since 1945)

This mapping document outlines the topics and learning content for 2023/2024. This is the first year of our 'revamped' curriculum so the content for Years 4-6 has been planned taking into account what they have already learned – the content for forthcoming years will be adapted and planned appropriately.

	EYFS Understanding of the World		
ELG	<p>Past and Present</p> <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>People, Culture and Communities</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>The Natural World</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><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"> • Jack be nimble - candlestick • Little Miss Muffet – curds and whey • Jack and Jill – pail of water • Miss Polly had a Dolly – medicines • Grand Old Duke of York • Ring a Ring a Roses – Black Death • I hear thunder – include verses on snow & ice • Jesus’ parables • WRM Alive in 5 & Growing 6,7,8 • Role Play Nursery Rhyme shop 	<p><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"> • Settling into school • Exploring the classroom and outside area • School rules and routines • I’ve got a body, a very busy body. • My family • Who lives in my house? • My likes and dislikes • Looking after baby doll • Sorting clothing in to pairs socks/ shoes/ gloves • Dressing up box – independence • WRM Sort Measure and Pattern • Role Play House 	<p><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"> • Nature walk looking for signs of Spring • Differences between seasons • Observations of Spring plants • Colour Mixing – Planting a Rainbow • Leaf sorting –leaf rubbings • Fruit and Vegetables – healthy eating • Mud kitchen recipes • Easter Story • Introduce Tizzy’s Tools - Paint • WRM Building 9and 10 • Introduce The Write Stuff Katie and the sunflowers/ Jack and the Jellybean stalk • Role Play Garden shed
	<p><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"> • Different types of travel road, rail, air, water, space • Famous people – Richard Trevithick, Grace Darling, Neil Armstrong • Compare olden days/ modern day • Traffic Survey on A350 • The Write Stuff – Pigs might fly, The train ride, On Sudden Hill • Introduce Tizzy’s Tools – Write & Graph • WRM To 20 and beyond & First, then and now 	<p><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"> • Bonfire Night – Guy Fawkes • Remembrance Day – WWI • Diwali – Hindu festival of light, candles and colour • Advent – calendars • Christmas – Birth of Jesus • Nativity production • Operation Christmas Child shoe boxes – idea of charity • Introduce Mathseeds in IT suite 	<p><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"> • 7 Continents of the World song • Positional language/ directions • Animals around the world • Henry’s Holiday • Small world animals • Junk model jewellery from Africa • Local area walk – looking at different houses • The Write Stuff – Handa’s Surprise, We’re going a bear hunt, • WRM Find my pattern & On the move

	<ul style="list-style-type: none"> Role Play Train Station 	<ul style="list-style-type: none"> WRM It's me, 1,2,3 Role Play House decorated for a party 	<ul style="list-style-type: none"> Pirate treasure – magnetic/ floating/ sinking Role play Travel Agents
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English

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Pushchair Polly Tony Bradman Avocado Baby John Burningham Perfectly Norman Tom Percival Pete the cat Eric Litwin Harry goes to school Ian Whybrow	NF texts on festivals Letter to Santa Storymaking The Navidity	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 TWS Katie and the sunflowers TWS Jack and the Jellystalk Easter Story	Wheels on the bus TWS Pigs might fly TWS The train ride Whatever next! Jill Murphy	The Magic Balloon Grahame Oakley TWS Handa's Surprise Henry's Holiday Gillian Shields TWS The girl, the bear and the magic shoes Julia Donaldson
Year 1	EYFS TWS All Aboard the London Bus by Patricia Toht	TWS Firework poetry <i>The Great Fire of London by Gillian Clements</i>	What the Ladybird Heard by Julia Donaldson	Tell me a Dragon by Jackie Morris	Grandad's Island By Benji Davies	TWS The Way Back Home by Oliver Jeffers
Year 2	The Colour Monster poetry The Bog Baby narrative <i>Pugs of the Frozen North</i>	TWS Neil Armstrong NF Questions and Answers Letter writing to Father Christmas <i>Fantastic Mr Fox – Roald Dahl</i>	TWS The Day the Crayons Quit NF persuasive letter <i>Esio Trot Roald Dahl</i>	TWS Grace Darling NF biography <i>Caspar, Prince of Cats – Michael Morpurgo</i>	Lila and the Secret of Rain narrative TWS Big Cats NF non- chron report <i>George's Marvellous Medicine – Roald Dahl</i>	The Pirates Next Door narrative TWS poetry – If I were in charge of the world <i>Flat Stanley</i>
Year 3	Stone Age Boy	Poetry Sound collector No word of a lie Performance poem	Ancient Egypt (Film study) <i>Thursday's Child by Noel Streatfield</i>	The Black Dog	The Great Kapok Tree <i>Escape to the river sea Or The dragon with a chocolate heart</i>	Gut garden
Year 4/5	The Abominables Or King of the cloud forests	Until I met Dudley	Freedom for Bron Or How to be a Viking	Wisp	Who let the God's out?	Poetry Still, I rise.

Year 6	Running Wild Or Kensuke's Kingdom Dog in No-man's Land	War Horse Or Letters from a Lighthouse	Benjamin Zephaniah Poetry Wind Rush Child	Shakespeare Midsummer Night's Dream Or MacBeth Wonder	Holes	Evolution The Moth Or Origin of the Species Darwin's Dragon
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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		
Year 1	<u>Great Fire of London and the Gunpowder Plot</u> What was life in London like in the 1600s? Which buildings studied before were there? What was housing like? 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? 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.	<u>Castles</u> What was England like in Norman times? Look at houses, food and transport. What is a castle? Children to draw a castle (interpretation). Look at how castles are depicted in cartoons, stories etc. Look at the 3 main types of castle identifying their similarities and differences. Exploring parts of castles.	<u>Brunel</u> What was technology like in early Victorian times? (in particular transport) Who was Brunel? What did he achieve and develop? Brunel walking tour of Chippenham looking at where he lived and what he built. Legacy left by Brunel's work.

	<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>Identify castles on map of UK.</p> <p>Why were castles built? Explore the reasons for building them.</p> <p>Why were castles built on hills? Explore reasons for this.</p> <p>Who lived in castles?</p> <p>What did William the Conqueror do?</p>	
Year 2	<p><u>Adventurers and Explorers</u></p> <p>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>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><u>The Titanic</u></p> <p>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>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><u>Oh I do like to be beside the seaside</u></p> <p>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 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>
Year 3	<p><u>Stone Age</u></p> <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><u>Ancient Egypt</u></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><u>Mayans</u></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.</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>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>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>
Year 4/5	<p><u>Mayans</u></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.</p> <p>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> <p><i>This unit replaced Romans as the children previously studied the Romans but have not studied the Mayans (revamped curriculum transition)</i></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>
Year 6	<p><u>Britain at War</u></p> <p>Why do we have Remembrance Day?</p> <p><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><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><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.</p> <p>Reasons for migration – why do people move?</p> <p>Focus on post war migration – people left UK for Australia, Canada etc. Windrush generation arrived in the UK post war.</p> <p>Look at refugees and why they have fled.</p>

	<p><u>World War Two</u></p> <p>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. (Link to English text). Exploring who was Anne Frank – How do we know about her life? Compare her life to that of an evacuee.</p> <p>Chronology: know key dates and events within World War 2: Battle of Britain, D Day, VE Day.</p>		<p>Technological advances</p> <p>Changes in society and attitudes</p>
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Geography

	Topic Contents and Skills		
Year 1	<p><u>London</u></p> <ul style="list-style-type: none"> Where is London? Why is London important? Understanding that London is the capital city of England. Introduce London landmarks. Children to look at modern day London – human geography – identifying landmarks and their use. Transport systems. Physical geography – River Thames, park To devise a simple map and construct a key Comparing London with Chippenham. 	<p><u>UK Countries and Capital Cities</u></p> <ul style="list-style-type: none"> 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 To use aerial photographs and plans to recognise landmarks and basic human/physical features of capital cities that aren't London. 	<p><u>World Countries, Continents and Oceans</u></p> <ul style="list-style-type: none"> 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. What is an island? Identifying Islands including the UK and which countries are islands. Explore more about Europe, countries
Year 2	<p><u>Hot and Cold Climates</u></p>	<p><u>Maps</u></p> <ul style="list-style-type: none"> Familiar places and places afar 	<p><u>Seaside and Coasts</u></p>

	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.
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? How does latitude affect the weather? How do hemispheres affect the seasons? How does longitude affect the time of day? Climate Zones and world weather patterns How does climate and weather, in relation to latitude and longitude affect the types of human settlement? Time Zones</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>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><u>Rainforests</u></p> <ul style="list-style-type: none"> To understand geographical similarities and differences through the study of the physical and human geography of rainforests. To learn about the rainforest biome. Climate within the rainforest and how it contributes to the habitats for plants and animals. To use maps, atlases, globes and digital mapping to locate and describe rainforests To identify and talk about latitude, longitude, equator etc. and time zones. Deforestation of the rainforest. What is the impact if the rainforest isn't there? – courageous advocacy around what we can do to stop this.
Year 4/5	<p><u>Mountains</u></p> <p>What is a mountain? How are mountains formed? Different forms of mountains. How does the climate change when climbing mountains? Mountains in the UK.</p> <p>Mountains of the World - Children use different forms of mapping to locate mountains around the world. Talk from someone who has climbed a mountain. How mountains are used by humans?</p>	<p><u>The Local Area (Fieldwork Study)</u></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></p> <ul style="list-style-type: none"> To understand geographical similarities and differences through the study of the physical and human geography of Greece and the UK. To use maps, atlases, globes and digital mapping to locate and describe the countries To build on prior knowledge of climate zones etc to identify and talk about latitude, longitude, equator etc. and time zones

Year 6	<p><u>Extreme Earth – Volcanoes, Earthquakes and Tsunamis</u></p> <p>Children will begin the topic reflecting back on what happened in Pompeii. What was the impact of Pompeii's eruption?</p> <p>What is a tectonic plate? Why is it significant?</p> <p>Children will learn about the structure of volcanoes and why they erupt.</p> <p>Children will classify types of volcanoes.</p> <p>Volcanoes around the world – where are they? What happens when the volcano erupts? The children will explore why people would live by a volcano as many people still do.</p> <p>Children will create persuasive texts, encouraging people to live by a volcano.</p> <p>Explore how earthquakes are caused by tectonic plates moving.</p> <p>Explore tsunamis linked to earthquakes.</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>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>	<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>
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EYFS Expressive Arts and Design						
ELG	Creating with Materials 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.			Being Imaginative and Expressive 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.		
	All About Me Exploring resources Self-portraits – paint, collage and pen Role play – house Body songs Body percussion	Let's Celebrate Exploring art resources Painting fireworks Collage poppies Clay divas Christmas crafts Christmas songs Christmas performance	Rhyme Time Singing rhymes Musical instruments Exploring gloop, playdough	Seasons 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	Transport Large block play trains Construction kits (Mobilo, Marble run, Lego) Paper aeroplanes	Around the World Making postcards Animal prints/ camouflage African prints Ice painting Exploring shaving foam Making 'magic slippers'

Key Stage 1							
All units to contain elements of:							
<u>Exploring and Developing Ideas</u> 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.							
<u>Work of other artists</u> 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.							
Year 1	Theme	Drawing/Mark Making Portraits		Collage Henri Matisse – Creating own paper collage			Printing Orla Kiely
	Skills	Children can: A) Respond positively to ideas and starting points; B) Explore ideas and collect information;		A) use a combination of materials that have been cut, torn and glued; B) sort and arrange materials; C) add texture by mixing materials;		A) copy an original print; B) use a variety of materials, e.g. sponges, fruit, blocks; C) demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; D) use key vocabulary to	

		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.		D) use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.		demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.	
Year 2	Theme	Painting Kadinsky		Textiles Paper Weaving			Sculpture – Andy Goldsworthy
	Skills	A) Name the primary and secondary colours; B) Experiment with different brushes (including brushstrokes) and other painting tools; C) Mix primary colours to make secondary colours; D) Add white and black to alter tints and shades; E) Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.		A) show pattern by weaving; B) use a dyeing technique to alter a textile's colour and pattern; C) decorate textiles with glue or stitching, to add colour and detail; D) use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set		Salt Dough A) use a variety of natural, recycled and manufactured materials for sculpting B) use a variety of techniques, e.g. rolling, cutting, pinching; C) use a variety of shapes, including lines and texture; D) use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.	
Years 3-5							
<u>Exploring and Developing Ideas</u> 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.							
<u>Work of other artists</u> 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		Painting – Cave Paintings		Printing Bridget Riley	Collage Inspired by Rosseau's pictures	
	Skills	A) Use varied brush techniques to create shapes, textures, patterns and lines; B) Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; C) Create different textures and effects with paint; D) Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.		A) use more than one colour to layer in a print; B) replicate patterns from observations; C) make printing blocks; D) Make repeated patterns with precision; E) Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers		A) Select colours and materials to create effect, giving reasons for their choices; B) Refine work as they go to ensure precision; C) Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; D) Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	
Year 4/5	Theme	Drawing M C Esher			Textiles Vegetable Dyes		Sculpture – Pottery Greek Pottery

	Skills	<p>A) Experiment with showing line, tone and texture with different hardness of pencils;</p> <p>B) Use shading to show light and shadow effects;</p> <p>C) Use different materials to draw, e.g. pastels, chalk, felt tips;</p> <p>D) Show an awareness of space when drawing; e use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>A) Select appropriate materials, giving reasons;</p> <p>B) Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</p> <p>C) Develop skills in stitching, cutting and joining;</p> <p>D) Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>	<p>Clay</p> <p>A) Cut, make and combine shapes to create recognisable forms;</p> <p>B) Use clay and other malleable materials and practise joining techniques;</p> <p>C) Add materials to the sculpture to create detail;</p> <p>D) Use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>
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Year 6

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:

Year 6	Theme	Painting – Graffiti Banksy	World War Art Henry Moore		Printing Carving polystyrene and then printing with rollers Hokusai		Collage - Pop Art
	Skills	<p>A) Create a colour palette, demonstrating mixing techniques;</p> <p>B) Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</p> <p>C) Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>			<p>A) Design and create printing blocks/tiles;</p> <p>B) Develop techniques in mono, block and relief printing;</p> <p>C) Create and arrange accurate patterns;</p> <p>D) Use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;</p>		<p>A) Add collage to a painted or printed background;</p> <p>B) Create and arrange accurate patterns;</p> <p>C) Use a range of mixed media;</p> <p>E) Plan and design a collage;</p> <p>E) Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</p>

Science

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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Reception	All About Me CL Learn new vocabulary. PSED Know and talk about the different factors that support their overall health and wellbeing.	Let's Celebrate		Seasons inc Plants CL Ask questions to find out more and to check what has been said to them. UW Describe what they see, hear and feel while they are outside. UW Understand the effect of changing seasons on the natural world around them.		Around the World CL ELG Make comments about what they have heard and ask questions to clarify their understanding. UW ELG Explore the natural world around them, making observations and drawing animals/ plants. UW ELG 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
Year 1	My Body To be able to identify, name and label body parts. To explore what parts of our bodies we use for different activities. To find out about the five senses, in particular the sense of sight. To explore the sense of touch. To explore the sense of smell. To explore the sense of taste. To explore the sense of sound.	Everyday Materials To be able to identify a variety of common materials. To be able to distinguish between the object and material in which its made. To be able to describe materials according to their properties. To be able to describe why some materials suit certain objects better than others. To carry out an experiment to find out which materials are waterproof.	Identifying Animals To be able to identify and name a variety of common animals. To be able to identify and name a variety of common UK mammals. To be able to identify and compare a variety of common UK birds and reptiles. To be able to identify and compare a variety of common UK fish and amphibians. To be able to identify and sort carnivores, herbivores and omnivores. To be able to take care of animals.	Identifying Plants To find out what a plant is. To identify and describe garden plants. To identify and describe wild plants. To identify and describe a range of trees. To identify the different parts of a plant. To make observations of growing plants.	Seasonal Changes Find out about different seasons and how to describe them. Find out about the seasons and how they are different. Find out about how animals are affected by the seasons. Find out about how humans are affected by the seasons. Find out about how amount of daylight is affected by the season. Investigate the weather during the seasons.	

			To collect data about animals and answer questions.			
Year 2	Living in Habitats To be able to identify things that are living, things that are dead and things that have never been life. To understand that living things need to live in suitable habitats. To explore the plants and animals that live in seaside habitats. To be able to explore the plants and animals in an unfamiliar habitat. To be able to explore and describe a micro-habitat. To explore food chains in a habitat.	Growth and Survival To find out about the offspring of a variety of different animals. To find out about the different ways in which animals reproduce. To explore how humans grow as they get older. To find out what animals including humans need to survive. To explore the environment as a factor of survival for animals including humans. To find out how to eat a healthy balanced diet. To find out why exercise is important to keep our bodies healthy.	Everyday Materials To be able to identify a variety of materials and sort them according to a variety of criteria. To identify that some materials can change shape by squashing, bending, stretching and twisting and others can't. To identify the suitability of metal and plastic for a variety of purposes. To identify different products that can be made from wood and their features and purposes. To identify different materials that are used for the same product. To identify material inventions and discoveries.	Growing Plants To understand that different seeds grow into different plants and to describe them. To understand that plants can be grown from bulbs. To be able to explain why and how seeds are dispersed. To plan, carry out and evaluate an investigation into the conditions that affect germination. To observe and describe how a plant changes as it matures.		Super Scientists To investigate the effect gravity has on everyday objects. To investigate what happens to light when it passes through different transparent objects. To investigate whether sound can pass through materials. To investigate our senses and reflexes. To investigate how germs are transferred by touching things. To investigate electrical circuits to make a light bulb light up.
Year 3	Forces & Magnets 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.	Rocks, Fossils & Soils 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.	Light and Shadow To recognise that we need light in order to see. To explore the sun as a light source and identify the difference 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.	Health & movement 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.		Eating and digestion To be able to identify and classify carnivores, herbivores and omnivores. To be able to construct and interpret a variety of food chains. To identify the different types of teeth in humans and identify their functions. To explore different ways of keeping teeth healthy. To investigate how the digestive system works.

		<p>To explore soil and how it is formed.</p> <p>To explore what fossils are and how they are formed.</p> <p>To be able to identify fossilised remains.</p>	<p>To explore how lights are reflected off surfaces</p>	<p>To find out about how the skeleton supports and protects the body.</p> <p>To investigate how invertebrates are supported.</p> <p>To find out what muscles are and how skeletal muscles help us to move.</p>		<p>To be able to describe the functions of the basic parts of the digestive system.</p>
Year 4/5	<p>States of matter</p> <p>To compare and group materials together according to whether they are solids or liquids.</p> <p>To identify and explore the properties of gases.</p> <p>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.</p> <p>To understand the process of evaporation.</p> <p>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>Sound</p> <p>To find out that sounds are made when objects and materials vibrate.</p> <p>To investigate whether sounds can travel through different materials.</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>Circuits and conductors</p> <p>To investigate circuits and their different components.</p> <p>To investigate the differences between 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>How plants grow</p> <p>To identify and describe the functions of the roots of flowering plants.</p> <p>To investigate the way in which water is transported in plants.</p> <p>To identify and describe the functions of leaves in flowering plants.</p> <p>To explore the part that flowers play in the life cycle of flowering plants including pollination, seed formation and see dispersal.</p> <p>To explore some the ways in which flowering plants disperse their seeds.</p> <p>To understand the structure of seeds and their importance as a food source.</p>	<p>Living in environments</p> <p>To be able to identify a variety of habitats and explore why organisms live in different habitats.</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>

Year 6	Light Recognise that light appears to travel in straight lines Use this idea to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	Animals inc Humans Healthy Bodies Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including human	All Living Things & Their Habitats – Classification Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics		Electricity – Changing Circuits Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram	Evolution and Inheritance Recognise how living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals & plants adapt to their environment in different ways and that adaptation may lead to evolution
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DT

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1		Freestanding structures Designing • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings.		Drawbridges Designing • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Making	Food Fruit Salad Designing • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit • Communicate these ideas through talk and drawings.	

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

		<ul style="list-style-type: none"> • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project 		<p>from and use textiles according to their characteristics.</p> <p>Evaluating</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • 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. 	<p>texture and taste to create a chosen product.</p> <p>Evaluating</p> <ul style="list-style-type: none"> • Taste and evaluate a range of vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand where a range of vegetables come from e.g. farmed or grown at home. • Understand and use basic 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. 	
Year 3	<p>Healthy and Varied Diet</p> <p>Designing</p> <ul style="list-style-type: none"> • 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. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate 		<p>Levers and Linkages</p> <p>Designing</p> <ul style="list-style-type: none"> • 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. <p>Making</p> <ul style="list-style-type: none"> • 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. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and analyse books and, where available, 			<p>DT – own chocolate bar - packaging - Shell structures</p> <p>Designing</p> <ul style="list-style-type: none"> • 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. <p>Making</p> <ul style="list-style-type: none"> • Order the main stages of making. • Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some

	<p>utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p> <p>Evaluating</p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary appropriately. 		<p>other products with lever and linkage mechanisms. • Evaluate their own products and ideas against criteria and user needs, as they design and make.</p> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project. 			<p>accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating.</p> <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Develop and use knowledge of how to construct strong, stiff shell structures. • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Know and use technical vocabulary relevant to the project.
Year 4/5		<p>DT – own chocolate bar - packaging - Shell structures</p> <p>Designing</p> <ul style="list-style-type: none"> • 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. <p>Making</p> <ul style="list-style-type: none"> • Order the main stages of making. • Select and use 		<p>Simple switches (Linked to science)</p> <p>Designing</p> <ul style="list-style-type: none"> • 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. • Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. <p>Making</p>		<p>DT – sewing</p> <p>Designing</p> <ul style="list-style-type: none"> • Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. • Produce annotated sketches, prototypes, final product sketches and pattern pieces. <p>Making</p> <ul style="list-style-type: none"> • Plan the main stages of making. • Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • Select fabrics and fastenings according to

		<p>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.</p> <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. Technical knowledge and understanding • Develop and use knowledge of how to construct strong, stiff shell structures. • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Know and use technical vocabulary relevant to the project. <p>This unit is covered in Y3 under the new curriculum but was not completed by the current Y4 and Y5 so has been planned in for this year.</p>		<ul style="list-style-type: none"> • Order the main stages of making. • Select from and use tools and equipment to cut, shape, join and finish with some accuracy. • Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing battery-powered products. • Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. Technical knowledge and understanding • Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. • Apply their understanding of computing to program and control their products. • Know and use technical vocabulary relevant to the project. 		<p>their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern.</p> <p>Evaluating</p> <ul style="list-style-type: none"> • Investigate a range of 3-D textile products relevant to the project. • Test their product against the original design criteria and with the intended user. • Take into account others' views. • Understand how a key event/individual has influenced the development of the chosen product and/or fabric. Technical knowledge and understanding • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together. • Understand the need for patterns and seam allowances. • Know and use technical vocabulary relevant to the project.
Year 6		<p>DT – Food rationing DT – Food</p> <p>Designing</p> <ul style="list-style-type: none"> • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to 	<p>DT – Combining Fabric Shapes</p> <p>Designing</p> <ul style="list-style-type: none"> • Generate innovative ideas by carrying out research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes 		<p>DT – More Complex Switches</p> <p>Designing</p> <ul style="list-style-type: none"> • 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. • Generate and develop 	

		<p>develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.</p> <p>Making</p> <ul style="list-style-type: none"> • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. <p>Evaluating</p> <ul style="list-style-type: none"> • 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. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. <p>Technical knowledge and understanding • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary</p>	<p>and, where appropriate, computeraided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification.</p> <p>Making</p> <ul style="list-style-type: none"> • Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. <p>Evaluating • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work.</p> <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Fabrics can be strengthened, stiffened and reinforced where appropriate. 		<p>innovative ideas and share and clarify these through discussion. • Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams.</p> <p>Making</p> <ul style="list-style-type: none"> • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. <p>Evaluating</p> <ul style="list-style-type: none"> • Continually evaluate and modify the working features of the product to match the initial design specification. • Test the system to demonstrate its effectiveness for the intended user and purpose. • Investigate famous inventors who developed ground-breaking electrical systems and components. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Understand and use electrical systems in their products. • Apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project. 	
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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					
Reception	All about Me To take photos with a tablet. To play games on the internet To use toy tills and remotes To listen to music		Rhyme Time To use digital devices safely To access Mathseeds on the internet To use a mouse (left click, double click, click and drag) To know about e-safety To use a keyboard (upper case keys, shift, space, return)		Allowing children the opportunity to explore technology in a independent and often child-led way, means that not only will they develop a familiarity with equipment and vocabulary but they will have a strong start in KS1 Computing. (More work required.)	
Year 1	Computing systems and networks To know the main parts of a computer To use the main parts of a computer To use a computer safely and responsibly	Data and information To group objects in different ways To describe objects and groups To group objects to answer questions	Digital Painting To use drawing tools to paint digitally To make careful choices and reflect on drawing To compare computer art and painting	Programming To move a robot To plan routes for a robot	Digital writing To add and remove text To use the toolbar for editing and changing To compare typing and writing	Explaining choices To be able to choose tools to choose To evaluate changes that have been made To use 'undo' feature
Year 2	Computing systems and networks To know what IT in our environment To know the benefits of different forms of IT To use IT safely	Data and information To create pictograms To count and compare attributes To present information in different ways.	Digital Photography To take a digital photograph To know what makes a good photograph To decide how to take the best photograph	Programming algorithms To give instructions to a robot To make predictions about sequences To design and debug algorithms	Digital music To know how music makes us feel To create digital music To review and edit digital music	Programming To use and predict what a program will do. To design and create a program To evaluate and improve designs
Year 3 & 4/5	Computer systems and networks-the internet To know what the internet is To know about websites To understand that not all websites are reliable	Creating media-audio To be able to record sounds To edit digital recordings To evaluate podcasts	Data and information-data logging To know why you need to record data over time To analyse data To plan and collect data	Creating media-Photo editing To modify digital images To know about fake images To evaluate and review images	Programming-repetition in shapes To use patterns and repeats To use loops To debug programs	Programming-repetition in games To use loops within programs To design a game To create a game with loops

Year 6	Computing systems and networks-communication To know about internet addresses and data packets To work with others through communication To know how to communicate responsibly	Creating media-video To know filming techniques To plan a video To edit a video	Data and information-flat file databases To use a database To compare data To know how databases are used in real life	Creating media-3D modelling To modify 3D objects To plan a 3D model To make a 3D model based on a design	Programming-selection in quizzes To explore conditions and select outcomes To plan a quiz To test a program with others	Programming-sensing movement To know how computers sense inputs To design a project using sensors To make a project using sensors

PE

Reception ELG	Gross Motor 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.			Fine Motor 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.		
	Years 1-6 are taught the following sports/disciplines by both class teachers and external coaches from ‘The Sports Project’. Skills and progression for the sports listed below are recorded separately on pdf documents.					
	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
Reception ELG	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.
Year 1	Name a variety of feelings Knowing when I need help Classroom rules	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
Year 2	Bullying and Teasing Our school rules about bullying Being a good friend Expressing feelings in a safe way	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
Year 3	Co-operation Friendships – being a good friend	Recognising and respecting diversity	Managing risk – making a situation less risky Drugs and their risks	Skills we need to develop as we grow up (fact/ opinion)	Keeping myself healthy Celebrating and developing my skills	Relationships (positive and negative)

		Being respectful and tolerant	Staying safe online (personal details)	Helping and Being helped		Keeping safe (personal space)
Year 4/5	Recognising feelings Bullying – what to do Assertive Skills	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
Year 6	Assertiveness – bystander behaviour Co-operation (negotiation and compromise) Safe and unsafe touches	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)

Religious Education

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
YR	In the beginning	Festivals including Christmas	Jesus' parables	Easter	Helping others	Special Places
<p>EYFS</p> <ul style="list-style-type: none"> To give the pupils opportunities to reflect on what they think and believe. To learn about God and the person and life of Jesus through the life of the Holy Trinity. 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. To learn about other world faiths and reflect on these through the enquiry-based approach. To learn from religion and human experiences and develop enquiry and response skills through the use of distinctive language, listening and empathy. <p>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>						
Year 1	Term 1: Christianity.	Term 2: Christianity Why does Christmas	Term 3 2023/24 Courageous advocacy	Term 4: Christianity	Term 5: Judaism.	Term 6: Islam.

	Creation. Who made the world? (UC: 1.2) 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.	matter to Christians? (UC 1.3) To give a clear account of the story of Jesus' birth and why Jesus is important to Christians.	To introduce the issue. To look at different world faith organisations that do something to tackle the issue.	What is the good news that Jesus brings? (UC 1.4) To give examples of how Christians put their beliefs into practice in the church community and their own lives. (EG: charity; confession).	Does celebrating Chanukah make Jewish children feel closer to God? (DRE Y1) 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.	Does going to the mosque give Muslims a sense of belonging? (DRE Y2) 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.
Year 2	Term 1: Christianity What do Christians believe God is like? 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 saying sorry and by seeing God as welcoming them back.	Term 2: Christianity Why did God give Jesus to the world? (DRE Y2) To give reasons why Christians believe God gave Jesus to the world. To explain how Jesus coming to the world shows Christians that they should love/help people and the world.	Term 3 2023/24 Courageous advocacy To introduce the issue. To look at different world faith organisations that do something to tackle the issue.	Term 4: Christianity. Salvation. Why does Easter matter? (UC 1.5) To tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people.) To give examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.	Term 5: Islam Does praying at regular intervals everyday help a Muslim in their everyday life? (DRE Y2) To explain what commitment means to us and to Muslims by knowing how and why they pray 5 times a day.	Term 6: Judaism How special is the relationship Jews have with God (DRE Y2) To tell a story about Abraham or Moses and say why they are so important to Jews.
Year 3	Term 1: Sikhism Does joining the Khalsa make a person a better Sikh? (DRE Y3) To describe what might motivate a Sikh to go through the Amrit ceremony. To understand the 5Ks (Kesh – not cutting hair, Kangha – comb, Kara –	Term 2: Christianity What do Christians learn from the Creation story? (UC 2a.1) 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	Term 3 2023/24 Courageous advocacy	Term 4: Christianity Why do Christians call the day Jesus died "Good Friday?" (UC 2a.5) 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	Term 5: Sikhism What is the best way for a Sikh to show commitment to God? (DRE Y3) To understand that Sikhs choose how much they commit themselves to their religion, and that there are many ways for them to do this.	Term 6: Christianity What kind of world did Jesus want? (UC 2a.4) 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

	bracelet, Kirpan – blessing, Kachera – shorts).	the Earth in some specific way.)		Palm Sunday, Good Friday and Easter Sunday in worship.	To say some things that they themselves are committed to and how they may differ or be similar for Sikhs.	love to all, including how members of the clergy follow Jesus’ teaching.
Year 4/5	Term 1: Judaism How special is the relationship Jews have with God? (DRE Y4) 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.	Term 2: Christianity What is the Trinity? (UC 2a.3) Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer) and in the way they live.	Term 3 2023/24 Courageous advocacy	Term 4: Christianity Is forgiveness always possible? (DRE Y4) 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.	Term 5: Judaism What is the best way for Jewish people show their commitment to God? (DRE Y4) 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.	Term 6: Christianity What is it like to follow God? (UC 2a.2) 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.
Year 6	Term 1: Islam What is the best way for a Muslim to show commitment to God? (DRE Y6) 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.	Term 2: Christianity Is the Christmas Story True? (DRE Y5) To recognise and talk about the difference in the accounts of the Christmas Story that make people ask questions.	Term 3 2023/24 Courageous advocacy	Term 4: Christianity What difference does the Resurrection make for Christians? (UC 2b.7) 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.	Term 5: Islam Does belief in Akhirah {life after death} help Muslims lead good lives? (DRE Y6) To explain how believing in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people.	Term 6: Christianity Creation and science: conflicting or complementary? (UC 2b.2) 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
	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.					
Reception	Opportunity for exposure to French through songs and rhymes, greetings (e.g. bonjour), building awareness that words may be spoken in another language.					
Year 1	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.				Greetings and introductions To respond to greetings e.g 'Hello'; 'Goodbye' To confidently say single words and repeat them	
Year 2	Numbers to 10 To say some single words from memory	Colours To say some single words from memory	Days of the week To say some single words from memory	Food To say some single words from memory	Storymaking – the very hungry caterpillar To say some single words from memory. To enjoy and participate in a story in French.	
Year 3	Numbers to 20 To identify and use familiar words. To translate words.	Clothes/colours To identify and use familiar words. To translate words.	Animals To identify and use familiar words. To translate words.	Sports To identify and use familiar words. To translate words.	All About Me To ask and answer simple pre-learned questions from memory and use several short phrases and questions	
Year 4/5	Going shopping To identify and use familiar words. To translate words. To write some familiar simple words.	Christmas in France To identify and use familiar words. To translate words. To foster children's curiosity about France.	Days and Months To identify and use familiar words. To translate words. To write some familiar simple words.	All About Me (revisit) To identify and use familiar words. To write some familiar simple words in sentences.	On holiday To foster children's curiosity about France. To write some familiar simple words in sentences.	
Year 6	What's the Time? To identify and use familiar words. To write familiar words in sentences.	The body To identify and use familiar words. To write familiar words in sentences.	In Town To identify and use familiar words. To write familiar words in sentences.		Living in France To use extended sentences to communicate for practical purposes. To deepen children's understanding of the wider French-speaking world and beyond.	